ABC YEAR 2 LESSON #3

Don’t Laugh At Me  By Steve Seskin

Or

If the World Were Blind...By Karen Gedig Burnett

MESSAGE TO ABC READERS
This book provides opportunities for conversations around caring, compassion and cooperation. Teaching social responsibility is at the core of this lesson. As a result of reading and discussing this book, young people will develop the convictions and skills to shape a safe, sustainable, democratic, and just world. Students will discuss tolerance and acceptance of others, conflict resolution, and the importance of creating a school where all kids share a sense of belonging and safety. It is possible to create a more just, caring, and safe world for our children. But changing the culture of your classroom, school, and community will take time, patience, support and sustained efforts. The activities in this lesson will provide opportunities to practice integrating social, emotional, and ethical behaviors into the culture of your school.

Asset Information:
This book builds assets in 7 of the 8 categories:

- **Boundaries and Expectations**-#15 Positive Peer Influence
- **Positive Values**-#26 Caring, #27 Equality and Social Justice
- **Social Competencies**-#33 Interpersonal Competence, #34 Cultural Competence, #36 Peaceful Conflict Resolution
- **Support**-#5 Caring School Climate
- **Positive Identity**-#41 Positive Cultural Identity
- **Empowerment**-#9 Service to Others
- **Commitment to Learning**-#24 Bonding to School

The goals for this lesson are that:

- Students will express tolerance for others.
- Students will perform intentional acts of caring and peaceful conflict resolution, in order to create a school where every student feels accepted, valued and safe.

Types of Bullying Addressed:
Students have an opportunity to reflect upon the feelings they experience when verbal and relational bullying targets them or others. The goal is to help students understand the hurtful effects of ridicule, name-calling, bullying behaviors, intolerance and other forms of disrespect. Because bullying and other uncaring behaviors often occur outside of the classroom, it’s important that students explore ways to apply what they have learned in the classroom to the playground and ultimately, to the community. Research shows that children benefit from a sense of empowerment when they successfully address societal issues that might otherwise seem overwhelming. This sense of social competence is also positively correlated to academic success.

Project Cornerstone, ABC Year 2, Lesson 3, Don’t Laugh At Me or If the World Were Blind
LESSON

Conversation Starter for Younger Students

Sticks and Stones
1. Provide each child with a small paper cutout in the shape of a human-- or have students cut out their own paper figures.
2. Ask each student to write his or her name on the cutout.
3. Have students form a circle; have them pass the cutouts to the person on their right.
4. As the cutouts are passed around the circle, have each person make a small crumple or tear in the cutout and add a pencil mark.
5. When the cutouts have made their way around the entire circle, have students try to repair their own cutouts by flattening, erasing, and taping.
6. After cutouts are repaired, discuss the activity. Talk about the effects of unkind words and hurt feelings.

Source-Random Acts of Kindness website

Conversation Starter for Older Students

Materials: class set of paper hearts, 1 big heart or paper dolls for each student
Tell the students that you are going to do a little experiment:
- Pass out paper hearts or dolls to each child or do one large heart for younger students.
- Each time they hear a cold prickly hurtful word or phrase; have them make a fold on their heart.
- Draw some stick figures on the board. Have one stick figure isolated with the other stick figures standing together.

Before asking the questions below, you might want to tell the students a personal story to help set the tone of discussion.
1. Have you ever been teased, laughed at, made fun of or ignored?  
   • (Because of your appearance, race, religion, behavior or speech)
2. What did they say?
   • (Record teases in speech bubbles of stick figure group)
3. How did that make you feel?
   • (Record feelings in thought bubbles of isolated stick figure)
4. Have you ever heard anyone teased because of their race, their skin color, their religion, their accent, or because they have a physical disability?
5. Show the cover of the book and ask the students what they think the title means.

Now have them look at their heart. It should look all folded up. Point to the stick figure standing alone and say this is how they are feeling. Can the others do anything to make this person feel better? Someone will probably say that they could say, “sorry”.
- Have the students unfold their hearts.
  1. Did that help?
  2. Can we smooth out the wrinkles and make all the hurt go away?

Project Cornerstone, ABC Year 2, Lesson 3, Don’t Laugh At Me
• Experiencing bullying and bucket dipping hurts. It puts a crumple on our hearts.
• Every one of us has a chance to make a difference to a person with a crumpled heart.
  • Say or do something to show your support.
  • Make a promise to yourself to not add any more crumples by being a bucket filler, not a bucket dipper. Remind the students of bucket filling and how it takes 5 put ups or warm fuzzies to take away the hurt of 1 put-down.

Read the Book:
Read the story and/or listen to the CD. There are a couple of versions of the song that can be downloaded from the Operation Respect website: www.operationrespect.org. By using both, you will teach to multiple learning modalities, reaching more kids. Students and adults may become emotional upon hearing the words to the song. Let them know that it is OK to have feelings of sadness or regret, etc. Give the students a few moments to compose themselves.

Special Note: Toward the end of the book, a page includes the text: “In God’s eyes we’re all the same.” If you feel uncomfortable reading this phrase, please say, “Don’t you know we’re all the same.” Also, the sentence: Someday we’ll all have perfect wings” can be changed to “Everyone is different some way.” Please know we respect and support your decision to make these changes if desired.

Discussion:
Allow the students a few minutes to reflect upon the deep meaning of the book/song. Talk about Peter Yarrow, the singer and how he discovered this song. (Information found in the After word of book or on their website.)

Special Note to ABC Reader:
How to deal with Bias during Discussions (What we permit, we promote!)
When students share put downs, bucket dipping experiences or cold pricklies, it is likely they will share derogatory labels and stereotypes about race, religion, sexual orientation, and gender. Some children may be passing on comments they have heard, but not understand. Others may reflect the bias deeply embedded in our society. Regardless of the roots of the comments, remember no child is born prejudiced-the ideas are learned. When you hear a comment expressed, don’t be afraid to take a second and say something. A response to what you heard is better than ignoring the situation. You must stop the harassment. Here are some ways and ideas to respond:

1. Respond thoughtfully and simply say:
   a. Everyone at our school deserves to feel safe and cared for.
   b. Everyone deserves our kindness and respect.
   c. Remember we fill buckets in this class.
   d. It’s not OK to use that phrase.

2. Be gentle and instructive. Say:
   a. What do you mean by that?
   b. Do you know what that means?
   c. You may not have meant to be hurtful, but when you use the word “_____” to mean something is bad or stupid, it is hurtful. Do you know why?

3. Correct and inform students in a non-judgmental way.
   a. If you have time to educate on the spot do it.
   b. If not, mention the incident to the teacher.
4. Encourage empathy by asking children to imagine how they would feel if that particular comment was said about them. Encourage children to express their anger or upset feelings in healthy ways rather than using a hurtful, derogatory label.

Ask the students:
1. What is the song about?
2. What were some of your feelings and thoughts as you listened to the story/song?
3. Can you think of a time you wanted to say “Don't laugh at me” or “Don't laugh at him/her?” What happened?
4. What can you say or do to be an UPstander if someone is teased, called a name or excluded from a game?
5. What can you do or say to create a caring classroom/school?
   Remind students of the UPstander techniques discussed in Lessons 1-2 of the ABC program. As they think of ideas, write them on a chart.
   • Give each other warm fuzzies or fill their buckets.
   • You have the power to choose how to react. Don’t take the bait!
   • Be an UPstander.
   • Say and do something to give support.
   • It just takes ONE to make a difference.
   • Use an I message.
   • Peaceful conflict resolution steps.
6. How can you be an UPstander in your community? What kind of agreements can we work toward to make sure we exhibit caring towards one another?

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.

*Sing Don’t Laugh At Me
Materials: Words to the song or a recording

Teach your class the words to the song. Have them act out some of the words, or teach them to sign the words. This could be a fun buddy activity. Older students could write a verse to add to the song that uses ABC vocabulary.

*We Are All Unique
The following is an idea sent in from an ABC reader and is written in her voice:

I did my reading to Kindergartners yesterday and here's what I did:
After reading the book, I put the CD on, and went through the book again, along with the song. Then, I talked to the kids about not singling out anyone for their differences, and that we are all different/unique to begin with. We talked about how it did not matter what you looked or seemed like, but what you could do and achieve. To that effect, I had taken with me pictures of famous people with disabilities, such as Helen Keller, FDR and Tom Cruise. We talked about their disabilities and what they went on to achieve.

Then we played a small game. I had the kids in a circle, and I took a couple of scarves with me. We had the kids take turns being blindfolded, and they had
to walk across to the person sitting opposite them, and that person had to call them to guide them where to go. This was a fun game, where a few kids made it, and others had difficulty following the sound.

We then used this activity to talk about how difficult it is to deal with a disability, and how people cope with something like that by using other senses, such as hearing etc. We then brought it all together by talking about how it felt to walk with a blindfold on, about Helen Keller and how we should treat everyone with respect.

The hour went by quickly, and the kids had a blast. They were quite animated, and they all got the message. I got quite a chatter going about what the right thing to do would be, and how to address a situation where something like this came up. The teacher pitched in too, with her anecdotes, and ideas.

*Grow a Kindness/Empathy Garden*

Material: Flower worksheet for each student, large mural paper

Ask the students if they can define the word empathy (kindness/caring can be substituted for younger students.).

- Empathy is the ability to identify or understand another person’s feelings, situation, motives or concerns.

It is easy to have empathy for people we have things in common with. It is much harder to empathize with people who we think are “different”. To be empathetic is to be able to imagine the feelings other people might feel.

1. Pass out the Flower worksheet.
2. Have each student think of an intentional act of caring they have done for someone else (give a hug, smile, take out the trash, set the table, be an UPstander when someone was teased, share your cookie...).
3. Have them draw a picture or write a few sentences in the center of the flower to remind them of their intentional act of caring.
4. On the petals, ask them write to words of how that felt for them and how they think their intentional act of caring felt for the other person.
5. They can cut out the flower and paste it on the mural titled “Acts of Caring Garden” or “Our Caring Garden”.

*Extension for Teachers:* Ask the class to continue to grow this garden. Give time for students to reflect upon empathy and intentional acts of caring. Encourage them to notice their intentional act of caring or empathy for someone else. Allow them to celebrate their action by decorating a flower to add to the garden.

**How Would You Feel Game**

Materials: 10 index cards or small pieces of paper for each student

Pass out the 10 cards or paper to the students. Tell the students you are going to read out some situations. As they hear them, they will write a word on the card that represents their feelings. Encourage them to use a different word for each situation.

After each scenario:

Project Cornerstone, ABC Year 2, Lesson 3, Don't Laugh At Me
1. Have everyone hold up their feeling card and look around the circle at everyone else’s cards.
2. Point out that different students have very different feelings for the same situations. Everyone’s feelings are valid since we all experience situations differently.

How would you feel if...
- someone made fun of you because of the way you looked?
- you won a prize?
- you were picked last to be on a team?
- you were given a warm fuzzy?
- you decided to say something and be an UPstander to help the target of a bullying situation?
- everyone was invited to a birthday party and you weren’t?
- you had no food and had to beg on the street?
- you remembered to swim free when someone gave you a hook?
- if our school was a place where every kid felt safe and cared for?

Finish by sharing your thoughts on student answers to this last question. If you can dream it, you can be it! Let’s all be the person someone else can turn to for care and safety.

**Role Play**

**Partner Role-plays**
- State the goal of the role-play prior to reading the scenario. It may be useful to write the tool kit techniques on the board, as well.
- Establish ground rules. Many teachers provide two:
  1. No touching.
  2. No bad language.
- Participants don’t have to play themselves or someone resembling them.
- Role-plays should be short, just thirty seconds to two minutes in length.

After you have established the ground rules for role-playing:
- Demonstrate one of the scenarios with a student or adult partner. This tends to prevent the role-playing from getting silly, and shows students that role-plays have a plot and are not a free-for-all.
- Group the students in pairs. We suggest that you ask each pair to determine who is the “oldest” in the pair. Ask the “oldest” to raise their hand so you know the groups are ready to go!
- When reading the role-play scenarios, announce which role the “oldest” and “youngest” will play.
- Explain to students that after each scenario is described, you will give them a moment before saying: Lights, Camera, and Action! This is their chance to decide which tool kit strategy they will use to peacefully solve the problem in the scenario.
- Then, the partners should face each other and enact the role-play.
- When time is up for each role-play, you will say: Freeze! Students should stand quietly.
- The facilitator can ask for a volunteer pair to informally perform their role-play for the group. This is a great opportunity for each pair to teach their choice of tool kit strategy, and for the audience to observe and learn from each other.

**Extending the role-play:** What could an UPstander do to help?

Frequently, the most powerful role in a bullying scenario is the UPstander. By standing up to protect, defend, provide comfort, joke or distract, an UPstander can de-escalate a tough emotional situation by offering support and new solutions.
After the volunteer pair shares their solution, invite the pair to repeat the role-play as the audience gives examples of ways they could be an UPstander and safely put an end to emotionally charged playground dramas.

- Use prompts like:
  - “Can you show us what an UPstander could do or say to help give support?”
  - “To be an UPstander, which strategy would you use to help?”
  - “If you were in a tough situation like this, what would you want an UPstander to do for you?”

The UPstanders are out there. Role-playing gives them a chance to practice their stuff!

**Name calling/Put-downs:**

1. The “oldest” one makes a mean comment about what the “youngest” one is wearing today. The “youngest” one feels the sting of a hurtful put-down.
2. The “youngest” one writes a note about the “oldest” one and passes it around in the class. At recess, classmates start calling the “oldest” one names.

**Harassment/Taunting:**

1. The “oldest” one and the “youngest” one are on the same baseball team. The baseball team has lost every game. With two games left, the “youngest” one starts blaming the “oldest” one for the team’s losses. When the “oldest” one steps up to bat at practice, the “youngest” one starts to groan loudly.
2. At lunchtime, the “youngest” one and two friends have begun to follow the “oldest” one around. They tease and taunt him/her because of the way the “oldest” one walks, then laugh and run away. When the incidents were reported to a teacher, the “youngest” one and her friends were asked to apologize to the “oldest” one. Their apology lacked sincerity and later that day they were again making fun of the “oldest” one.
3. The “oldest” one teases the “youngest” one on the bus because the s/he is overweight.

**Digital Citizenship Role-Play Ideas:**

**Scenario 1**

Tom and Rani love a website that has games and chatting for kids. Their parents let them play on the site. Lately Rani and Tom have been receiving mean messages on the site, including:

- Player A says: I hate You!
- Player B says: You are ruining the game!
- Player C says: You are so stupid!

Ask students to partner into groups of 2-3. Have the students role-play what Tom and Rani should do. Explain that there are many ways they could choose to solve this problem. Let them know that you will give them ideas, but you think they will come up with great solutions. Invite students to share their own stories. After the role-play, discuss the ideas that were generated. List and review the ideas on the board.
Scenario 2
Someone sends an email to an entire group of people, including you. They say something hurtful about one of the people in the group. Practice role-playing:

- If the message is threatening, print it out and report to an adult.
- Do NOT forward it to anyone else.
- If you feel comfortable, send an email to the entire group or just the sender about how you do not agree with the message.
- Privately email the receiver/victim and tell them that you don’t agree with the message.
- If you don’t want to use text or email, call your friend or tell them in person at school how you feel about the message. The sooner you act the better.

De-brief of digital role-plays:

- Cooling down helps when you receive a mean message. Take deep breaths, count backwards, or pause to think of your next steps. Think time will give you a chance to think of the BEST way to handle the situation.
- PLEASE say something- Your silence is your agreement!
- Finding help or telling a caring adult or a friend can be a good way to take action. You shouldn’t deal with the cyberbullying situation alone. The person you tell should be someone who wants to hear what you have to say, and will help you work on a solution.
- Ignore the bully and swim free.
- Keep a copy of the communication with the bully. You may need a copy as proof of ongoing harassment or threats.

For more information click on this link to Common Sense Media, Connected Culture, The Power of Words, grades 4-5: http://www.commonsensemedia.org/educators/lesson/power-words-4-5

Caring Classroom Signs
Materials: Large butcher paper for groups of 4 cut in shapes of signs, markers,

Divide the class into groups of 4. Tell them that they are going to think of some caring ways of treating one another, acts of kindness or attitudes that they would most like to see encouraged in their classroom or school. Have them choose one thought and make the sign into a poster. Some thoughts they may come up with:

- Warm Fuzzy Zone
- No Put-downs allowed.
- Be a bucket filler.
- UPstanders playing here.

Post the signs in the classroom or around the school.

Incredible Egg
Materials: plastic eggs for students, materials to use for decorations, flour, Incredible Egg worksheet

This activity was developed by ABC Leads:
So, we did do this for our 4th grade class. We used plastic eggs and had the kids name them, stick on features like hair, noses etc., and we part filled them with flour. They also filled out an Incredible Egg sheet. The idea being that each one was unique – different in appearance, maybe ethnicity, weight etc. They then had to take them home, care for them, entertain them, take them out, and log their activities over the weekend. On the Monday they then brought them back to school, and told us what they had done, and we re-weighed them to make sure that they had been well taken care of. The kids LOVED this activity – many had made accessories/homes/clothes for their egg over the weekend. We focussed on differences that make us all unique and wonderful, and also on empathy.

**CLOSING**

**Three Minute Huddle** (Led by ABC Volunteer)
Remind the children of the ideas they had to create a caring classroom/school listed during the group discussion. Have them think about 1 kind thing they can commit to doing that day for another student. Stress that it must be something they can do today. Model the activity by beginning with a commitment to something yourself. If there is time, have them share their action item out loud to the whole group. If time is short, have them pair-share with a partner.

**SCHOOL WIDE EXTENSIONS**

**Creating a Caring School Environment**
- Create a set of guidelines for behavior in your school. Have every classroom hold a discussion to set grade level guidelines and agreements.
- Have them write their ideas on a poster. Have the Cornerstone students and student council present the ideas to staff, PTA, School Site Council and students.
- Make sure there is group consensus.
- What can we do if someone forgets?
  - When someone forgets, remind them of tools that are available for everyone to use.
  - Be gentle, forgiving, and patient with children and adults progress.
  - Success is measured in progress and growth, not perfection.
  - Each person is encouraged to feel their feelings.
  - Everyone works together to find constructive ways to express feelings and needs.
  - Forgiveness and compassion for one another are key elements to making progress.
  - Individual and group successes and breakthroughs should be shared and celebrated with the school community.

**A Million Acts of Caring**

- How long would it take to do ONE MILLION ACTS OF KINDNESS? What would it take?
  - 50 acts of kindness per day... For 55 years...Equals One Million Acts of Kindness
How long would it take to do ONE MILLION ACTS OF CARING? What would it take?
50 acts caring per day... For 55 years...Equals One Million Acts of Caring

An act of caring can be as easy as a friendly smile for a stranger, a kind thought for someone, holding the door for others, helping someone elderly with a routine task, letting a driver through in traffic, thanking a veteran, forgiving someone whom you felt has hurt you......

Ask the kids if they think they'll do One Million Acts of Caring in their lifetime? And then start!

Have a school wide project to do One Million Acts of Caring for the year. Design a pre-cut person, hand, or heart shape. When children are caught being kind, tape the design with their name and deed on the shape. The shapes are taped together in a chain or patchwork style connecting the kids of the program or classroom.

CONNECTING ONE END OF THE SCHOOL TO THE OTHER!

Extension: Have some math fun...If each child in your school did at least one act of kindness each day-how many would that be by the end of the year? How about if you add in the school staff? What about the parents too?
Idea adapted from SowSeedsofLove

Intentional Act of Caring Project
• Ask students to think about pressing problems they see at their school. Brainstorm a list of problems and then by vote, select 2 to 3 problems.
• Write the 2-3 most important issues students selected on the top of 2-3 sheets of chart paper and post them around the classroom. Have students walk around writing ideas on the sheets of paper for projects/ideas to help solve each problem. When done, read the suggestion aloud to the whole group and discuss ideas.
• Narrow down the project ideas to the top that students think is most effective at addressing the problems and are most meaningful and doable. You can also ask students to vote for all activities they would want to do.
• Come to consensus on one class Intentional Act of Caring that promotes solving this problem.
• Create a plan and timeline for doing the project.
EXTENSIONS FOR TEACHERS

**Three Minute Huddle** (Led by Teacher)
Begin to hold regularly scheduled class meetings *. Class meetings are regular periods of time set aside to solve problems, make agreements, celebrate achievements and check on how things are going. They allow children a place to share their thoughts, explore their different opinions respectfully and be part of a community. If students feel that they have a voice in helping to create a caring classroom, they will feel empowered and demonstrate a greater collective will to follow through on decisions and agreements.

Here are some tips:

- Keep it short. Have an agenda to address one or two problems. Keep it to 20-30 minutes.
- Help children develop skills by modeling, redirecting, not using names, listening to one another, considering more than one solution and trying out different ways to solve a problem.
- Set children up for success. Start out with easy problems to solve or to celebrate achievements.
- Encourage participation by asking quiet students, “What do you think?”
- Allow students to think of meeting topics by posting a paper where ideas can be written down.

The Class Meeting Process:
1. Create a goal for the meeting.
2. State the problem or goal.
3. Get agreement to try to solve it.
4. Explore the problem.
5. Brainstorm solutions.
6. Choose a solution.
7. Agree to try the solution.
8. Revisit the solution to evaluate progress

*Steps and Ideas for Class Meetings from Teacher’s Guide to *Don’t Laugh at Me*.

**Classroom Enrichment**

**A Day in the Life...**
Write a story of a day in the life of one of the characters in the book, like the boy with glasses, the man in the wheelchair or the little girl with braces. Students can name their characters. Be careful they are not referring to anyone in the class.

**Caring Badges or T-shirts**
Decorate badges or t-shirts with positive caring words using fabric paint or markers. Establish a school Caring Day and have students wear t-shirts or badges with their caring words.

**Book of Kindness**
Read from the book, *Kid’s Random Acts of Kindness*. Children from around the world tell their own stories of random acts of kindness. Have the students create their own book of *intentional acts of caring*. As they see or do acts of kindness, have them write down what happened, illustrate it and put it in the “Intentional Book of Caring”.

*Project Cornerstone, ABC Year 2, Lesson 3, Don’t Laugh At Me*
**Prejudice and Discrimination in History**
For older students, connect this lesson to history where one culture, race, sex, etc. has been discriminated against. Ask them to think of events that portray this. Ask students to talk about ways that prejudice and discrimination are visible in their school and community. Have them look for examples in the newspaper, magazines, and computers. Discuss what is happening currently with what has happened historically.

**What Does a Caring Person Say and Do?**
Play the mirror game. Divide students into pairs and have the “oldest” reflect the movements of the youngest. After a short time, call change. What did it feel like to mirror someone else? Now ask students to pair up back to back. You are going to ask the group a series of questions. When you indicate go, they are to turn and face each other and answer the question. Each person must answer. The youngest one can go first. When done they should turn around back to back again.

Ask students to think about a time when they felt they were part of a group and felt respected, cared for and safe being themselves.

- What was it about that experience that made you feel respected, cared for, and safe being yourself?
- How did members of that group treat each other?
- How did people of that group treat nonmembers?
- How did people in that group show that they cared for each other?

Have a volunteer lie down on a large sheet of paper. Have a few group members trace the outline of his or her body. This outline becomes the class’s “Caring Being”. Gather everyone around the Caring Being and ask them to think about what actions, ways of treating one another and attitudes would make your classroom the best possible place to be—a place where everyone felt included, cared for, and respected. Write positive things inside the outline of the Caring Being (sharing, listening, waiting my turn, giving put ups) If the Caring Being could talk, it would say....

**Homework**
Have students take their paper hearts home with them to tell their parents what they learned. Give them the Intentional Acts of Caring Heart or Empathy Flower worksheet to do at home.

**RESOURCES**
Books:
- *Oliver Button is a Sissy* by Tomie de-Paola is about a boy being teased for doing girl things.
- *Swimmy* by Leo Lionni talks about teamwork and cooperation.
- “Teacher, they called me a ----!” and The Prejudice Book contain new activities that teachers can use to help young people recognize, understand and confront many types of prejudice and discrimination.
- *Recess Queen* lesson plan reviews in more detail the steps to peaceful conflict resolution.
Websites:
- Common Sense Media: http://www.commonsensemedia.org/educators/lesson/power-words-4-5
- Teaching Tolerance is a national education project dedicated to helping teachers foster equity, respect, and understanding in the classroom. www.teachingtolerance.org
- Welcoming Schools www.welcomingschools.org has information to help address anti-gay name-calling and bullying behaviors that are prevalent among elementary school students.
- For more information about prejudice, ask the Southern Poverty Law Center for their guide, Responding to Hate at School. Free copies are available upon written request. Visit www.teachingtolerance.org for more information.
- Go to the Operation Respect website at www.operationrespect.org to order a copy of the curriculum guide that was developed to use with this book. There are downloadable versions of the song on the website.

Video:
- PSA Tolerance: Dear Parents http://www.youtube.com/watch?v=qLIW8JWk1RI&NR=1
- Common Sense Media Video: Connected Culture for Parents and Teachers: http://www.commonsensemedia.org/educators/lesson/power-words-4-5

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

<table>
<thead>
<tr>
<th>21st Century Learning Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
</tbody>
</table>
How to Grow an Empathy Flower

Directions:

- Think about an *intentional act of caring* you have done or would like to do for someone.
- Draw a picture or write about what you did or would like to do in the middle of the flower.
- On the petals write how you felt when you did this and how it felt for the recipient of your *intentional act of caring*. 

Project Cornerstone, ABC Year 2, Lesson 3a, Don’t Laugh At Me
**Intentional Act of Caring Heart**

Draw or write about an *intentional act of caring* that you do for someone at home, in the neighborhood or in the community.

Write how you felt when you did this and how it felt for the **person receiving** your *intentional act of caring*.
My Incredible Egg

Name ___________________________________________________________

Gender __________________________________________________________

Age _____________________________________________________________

Birthplace ___________________________________________________________________________

Weight ____________________________________________________________

What makes my egg unique?

Things I have in common with my egg.

What makes my egg happy?

Project Cornerstone, ABC Year 2, Lesson 3a, Don’t Laugh At Me
1. Identify the conflict. Without interruption, have each person describe briefly what happened. Model empathetic listening.

2. Have each of the involved persons name how they feel with an “I statement”:
   - a. I feel _____ when _____ because _____.
   - b. I feel _____ when _____ because _____.

   Repeat and help students refine their statements until tension from the misunderstanding or conflict subsides.

3. The “I” statements may identify and resolve the misunderstanding or conflict. If not, continue to step 4.

4. Brainstorm ideas for problem solving. Remind the students about past ABC themes of: Swim free, How not to take the bait, Bully Triangle, UP-stander actions, a genuine apology, etc.

5. Evaluate the solutions. Choose a solution to try.

6. Monitor how the solution works over time. Celebrate the successful resolution of conflicts and acknowledge the compromises each person made so that the solution would work.

7. Get help from an adult when conflicts persist and you need assistance. Do not suffer the complexities of these social difficulties alone! Get support from school staff!
Dear Parents/Guardian:

Today in your child’s classroom, I read the picture book *Don’t Laugh At Me* by Steve Seskin and Allen Shamblin. This book is designed to promote understanding and acceptance of individual differences. After reading the book, we discussed our common need to be valued, respected and accepted despite differences such as wearing glasses, being a different size, or using a wheelchair.

We discussed what it feels like to be targeted by others because we don’t fit in. The goal was to help the students understand the hurtful effects of ridicule, name-calling, bullying, and intolerance. We also talked about ways to create a positive school environment.

In addition, we discussed *UPstander* techniques they learned in previous ABC lessons. These techniques are listed below, along with the name of the book that introduced the concept:

- Give each other warm fuzzies and fill your buckets. (*Warm Fuzzy Story* or *Have you Filled Your Bucket, Today*)
- You have the power to choose how to react. Don’t take the bait! (*Simon’s Hook*)
- Be an *UPstander*. (*Say Something*)
- Say or Do something to support others. (*Say Something*)
- Use an *I* message to express your feelings. (*Chrysanthemum*)
- It just takes one to make a difference! (*One*)

We hope you will talk with your child tonight about *Don’t Laugh At Me*. To reinforce the message at home:

- Brainstorm ideas to do *intentional acts of caring* for family, friends and neighbors. Choose one or two to do together.
- Role-play ways to de-escalate conversations using a calm tone of voice, positive words, and comforting body language.
  - Practice ways to *stand tall* using positive body language. (*Stand Tall Molly Lou Melon*)
  - Act out ways to be an *UPstander* in a group situation.

By teaching our children the importance of accepting others and sharing “intentional acts of caring”, we create a stronger school community where all students feel safe and know that they belong.

If you would like more information about the ABC program or would like to volunteer to read in the classroom, please contact me.

Sincerely,

ABC Volunteer

______________________________  ________________________________ Telephone/Email

PS. On the back of this letter is the *Intentional Acts of Caring* worksheet for you and your child to do together.