

ACTIVITIES AND LESSON PLANS

ELEMENTARY SCHOOL

What's inside?

The following packet contains detailed plans for activities, games, and lessons that will engage your students in bullying prevention and social-emotional learning.

It is essential that students understand their role in potential bullying situations through dynamic, experiential lessons. It is our goal to get students participating in activities that challenge them to adopt different perspectives and to think critically about the nuances of social relationships, conflicts, and bullying.

The packet is organized thematically according to four concise rules against bullying that provide students with clear, actionable steps. The activities and lessons herein were carefully curated to emphasize and underscore the essential values of each rule:

1. I will not bully others.
2. I will try to help students who are bullied.
3. I will try to include students who are left out.
4. If I know someone is being bullied, I will tell an adult at school and an adult at home..

*Rules from The Department of Health & Human Services in partnership with the Department of Education and the Department of Justice.



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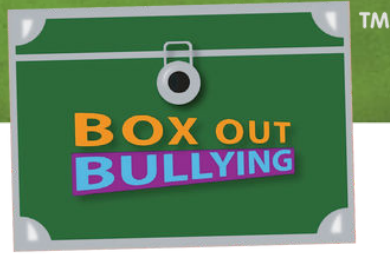
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Kindness Curriculum

SEL: SOCIAL-EMOTIONAL LEARNING

"I" Statements



1

I will not bully others.

DAILY JOURNALS



ACTIVITY NAME:	DAILY JOURNALS
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will be encouraged consistently to think and talk about bullying prevention topics through journaling.
Facilitation Notes:	<ul style="list-style-type: none">• To be integrated into your English Language Arts curriculum: If your class has time for daily journaling, you can integrate the following prompts to encourage dialogue around bullying.

ACTIVITY PROCEDURE:

Below are some sample prompts you can use to expand your students' awareness of empathy, inclusion, and bullying prevention:

- Write about a time when you were especially proud of yourself.
- Was there a time when you were embarrassed, afraid, or felt hurt to be identified with one of the characteristics, impressions, or stereotypes others had of you?
- What examples of stereotypes do you see on television and in the media? What effects do these stereotypes have on people your age?
- When is the last time someone new came into your group of friends?
- Have you ever been part of a group that wants you to hang out with only them? Have you ever known of this kind of group?
- Do you ever feel the need to do something you don't feel right about in order to remain in your group?
- What is your definition of a clique? Share an experience you have where you or someone you know were part of a clique or excluded from a clique.
- A group of people that excludes others is called a clique. Describe the opposite of a clique.
- What are some ways you can promote better friendships online?
- If everyone were involved in peaceful relationships, how would the world be different?

CROSSING THE LINE



ACTIVITY NAME:	CROSSING THE LINE
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will know the difference between teasing between friends and bullying.• Students will gain an understanding of how and why certain phrases or actions "cross the line."
Materials:	<ul style="list-style-type: none">• Tape• Markers
Vocabulary:	<ul style="list-style-type: none">• Teasing• Bullying• "Crossing the line"
Facilitation Notes:	<ul style="list-style-type: none">• Space: Classroom• Size: Entire class

ACTIVITY PROCEDURE:

Set Up:

Using the tape, create a physical line on the floor of the classroom, creating two distinct sides. If you don't have tape, you can use another object (e.g. ruler, chairs) to create the physical border. Label one side as "teasing" and the other as "bullying."

The Activity:

Read the included phrases aloud to the students and have decide if it crosses the line from goofing around with friends ("teasing") to a hurtful behavior ("bullying"). Have students indicate which they think it is by standing on the corresponding side of the line. They can also "straddle the line" (in cases when the phrase you give them could be either 'teasing' or 'bullying' depending on the situation, how it is said, etc.). Depending on the degree of the phrase, instruct your students to either stand close to the line or far away from the line so that their actual physical position reflects how much it is more of one thing or the other.

CROSSING THE LINE



Possible Discussion Questions:

- What is teasing between friends? What is bullying?
- How do you know the difference?
- Why might something you say or something you do "cross the line"?
 - How does the way in which someone uses words or action make it "cross the line"?
- Have you ever had one of these phrases said to you and it felt okay but then other times it felt uncomfortable or made you angry or upset?

EXAMPLE PHRASES:	EXAMPLE ACTIONS:
<ul style="list-style-type: none">• You are an idiot.• You are a weirdo.• Go away.• Nerd.• You're not right.• Brainiac.• No way.• Get over yourself.• Whatever major loser (WML).• Retarded.• Gay.• Who cares what you think?• Loser!• That's so lame.• Shut up.• I'm never talking to you again.• Wimp.• Fatso.• You can't do anything.• You always give up too soon.• You are such a girl.• Whatever.• Like I care.	<ul style="list-style-type: none">• Pushing someone while you are standing in line.• Deliberately breaking someone's crayons.• Calling someone "gay."• Saving a seat at lunch.• Getting up and leaving when another student comes to sit with the group.• Chucking food at someone.• Holding your nose every time a certain person walks by.• Hiding someone's homework so that they can't turn it in.• Spreading a rumor that a student stole something when you know it's not true.• Rolling your eyes when someone shares an idea.• Calling someone a "retard."• Turning your back to someone when they ask you to be their work partner - and pretending to talk to someone else.• Saying something cruel then adding "just kidding."• Telling someone that another person likes them when you know it's not true.

NO PUT-DOWN POSTER



ACTIVITY NAME:	NO PUT-DOWN POSTER
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will discover what put-downs are and how they may be using them in their daily lives.• Students will work on shifting behavior and creating "put-ups" to support each other.
Materials:	<ul style="list-style-type: none">• Large Poster• Many die-cutout (you can use construction paper, color paper, magazines, be creative!)• Markers
Vocabulary:	<ul style="list-style-type: none">• "Put-downs"• "Put-ups"
Facilitation Notes:	<ul style="list-style-type: none">• Space: Classroom• Size: Entire class• Time: 10 minute lesson and follow up

ACTIVITY PROCEDURE:

Brainstorm with students the kinds of put-downs that they hear. You may wish to first brainstorm in small groups, having them make group lists and then share out with the whole group. Students will tend to be able to come up with quite a number of these.

After you have written all these put-downs on the large poster (avoiding repeats), announce to the students that it is time to eliminate the put-downs. Tell them that for each put-down, they will now work to come up with 2 "put-ups" to cover over the put-down. Again, avoid repeats, so

1. Divide the number of put downs by the number of groups and
2. Give each group twice the number of materials to cover the put-downs. The group will write the "put-ups" on the cutouts.

Ceremoniously cover all the put downs by gluing 2 cutouts over each – using the process to discuss this issue with the class. Post the poster in a highly visible place in the classroom. Refer to this as actions bystanders can take when they hear a put-down.

TORN HEART



ACTIVITY NAME:	TORN HEART
Grade Level:	Elementary School
Goals:	<ul style="list-style-type: none">• Students will develop empathy and build awareness of actions that constitute "put-downs" and "put-ups"• Students will develop a commitment to positive interactions.
Materials:	<ul style="list-style-type: none">• A large paper hearts with the words "I Am Important"• Attached Torn Heart Story
Vocabulary:	<ul style="list-style-type: none">• "Put-downs"• "Put-ups"
Facilitation Notes:	<ul style="list-style-type: none">• Size: Entire class• Time: Flexible• Note: Adapted from the "Don't Laugh at Me" curriculum

ACTIVITY PROCEDURE:

1. Begin by holding up a heart and explaining that every person starts out in life thinking she or he is important – someone who matters, someone who has something to give to others.
2. Distribute hearts to the students. Instruct them to hold their hearts in front of them. Then tell them that, as they listen to the story that you will be reading, when they hear a "put-down" they are to tear a piece of the heart off.
3. Read the attached story.
4. At the end, discuss how hurtful events can slowly (or, in some cases, quickly) erode how important one feels. Have students hold up their hearts and use the size differences to discuss how the same word(s) may have a bigger impact on some students although everyone is affected in some way by put-downs.
5. Discuss how feeling less important can affect one's life, affect the classroom, affect the school.

TORN HEART



STORY:

One school day, when the alarm clock rang, Tom did not get out of bed. Twenty minutes later, his cousin, Jerry, pounded loudly on his door. "You're such a lazy lump," he said. "Get out of bed! You'll be late for school again."

"But I'm sick," Tom said.

"Why do you always act like a baby?" Jerry said. "Get out of bed! The bus will be here any moment!"

Tom quickly put on his clothes and went to the kitchen to grab something to eat. Tom still was not feeling very well. "Grab an apple and go," his mother said. "If you weren't so lazy, you could have had a decent breakfast and maybe you would feel better!"

Jerry stormed out the door, leaving it to slam in Tom's face.

"You wait for Tom," said Tom's mother.

"That loser," Jerry said. "I don't want to even be seen with him. Do you see what he is wearing?"

The boys made it to the curb for the bus just in time, with Tom following behind his cousin. But as the doors of the bus began to close, Tom realized that he had forgotten his homework and he asked the bus driver if he could wait a minute so that he could run back in the house to get his homework. "What are you, kid, crazy? This isn't a taxi," said the bus driver.

In first period class, he took one look at his English teacher, Mrs. Winters, and could tell she was not in a very good mood. He decided to tell her that he had not been feeling well in the morning and that he had forgotten his homework. Without even looking up at him, Mrs. Winter said "I swear, this has to be the fourth time this month, Tom!"

Tom liked to play sports but he hated physical education class because he was one of the smallest boys in the class. To make matters worse, since he had had such a bad morning, he had also forgotten his gym clothes so he had to wear things from the lost and found or get a "0" for the day...he decided to wear the lost and found items.

When the P.E. teacher put Tom on one of the two teams that were being created, a moan came from the kids who were already on that team. "Oh man, the loser," said one student. "We're dead," said another. "No, no...this is great. NOT", said another. "That's enough," said the PE Teacher. The rest of Tom's team stopped talking loudly but Tom immediately noticed that they were rolling their eyes at him or turning their backs to him. One of the girls whispered, "I'd rather lose than catch a ball he threw. Do you see how gross he looks in clothes? I could throw up." Several other girls snickered quietly as the game was begun.

WORD HURT



ACTIVITY NAME:	WORD HURT
Grade Level:	Elementary School
Goals:	<ul style="list-style-type: none">• Students will understand different examples of "word hurt" and how they can impact us.• Students will walk away with strategies to be more careful with words and how to heal word wounds.
Materials:	<ul style="list-style-type: none">• Paper dolls• Large pad/chalkboard/whiteboard• Tape
Facilitation Notes:	<ul style="list-style-type: none">• Size: 4-5 students per group• Time: Flexible

ACTIVITY PROCEDURE:

1. Ask students to share examples of "word hurt"...these can be single words or phrases/sentences.
2. Create a list from their examples - writing on the board or on a large pad where all can see.
3. Hand out one paper doll to each group. Show the students a paper doll and say that this represents a student their age/grade. Have students take turns reading off words from the list they've come up with. As each word is read, have the students cut a portion off of the paper doll.
4. Ask the students to "re-assemble" the doll - taping the pieces back together. Show the taped doll to the class and state, "Even if there are things that help someone feel better...to be more like they use to be... when we are hurt by words - things are never quite the same for any of us."
5. Encourage discussion of how students can help others to heal from the wounds of words. Also encourage discussion of how students can remember to be more careful with their words so that the hurt does not happen in the first place - since it can't be totally undone.

***Examples of Word Hurt:** You are stupid. I hate you. Go away. Shut up. Duh. I can't believe you are wearing that. You stink. You can't sit here. You are too lame to live. I don't want you to my work partner.

MAKE A WEB



ACTIVITY NAME:	MAKE A WEB
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will see how interconnected the actions and words of a classroom can be.• Students will see how a whole community can be affected even if intention was meant for one other person.
Materials:	<ul style="list-style-type: none">• Ball of Yarn
Facilitation Notes:	<ul style="list-style-type: none">• Space: Room for a circle of all participants• Size: 15-30 participants• Time: 10-15 minutes

ACTIVITY PROCEDURE:

Set Up:

Be sure that you, the teacher, starts out the with yarn. When "passing" it to your students, make sure you make eye-contact with said person, and identify them by calling their name. Then, throw and let the fun begin. For purposes of the web-effect, it would be best to pass to a person across from you.

The Activity:

1. The teacher begins the yarn web by answering a question related to the topic and then, holding onto the end of the yarn, tosses the ball to a student across the circle. Make sure you keep on holding onto your piece of string.
2. The receiving student answers the same question in his own way and holds onto his place on the yarn and tosses the ball to another student in another place across the circle.
3. The process continues until every student is connected by the yarn.

MAKE A WEB



4. Ask one student to pull on only one of their strings that is connected to another student. Ask how many students feel that "tug"....this can then be used to discuss how an interaction between one person intended for one another can impact on many.

5. Web may be lifted to a vertical surface and tacked in place with offered information at each point for a semi-permanent product or it may be undone by tossing the ball in the reverse of the creating pattern.

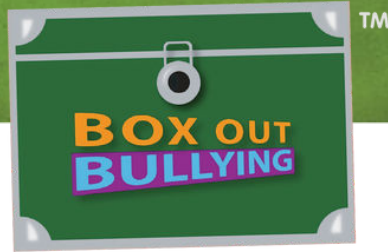
Variations:

- Have one student drop his/her hold and watch how the web falls apart – symbolic of how it takes all of us doing our part.
- Place a beach ball in the middle of the web and show how working together can make things happen.

POSSIBLE TOPICS:

- I can be a friend by...
- As a bystander to an act of bullying, I could...
- A kind behavior I have witnessed...
- A strength I admire...
- A way I can build a more effective community is...
- A person I admire...
- A way to contribute is....
- A hurtful/cruel things you have heard being said...
- One way you can decide someone is a person you can trust is...

*Note: You know your students. Feel free to modify and add your own topics.



2

**I will try to help
students who are bullied.**

HEART SHAPED BOX



ACTIVITY NAME:	DOES IT BELONG IN YOUR HEART (SHAPED BOX)?
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will review certain situations and discern whether they are helpful or hurtful.• Students will feel inspired to make changes to their own behavior aimed at being kind and caring to others.
Materials:	<ul style="list-style-type: none">• Large box or container (e.g. shoe box) that can be opened and is marked with a heart• Copies of the situation strips included• Scissors
Facilitation Notes:	<ul style="list-style-type: none">• Time: One class period• Size: Entire class broken up into pairs• Note: Adapted from Bullying in the Girl's World

ACTIVITY PROCEDURE:

Set Up:

Cut apart the situation strips included with this activity below and place them into the container. Break the students up into pairs.

The Activity:

1. Display the heart container and ask, "What comes to mind when you think of a heart?" Acknowledge and summarize the answers. Focus on the heart being the symbol of care and love. Furthermore, point out the heart is the essence of who we are – it stands for life – without the heart beating we are not living.

2. Point out that life is precious and valuable. It is not something to take for granted. Share that we want to make sure we live our life being the best that we can. Ask the students how they would

HEART SHAPED BOX



like someone to describe their life. As students share, you may want to use appropriate literary examples that you have gone over in class. For example, A Christmas Carol by Dickens where Scrooge had a chance, after the visits from the three spirits, to change his life to be a better person. We could say he had a change of heart.

3. Open the box.

- Tell the students that they are going to see what's in this heart.
- Tell the students to get into their pairs and, in those pairs, blindly select a strip of paper from the heart.
- Explain to the students that they are to read the situation on their paper, discuss it, and decide if it is something that they would be proud to have in their heart or not. Note that they should be able to explain why or why not.

4. Allow the students to share their situation and conclusions. If the situation is something proud to have one's heart, place the slip back inside. If it is not, throw it in the trash.

HEART SHAPED BOX



SITUATION STRIPS:



The new kid was trying to find a table to eat lunch. When the new kid walked past our table I invited her to sit down.

In our group, the girls started saying bad things about Jana's newest picture. I said that even though this picture isn't her best, Jana was actually was a pretty good drawer.

I saw Elliot picking on Phillip. I know Elliot will pick on me if I help Phillip. I didn't, but I did decide to walk up and ask Phillip if he saw where I left my jacket.

I told the teacher didn't have my homework done. Out of the corner of my eye, I thought that Henry was smiling and making fun of me. So, out in the hall, I pushed Henry against the lockers – acting like it was a mistake.

Melanie was sad sitting by herself about to cry so I went over to her to help. It turned out that Lianna had been mean to her. I told her not to worry.

Elizabeth, who is very, very cool, was telling me what to wear the next day so a bunch of us would be dressed alike. She said that if I didn't do it, I was out of our group. I decided to wear that outfit even though I know some other kids felt left out.

A bunch of kids going to make Alex look stupid – he's really easy to trick. I said, "That is so not cool." and walked away from them.

I heard that there was going to be a fight at recess. I didn't want to get people in trouble but I did leave a note on the teacher's desk to watch out at recess for a problem.

I try to get to know people who look, dress, or speak differently from me. I want to get to know who they are rather than judge them by what is on the outside.

Whenever Maria starts talking, I roll my eyes. Then she stops talking and sits down.

HEART SHAPED BOX



SITUATION STRIPS:



When James kept making fun of Franco, I said, "Whatever" and walked away.

I'm eating lunch in the cafeteria when Stan, who is okay but not a close friend, joins the lunch table. I open a squirt package of ketchup and lean over and squirt it on Stan and say, "Oh...my bad." Then I started laughing and others joined in..

I was really mad that Jillian didn't invite me to her birthday party so I started saying some bad things that weren't true about to her other kids in our class.

When Frank walked by I laughed and said, "There goes super geek with your nerdy glasses and shirt that looks like you slept in it." My other friends joined in laughing.

Michael said he wanted to hurt George. I told Michael to leave George alone.

Caroline was at the chalkboard making mistakes. The teacher was busy. One of the kids said, "Caroline is so dumb." I laughed with half of the class. Caroline's face turned red.

I walked away when my friends started spreading rumors about Heather.

RUMOR CARD SORT



ACTIVITY NAME:	RUMOR CARD SORT
Grade Level:	Elementary School
Goals:	<ul style="list-style-type: none">• Students will be able to identify and group rumors.• Students will uncover how to effectively respond to rumors.
Materials:	<ul style="list-style-type: none">• Large pad or board to write on
Facilitation Notes:	<ul style="list-style-type: none">• Time: Flexible• Size: Entire class

ACTIVITY PROCEDURE:

Set Up

Make sure that your students are familiar with the definition of rumors.

Activity

Explain to your students that there are many different ways to respond to rumors. The student's response depends on the nature of the rumor. For purposes of this game, we will identify 4 possible categories a rumor can fit into.

1. Write on the board the categories and the appropriate response in parenthesis: **1. DANGEROUS** (Alert an adult!) **2. HURTFUL** (Stop it cold) **3. HARMLESS** (Let it pass by...) **4. It depends**
2. Tell your students that you will read examples of rumors. After you are finished, ask your students to raise their hands and, with their fingers, let you know the category and response they should take. You can tally up the responses. If there is a discrepancy, be sure to discuss and make sure all students are on the same page.

RUMOR CARD SORT



EXAMPLE RUMORS:

You can make a really cool fire torch if you...

The kindergarten teacher is married to a famous movie star.

This school is getting a new principal next year.

Jesse's big brother hits him because he has to take him to school everyday.

Jordan brought his father's hunting knife to school.

Sarah thinks Marissa is stupid and that is why she isn't inviting her to her party this weekend.

They are building a pool on the school roof next year and only smart kids are going to get to have swim classes.

Maria spent the night at Kate's house and she said that Kate has special sheets on her bed because she sometimes wets the bed.

Andrea farted during her Science class presentation.

There is a ghost in the music classroom and 2 people have died after seeing it.

The cafeteria's hamburgers have been in the freezer since they bought a ton of them 5 years ago.

Only dorks are not wearing red today.

Gina and Steve like each other.

Amber is in love with Casey.

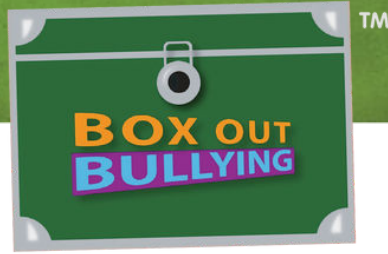
Mirna carries pictures of 3 boys in our class in her purse.

Min wears weird clothes because she is from China.

Noah is wearing the same jeans everyday because his parents don't work.

Elliot gets free lunch because he is poor.

Riley's mother was in jail 2 years ago.



3 I will try to include
students who are left out.

GOSSIP GAME



ACTIVITY NAME:	GOSSIP GAME
Grade Level:	Elementary School
Goals:	<ul style="list-style-type: none">• Students will understand what gossip is and how it can start, be taken out of context, and lead to rumors.• Students will learn to think before spreading gossip or rumors.
Materials:	<ul style="list-style-type: none">• Dictionary• Paper• Pencils
Vocabulary:	<ul style="list-style-type: none">• Gossip
Facilitation Notes:	<ul style="list-style-type: none">• Space: Classroom• Size: Entire class• Time: Flexible; Up to one class period

ACTIVITY PROCEDURE:

Set Up:

Have your class sit in a circle on the floor, if possible.

The Activity:

To begin, have your class play a game of telephone. Make clear the connection to gossip and rumors: the further a piece of gossip gets from the source, the more distorted it can get. What once may have been an innocent thought can transform to something entirely different.

Tell the students that they are going to all play a game. First, make sure all students are familiar with the word, "gossip". You may want to have them look in a dictionary in addition to having them come up with a definition. Be sure that there is a clear definition before moving on with the game.

GOSSIP GAME



Once the children have a clear definition of gossip, tell them that you will be reading some examples of gossip. After each piece of gossip is read, you can ask them to write down what this piece of gossip might lead to a bullying situation. You could also talk through their answers step-by-step and out loud, instead of having them write down their thoughts individually.

GOSSIP:

- “ Have you been watching Erica? I think Erica wants to be friends with Skyler because she always sits next to her at lunch.
- “ Joe has three brothers and two sisters. He also has a cat, dog and five fish. His dog's name is Maxi. I don't believe he has all those animals!
- “ Ronnie got in trouble on the bus for spitting on the window and wiping it off with Jana's sweater. She told the bus driver and the bus driver yelled all of us but Ronnie got in the most trouble.
- “ Freddie never sleeps at night – he sneaks out of the house and is gone all night.
- “ Lucy and Halim took the stapler from the Ms. Rodriguez' desk and hid it in George's jacket.
- “ If you only knew how many hamburgers that Javain eats you would die. And he puts catsup, mayonnaise, pickles and sardines on them! Yuk!

OUTSIDER



ACTIVITY NAME:	OUTSIDER
Grade Level:	Elementary School
Goals:	<ul style="list-style-type: none">• Students will process what it may feel like to be an "outsider" and how situations at school can perpetuate this.• Students will see the importance of inclusion.
Materials:	<ul style="list-style-type: none">• Large pad, white board, or chalk board to write key points
Facilitation Notes:	<ul style="list-style-type: none">• Space: Classroom• Size: 7-10 students per circle• Time: 15-30 minutes; activity and processing
Note:	Adapted from Circle Break-In Activity from Judith Katz White's <u>Awareness: Handbook for Anti-Racism Training</u>

ACTIVITY PROCEDURE:

1. Ask the participants to form a circle – standing next to one another but not holding hands. They are facing inwards.
2. Ask one student to stand inside the circle. Ask the student how he/she feels being inside the circle.
3. Ask one person to volunteer and take the volunteer out of the room. Tell the volunteer that there is something very important in the middle of the circle and only he/she can get it. They must try and convince their classmates to let them in the circle. Have the volunteer remain out of the room until called in.
4. While the volunteer is still out of the room, tell the group members that they are to find ways to keep that person out. If you need to make statements regarding physical safety – this is when that should happen.
5. Invite the volunteer to come back into the room.
6. Allow the activity to proceed – with the volunteer trying to get into the circle and the circle people trying to not allow the volunteer into the circle.

OUTSIDER



After the activity, work through with the volunteer and the students in the circle how they all were feeling during the process.

Possible questions are:

- How did it feel to be outside the circle?
- (if they do get in) How did they feel when they got "in"?
- How did it feel to be in the circle?
- How did it feel when you were "invaded" by the outsider?
- How does this relate to situations in school?
- How does this related to situations other than in school?
- What keeps people on the outside of other groups of people?

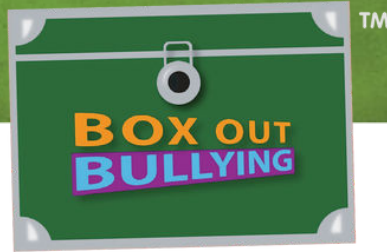
WALK IN MY SHOES



ACTIVITY NAME:	WALK IN MY SHOES
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will work with a partner to enhance their understanding of empathy.• Students will discover what it means when we say "Never judge someone else until you've walked a mile in their shoes."
Materials:	<ul style="list-style-type: none">• Drawing paper• Markers
Facilitation Notes:	<ul style="list-style-type: none">• Space: Classroom• Size: Entire class broken up into pairs• Time: Flexible

ACTIVITY PROCEDURE:

1. Using the drawing paper, have students trace their shoes. Ask each student to describe themselves on the paper by using the qualities of friendship they believe best apply to them.
2. Have students pair up, preferably with someone they don't know well, and invite them to share their characteristics by switching the papers and standing in the other student's shoe drawing.
3. Discuss with your students:
 - What did you learn about your partner that you didn't know before?
 - What do you share in common?
 - What do you think it means to walk a mile in someone else's shoes?
 - How do you think it helps to see things from another perspective?



4

If I know someone is being bullied, I will tell an adult at home and at school.

KINDNESS CURRICULUM



ACTIVITY NAME:	KINDNESS CURRICULUM
Grade Level:	Elementary School
Goals:	The following worksheets and activities are from our Kindness Curriculum. We have included them here under rule four as they aim to inspire and foster positive parent/child relationships. Positive family engagement is essential to students feeling like they can trust and tell the adults in their life if something is amiss, including if someone, including themselves, is being bullied.
Materials:	The following worksheets: <ul style="list-style-type: none">• Feelings and Moods• Respect• Conflict Resolution• Self-Control• Kindness• Friendship• Warmth

ACTIVITY PROCEDURE:

Have parents/caregivers complete the included worksheets with their child and return them.

FEELINGS AND MOODS



When we talk about our feelings, it helps us understand ourselves and each other. Please complete the assignment, sign, and return to the school contact.

Note: each of your children need their own page

Instructions: List your and your child's responses to what makes you feel:

HAPPY/PLEASSED

You:

Your child:

SAD/DISENCOURAGED

You:

Your child:

IRRITATED/ANNOYED

You:

Your child:

CALM/SECURE

You:

Your child:

Signatures: _____

RESPECT



It is important to respect ourselves, our family, our school, and our home environment. Please complete the assignment, sign, and return to the school contact.

Instructions: Write down a few good ways to show respect for:

1. Yourself

2. Family

3. School

4. Home

Signatures: _____

CONFLICT RESOLUTION



If we learn at a young age that conflicts can be resolved, then we will be more prepared to cope with our problems as adults. Every home should have a special place where the family can come and sit down together and think about ways to solve problems. There, everyone must agree to be a good listener, to be honest, and to try to cooperate. Please complete the assignment, sign, and return to your school contact.

Instructions: Choose a problem solving place in your home. Write down or draw where that is.

Signatures: _____

SELF-CONTROL



Everybody feels angry sometimes. What we do with our angry feelings is very important. Please complete the assignment, sign, and return to your school contact.

Instructions: Together with your child, circle the things we can do when we're angry, and cross out the things we shouldn't do when we're angry.

Talk about how you feel

Go to another room

Hit Someone

Throw things

Count to ten

Take a bath

Breathe deeply

Call someone names

Other:

Other:

Signatures: _____

KINDNESS



A child's understand of love can be built on healthy adult relationships he or she observes. Please complete the assignment, sign, and return to your school contact.

Instructions: Together with your child, commit an act of kindness by helping someone else. In the space provided, write down what you did.

Signatures: _____

FRIENDSHIP



Friends help and listen to each other. They trust and respect each other and have fun together. Please complete the assignment, sign, and return to your school contact,

Instructions: Ask your child for the name(s) of their friend(s) at school, and write them here.

Write down a couple reasons why your child considers this individual/these individuals friends:

Signatures: _____

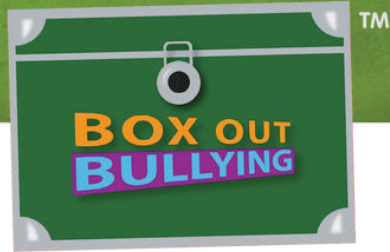
WARMTH



Showing warmth and gentleness is a way to show your child that you love them, and they love you. Please complete the assignment, sign, and return to the school contact.

Instructions: Children agree to hug their parents/caregivers at least once a day for the next week. And parents/caregivers agree to hug their children at least once a day for the next week.

Signatures: _____



SEL

**Social-Emotional
Learning**

I-STATEMENTS



ACTIVITY NAME:	"I-Statements": The Key to Resolving Conflicts
Grade Level:	Elementary through Middle School
Goals:	<ul style="list-style-type: none">• Students will practice using "I-Statements" and understand how they help to resolve conflict in different scenarios.• Students will develop a commitment to peace and conflict resolution at their school.
Vocabulary:	<ul style="list-style-type: none">• "I-Statements"• Conflict• Peace

ACTIVITY PROCEDURE:

Background:

Say: "Conflicts are a natural part of our relationships, but can be big obstacles in maintaining friendships. I-statements can be helpful when it comes to resolving conflicts, especially when you are faced with bully behaviors."

Do: Share this general formula with students about how to make an "I-statement": I feel (say your feeling) when you (describe a specific action that hurts you) because (why the action connects to your feeling).

If your students seem to be struggling with this concept, you may want to review types of emotions they may feel during a conflict. Validate these feelings so that students understand it is okay to feel this way during a conflict, and the goal is to return to a positive/happy emotional state by addressing the conflict.

Practice:

Students should practice with partners forming I-statements to respond to these scenarios:

- When you're alone together your friend is nice, but when you're with a group, they become bossy and dismissive of you.

"I-Statements"



- One of your soccer teammates always teases you in front of the team and says you're weak for not being able to take a joke.
- A classmate passed a rumor that you cheated on a test.
- A group of your friends refuses to invite your cousin to a party because they're not popular.
- Your friend borrowed your roller blades and has forgotten to bring them back to you.

Have students form small groups to create a scenario involving someone addressing a conflict using an "I-statement." Students should present their role-plays to the class.

Activity: Peacemaker Promises (this can be integrated in to general classroom or art class)

Do you want a symbol of your commitment to peace? Something you might hang on a wall somewhere in the school?

Invite students to brainstorm ideas as to how they can visually demonstrate they are committed to peace and conflict resolution. If students are stuck, suggest the following:

- Sew anti-bullying messages on fabric squares, and then sew them onto a quilt to be hung in school.
- Create a collage with an anti-bullying message using recycled paper bags and magazines.
- Collaborate with classmates to paint a mural demonstrating peaceful interactions and healthy conflict resolution.