IT HAS A NAME: RELATIONAL AGGRESSION

THE OPHELIA PROJECT PRESENTS:

Shaping healthy peer relationships for today’s girls and young women.

2nd and 3rd Grade Lessons
The Ophelia Project Presents:
It Has a Name: Relational Aggression

Second - Third Grade
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Acknowledgements

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Introduction

Why use this curriculum?
This curriculum seeks to empower girls in Kindergarten through High School to identify, assess, and reduce relational aggression. Through the use of anecdotes, group activities, and reflections, girls will develop strategies for creating safe social climates and maintaining healthy friendships.

According to research by Cross and Peisner (2009)\(^1\) regarding relational aggression, “It appears that communication about true peer group behavior framed in a positive, healthy, and ‘cool’ normative message can reduce the perception that ‘everyone is doing it.’” Thus, this curriculum is designed to provide girls with an opportunity for communication, exploration, expression, and reflection in developing healthy friendships and leadership opportunities, as well as establishing norms for safe social climates.

This curriculum will stimulate your group and facilitators to think about the impact and cost of relational aggression on girls’ lives, friendships, and self concept. Thank you for joining us in building awareness and addressing the impact of relational aggression.

The Ophelia Project Staff

What is Relational Aggression?

Relational Aggression (RA) is behavior that is intended to hurt someone by harming their relationships with others. It is often covert and subtle and requires careful observation. It is not just “kids being kids.” It is hurtful, intentional behavior that damages self esteem and makes it difficult for creating and maintaining healthy relationships. It may include all or some of the following behaviors:

- Eye rolling
- Ignoring
- Building alliances
- Teasing and put downs
- Spreading rumors and gossip
- Forming exclusive cliques
- Cyberbullying

Relational aggression is one form of peer aggression; other forms are physical and verbal aggression. Physical aggression is usually more overt and recognizable; verbal aggression typically includes put downs and spreading rumors and may be part of relational aggression. All forms of aggression occur on a continuum; while behaviors at the low end may seem harmless, like sighing or rolling one’s eyes, they quickly move to the high end to include hurtful gossip, exclusion, or threats via the Internet.

What is the impact of Relational Aggression?

Establishing and maintaining healthy relationships is an important developmental task for children and teens. Relational aggression works against the development of these relationships. It is hurtful, damages self-concept and interferes with academic and physical development.

Community leaders and parents often see the impact that relational aggression has on children and teens, but do not always understand what is happening. They may observe a child who is less secure than before or one who claims that “no one is my friend.” They may notice that good friends no longer call or come by to “hang out.” They may observe children and teens who once earned good grades doing poorly in school, complaining more frequently of stomachaches and illness or saying that they do not want to go to school or participate in after-school activities.

How can creating a safe social climate help you begin to address relational aggression?

A safe social climate is one where all can express their opinions, share their ideas, and celebrate their diversity. Put downs are not acceptable and inclusion is encouraged. Becoming proactive is critical. Rather than reacting to incidents of aggression after they occur, anyone can work to create organizations, clubs, sports teams or classrooms where people respect each others’ abilities and differences, value cooperation, and celebrate tolerance and diversity. Girls can be challenged to examine their beliefs about how to treat others because research tells us that beliefs predict behavior. They can learn to be more inclusive in their friendship circles and more aware of the contributions each of their peers can offer to the group. Relationships occur in a context... a culture. All girls want to belong, have friends, and feel connected. In a safe social climate, everyone is encouraged to respect their peers and friends; aggressive behaviors are actively discouraged and positive, pro-social behaviors are actively taught and practiced.
Features of this Curriculum

This curriculum introduces girls to six key concepts:
1. The Language of Peer Aggression
2. The Role of the Bystander
3. Normative Beliefs
4. Friendship
5. Leadership
6. Cyberbullying

Instructional strategies:
This curriculum uses a number of strategies to ensure that all learners are given opportunities to develop, understand, and express the material presented in each lesson. Each activity title is preceded by an icon which identifies the strategies used in the activity.
- Classification and definition of key terms
- Anecdotal stories or poems
- Video clips
- Whole and small group discussion
- Processing Points to guide discussion and encourage concept integration
- Interpersonal group activities
- Intrapersonal reflection
- Role playing
- Artistic expression
- Online activities
- Gross motor movement

Implementing the curriculum:
It is recommended that lessons are delivered in order because the concepts build upon each other. Within each lesson, there is room for flexibility and adaptation including:
1. Adapt activities to your group size. If the group is large and there are more facilitators available, use smaller groups. If the group is very small or facilitators are limited, then complete activities in a whole group.
2. Implement the activities in one or more consecutive time frames. Each lesson is broken into separate activities. Complete a lesson in one session, or break each activity into individual, shorter sessions.
3. Allow girls to make up their own scenarios. This curriculum provides narratives, skits, and role plays but feel free to use ones relevant to your group if available. Feel free also to substitute the names within a scenario to make it more relevant to the diversity within your group. Caution: Do not use a student in the group or her name as the aggressive character in a scenario.
4. Add role plays, skits, or art activities to any of the lessons as needed to meet your groups’ needs.
5. Modify or delete part of an activity if it does not fit the development level or specific needs of your group. Children and teens develop at different rates and may be more or less adept in recognizing examples of relational aggression, analyzing their friendships, or in using the computer.
6. Substitute and/or add new props or materials as needed. All materials included are simply suggestions.
Preparing for Lessons:
Read each lesson prior to implementing it to become familiar with the terminology and material. Be sure to make copies of templates or worksheets as necessary and gather all materials. If materials cannot be obtained, adjustments to the lesson may be necessary. For each lesson a chalkboard, whiteboard, or chart paper with chalk or markers to write with is beneficial. Have paper (for writing and drawing), pencils, pens, crayons, markers, or colored pencils on hand for every lesson as well.

Vocabulary:
Many opportunities exist for girls to examine their beliefs about creating healthy relationships and to learn to identify and address relational aggression. The curriculum will give girls the language they need to describe peer aggression and recognize how it can prevent them from forming and maintaining healthy relationships with peers.

It is recommended that vocabulary is kept consistent across all levels to ensure that girls are using the proper terminology throughout the curriculum. Using a shared language regarding peer aggression is important in identifying and reducing relational aggression. Vocabulary lists are included as Appendix A for each age level. There is also a Peer Aggression Glossary at the end of each set of lessons.

Both the Kindergarten – First Grade and Second – Third Grade lessons have the vocabulary lists available as flash cards. Photocopy cards (front and back) on cardstock, or cut out pages from the Appendix and glue them front to back. If your instructional area has a word wall, feel free to add these cards to it. If there is no word wall, start one! It helps to build familiarity with new terms if they are visible within the room. Simply choose a place within the room and hang your vocabulary cards there – if you cannot post directly onto the wall, use poster board or a presentation board.

Differentiation of Instruction:
Each level of this curriculum spans two or more grade levels. Acknowledging that all children and teens develop differently, it may be necessary for the facilitator to adapt activities and concepts for the developmental level of the group.

Kindergarten – First Grade encompasses a gamut of abilities and skill levels both academically and socially. For this reason, specific differentiation opportunities are provided for girls with differing levels of skills. Suggestions are made to either simplify activities or increase complexity. Some differentiation opportunities incorporate reading skills by adding a literacy component to the lesson as well.

Online Activities:
The Fourth – Fifth Grades, Middle School, and High School levels have optional online activities built into the lessons. A single computer with a projector can be used or multiple computers for small group or individual use. Online activities are supplemental to the lessons and not necessary for concept mastery. Some online activities may be completed without a computer if the facilitator accesses the websites in advance and prints off copies of the pages that the lesson references. Always monitor girls when they are online!
Lesson Layout with Highlighted Features:

**Objectives** provide the facilitator with measurable goals for each student to achieve as a result of completing the lesson.

**Assessments** provide the facilitator with observable benchmarks of student learning during the course of a lesson.

**Vocabulary** provides definitions of key terms to be used.

**Materials** provides a list of all necessary items for each lesson to allow for better facilitator preparation.

**Activities** provides step-by-step directions for facilitating each individual part of the lesson.

**Closure** provides an opportunity to review key concepts from the lesson and allows the facilitator to assess the degree to which lesson objectives have been met.

**Assessment**

- all will participate in the untangling activity and identify boys who assumed leadership roles.
- all will complete the untangling activity as either the leader or follower and assess these roles through group discussion.
- all will conduct a small group discussion to analyze leadership roles.
- all will work in a small group to analyze leadership roles.
- all will work in a small group to analyze leadership roles.
- all will work in a small group to analyze leadership roles.
- all will work in a small group to analyze leadership roles.

**Vocabulary:**

- Untangling Leadership

**Materials:**

- Untangling Leadership Materials

**Activities:**

- Untangling Leadership

**Online Activities** provide opportunities for exploring lesson concepts on the Internet.

**Activity Icons** show the types of learning strategies used in the activity.

**Online Activities:**

- Online Activities

**Process Points** are preceded by the pointing finger (>). These questions stimulate discussion and encourage girls to make connections between activities and important concepts.

**Activity Icons:**

- Activity Icons

**Online Activities:**

- Online Activities

**Vocabulary:**

- Untangling Leadership

**Materials:**

- Untangling Leadership Materials

**Activities:**

- Untangling Leadership
Objectives and Essential Questions

Upon completion of this curriculum, girls will be able to:

- Identify peer aggression and the roles in a bullying situation.
- Assess the importance of bystanders in a bullying situation.
- Identify emotions in the self and others. (Kindergarten – Third Grade)
- Distinguish between norms and rules. (Fourth Grade – Fifth Grade)
- List social norms regarding female gender roles. (Middle School – High School)
- Determine positive qualities of friendship, popularity, and leadership.
- Demonstrate positive online communication strategies.
- Evaluate the roles of privacy and anonymity in online interactions (Middle School and High School).

This curriculum encourages girls to explore the following essential questions:

- How does relational aggression affect girls’ lives?
- How do social norms impact the decisions girls make?
- What is friendship?
- What is the role of popularity in establishing friendships?
- What makes an effective leader?
- How do digital citizenship practices affect girls’ lives?

Suggested Curriculum Levels

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Scope and Sequence

**Topic 1: The Language of Peer Aggression**

Kindergarten – First Grade girls will be able to:
- Define roles in bullying situation: aggressor and target.
- Provide examples of relational aggression.
- Identify situations in which they have witnessed relational aggression.

Second – Third Grade girls will be able to:
- Define roles in bullying situation: aggressor and target.
- Define and provide examples of relational aggression.

Fourth – Fifth Grade girls will be able to:
- Define, differentiate, and provide examples of the types of aggression: physical, verbal, and relational.
- Define roles in a bullying situation: aggressor and target.
- Identify positive solutions for targets in a bullying situation.

Middle School girls will be able to:
- Identify types of aggression: physical, verbal, and relational.
- Identify roles in a bullying situation: aggressor and target.
- Define revenge and provide alternatives to using revenge.

High School girls will be able to:
- Identify types of aggression: physical, verbal, and relational.
- Identify roles in a bullying situation: aggressor and target.
- Define revenge and identify its role in the cycle of aggression.
- Evaluate the intensity of a bullying situation on a continuum from low levels of aggression to high levels of aggression.

**Topic 2: The Bystander**

Kindergarten – First Grade girls will be able to:
- Assess the impact a third party intervention can have on an interaction between two people.
- Define the role of a bystander in a bullying situation.
- Demonstrate in a role play bystander strategies to change the outcome of a bullying situation.

Second – Third Grade girls will be able to:
- Review the terms relational aggression, aggressor, and target.
- Define the role of a bystander in a bullying situation.
- Assess the degree to which a bystander can shift power in a bullying situation.

Fourth – Fifth Grade girls will be able to:
- Define and identify the role of a bystander in a bullying situation.
- Role play upstander interventions.
- List upstander solutions.

Middle School girls will be able to:
• Define the role of a bystander in a bullying situation.
• Evaluate conflicting emotions regarding bystander interventions.
• Generate a list of proactive solutions for a bystander in a bullying situation and role play using the solutions.

High School girls will be able to:
• Identify the role of the bystander in a bullying situation.
• Assess the degree to which bystanders can change the outcome of a bullying situation.
• Provide positive solutions for bystanders to use in a bullying situation.

Topic 3: Normative Beliefs

Kindergarten – First Grade girls will be able to:
• Define the terms social norms and emotion.
• Identify and label emotions: sad, happy, and confused.
• Differentiate between put-ups and put-downs.
• Match appropriate emotions to proposed situations.

Second – Third Grade girls will be able to:
• Define the terms social norms and emotion.
• Identify and label emotions: sad, happy, angry, confused, surprised, upset, worried, excited.
• Model facial expressions to match emotions.
• Match appropriate emotions to proposed situations.

Fourth – Fifth Grade girls will be able to:
• Identify common normative beliefs.
• Differentiate norms and rules.
• Analyze anti-bullying laws

Middle School girls will be able to:
• List societal norms regarding adolescent girls.
• Classify norms as healthy or unhealthy.
• Create a poster promoting a healthy normative belief.

High School girls will be able to:
• Identify normative beliefs regarding women’s roles in the 21st Century.
• List normative beliefs that girls would like to establish regarding women’s roles.
• Compare and contrast male and female gender roles.
• Examine the relationship between normative beliefs about gender and aggression.

Topic 4: Friendship

Kindergarten – First Grade girls will be able to:
• Identify positive qualities about themselves and others.
• Identify the qualities of a friend.

Second – Third Grade girls will be able to:
• Identify positive qualities of themselves and friends.
• Identify qualities necessary for friendship.
• Create a definition for the term friendship.

Fourth – Fifth Grade girls will be able to:
• Identify qualities necessary for establishing friendships.
• Assess the need for maintenance in creating lasting friendships.

Middle School girls will be able to:
• Assess friendships as healthy or unhealthy.
• Assign positive attributes to others within the group.
• Evaluate the importance of establishing and maintaining friendships.

High School girls will be able to:
• Identify positive requisites for establishing friendships.
• Create strategies for sustaining healthy friendships.
• Role play how to repair or end a friendship.

**Topic 5: Leadership**

Kindergarten – First Grade girls will be able to:
• Work cooperatively in a group to achieve a goal.
• Identify the qualities of a leader.
• Distinguish between being a leader and being bossy.

Second – Third Grade girls will be able to:
• Compare and contrast inclusive and exclusive friendships.
• Determine leadership strategies for creating inclusive friendships.

Fourth – Fifth Grade girls will be able to:
• Define qualities of a leader.
• Evaluate the relationship between popularity and leadership.
• Determine positive and negative qualities of popularity.

Middle School girls will be able to:
• Define popularity and leadership.
• Distinguish between good popular and bad popular on a continuum.
• Evaluate steps for achieving popularity.
• Establish a relationship between popularity and leadership.

High School girls will be able to:
• Identify the qualities of leadership in notable females in society.
• Distinguish between popularity, power, and leadership.
• Assess the necessity of leadership skills in today’s job market.

**Topic 6: Cyberbullying**

Kindergarten – First Grade girls will be able to:
• Define the term cyberbullying.
• Compare and contrast bullying in person and bullying on the computer.
• Draw or write an “e-motion mail” to send to others in the class.
• Provide examples of ways to use the computer for positive communication.

Second – Third Grade girls will be able to:
• Define the term cyberbullying.
• Determine when or when not to forward information about others.
• List options for what to do when receiving a forwarded cyberbullying message.

Fourth – Fifth Grade girls will be able to:
• Compare and contrast verbal and nonverbal communication.
• Identify common emoticons and Internet abbreviations.
• Assess the writer’s intentions in ambiguously written statements.

Middle School girls will be able to:
• Compare and contrast acts of aggression based on level of harm towards the target, degree of anonymity, and size of the bystander audience.
• Define anonymity.
• Define cyberbullying.
• Create a list of Cyber Rules for safe Internet usage.

High School girls will be able to:
• Define and identify cyberbullying.
• Make a list of “shareable” and “unshareable” information and media to be used on social networking sites.
• List rules for respecting the privacy of others online.
## Activities by Topic and Grade Level

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<th>Normative Beliefs</th>
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National Standards

This curriculum is aligned with the following standards supported by national organizations:

National Council of Teachers of English / International Reading Association Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Center for Disease Control: National Health Education Standards

“Health is affected by a variety of positive and negative influences within society... [Health includes] identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.” (CDC, 2008, http://www.cdc.gov/healthyyouth/sher/standards/2.htm)

2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

5. Students will demonstrate the ability to use decision-making skills to enhance health.

6. Students will demonstrate the ability to use goal setting skills to enhance health.

8. Students will demonstrate the ability to advocate for personal, family, and community health.
International Society for Technology in Education: National Educational Technology Standards for Students

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

National Council for the Social Studies: Curriculum Standards for Social Studies

4. Social studies programs should include experiences that provide for the study of individual development and identity.

8. Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.
Benefits for Scouts

Girl Scouts and their leaders may find that the activities within this curriculum can apply towards some requirements for the following Petals, Try-Its, Badges, or Interest Projects. While this curriculum does not complete an entire recognition, activities within the lessons may apply to one or more requirements within the following areas:

**Daisy Petals:**
- Honest and Fair
- Friendly and Helpful
- Consider and Caring
- Responsible for What I Say and Do
- Respect Myself and Others
- Make the World a Better Place
- Be a Sister of Every Girl Scout

**Brownie Try-Its:**
- Caring and Sharing
- Friends are Fun
- People are Talking
- Computer Smarts
- Point, Click, and Go
- Working it Out

**Junior Badges:**
- Being My Best
- Celebrating People
- The Choice is Yours
- Communication
- Healthy Relationships
- It’s Important to Me
- Lead On
- Write All About It

**Cadette, Senior, and Ambassador Interest Projects:**
- Computers in Every Day Life
- Conflict Resolution
- Do You Get the Message?
- Exploring the Net
- Leadership
- Lure of Language
- Understanding Yourself and Others
- Your Best Defense
Lesson One: *The Language of Peer Aggression*

This lesson sets the stage for the rest of the curriculum by creating a common language to describe peer aggression. It also introduces girls to the major roles in a bullying situation: the aggressor and the target. It is important to use consistent language throughout the curriculum to ensure better comprehension among the girls.

**Objectives:**
Upon completion of this lesson, girls will be able to . . . .
1. Define and identify roles in bullying situation: aggressor and target.
2. Define and provide examples of relational aggression.

**Assessments:**
- Girls will identify Patricia in the poem “Fabulous Patricia” as a target. (Objective 1)
- Girls will identify the aggressors in the poem “Fabulous Patricia.” (Objective 2)
- Girls will create a chart comparing targets and aggressors in the “Fabulous Patricia” activity. (Objective 1)
- Girls will list examples of relational aggression as well as a list of ways to cope with relational aggression in the “Fabulous Patricia” and Closure activities. (Objective 2)

**Vocabulary***:
- **Aggressor**: The person who chooses to hurt or damage a relationship. A bully.
- **Target**: The person who is aggressed upon or bullied. The object of bullying.
- **Relational Aggression**: Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others

*The facilitator can provide examples or elaborate upon these definitions to ensure better understanding, however it is important to use the terms consistently and not substitute other words for vocabulary words.

**Materials:**
- Vocabulary cards for aggressor, target, and relational aggression
- Target template (Appendix B)
- Ball suitable for indoor use, or wadded up paper to use as a ball (or take the activity
outdoors with a playground ball)

- Poem: “Fabulous Patricia” by Andrea Wilson (Appendix C)
  Poem obtained with permissions from: http://bullypoems.wordpress.com/

Activities:

Finding a Target

1. Tape a target to the wall (Appendix B) or draw one on the board or on chart paper. Have girls stand facing the target. Give each girl a turn to throw the ball at a target.
2. Next, have the facilitator tape the target to her chest. Have each girl toss the ball (gently!) towards the facilitator who will try to catch the ball.
3. Lead a discussion using the following processing points:
   - What did you throw the ball at?
   - Can anything be a target? A person, an object?
   - Do you have control over things hitting a target? How?

“Fabulous Patricia”

1. Read the poem “Fabulous Patricia” by Andrea Wilson.
2. Ask girls to summarize the poem, and explain what it going on. Clarify if necessary to establish that a group of girls is making fun of Patricia because she can sing very well and the narrator helps Patricia stand up to them.
3. Introduce the vocabulary term aggressor. Hang the vocabulary card on the word wall area. Write the word aggressor on the board or on chart paper. Ask the girls to give one word descriptions of the aggressors in the poem. Although the aggressors are not specifically named, we can get an idea of who they are by the descriptions of their taunting and teasing. List the girls’ responses on the board or chart paper. Using a one word response requires girls to synthesize their ideas regarding a concept and helps them to create a better understanding of the term.
4. Introduce the vocabulary word target. Hang the vocabulary card on the word wall area. Write the word target on the board or on chart paper. Ask the girls to give one word descriptions of the target in the poem, Patricia. List their responses opposite of the responses for aggressor.
5. Lead a discussion using the following processing points:
   - Look at the words listed for target and aggressor. What do you notice about the differences between the columns?
   - Now think about the poem. How is the target, Patricia, being hurt by the aggressors?
   - Is it possible to hurt someone with your words and actions without being physically aggressive (hitting)?
6. Introduce the vocabulary word relational aggression. Hang the vocabulary card on the word wall area. Explain that relational aggression can hurt just as badly as
physical aggression. Give examples of relational aggression or ask girls to come up with a list on their own.

Examples:
- Spreading rumors
- Hurtful teasing
- Excluding others (not letting them play with you)
- Putting others down (insults, name calling)
- Ignoring, giving the silent treatment

7. Reread the poem “Fabulous Patricia” Before reading, tell the girls to focus on how relational aggression affected Patricia. Make a list of the ways relational aggression changed Patricia. (Her mood, her appearance, her singing...)

8. Lead a discussion with the following processing points:
   - How does relational aggression hurt others?
   - Is it always easy to notice relational aggression?
   - The girls who were aggressors were able to significantly affect Patricia with their teasing. Do you think teasing and taunting are for fun or are they really ways to hurt someone?
   - How can you tell the difference between playful teasing and being mean?

📚_closure:

1. Remind girls that in the target activity, the target moved from the wall to the facilitator – targets can change very easily. Also, everyone in the group got to toss the ball, so anyone can be an aggressor too. We can choose to be aggressors, or choose to be good friends.

2. Have girls generate a list of ways to deal with relational aggression. Use some examples from the poem such as: think positively about yourself or find friends who will stand up to the aggressors with you. After finding examples from the poem, try to add other solutions to the list such as tell an adult, walk away, ignore the bully, etc.

3. Close by telling girls that relational aggression is hurtful, but there are ways to stop aggression from hurting themselves and others. One major way is to not be an aggressor. Another way is to seek help when you are a target.
Lesson Two: The Bystander

In the first lesson, girls were introduced to the roles of aggressor and target in a bullying situation. This lesson introduces the third role in a bullying situation: the bystander. Bystanders include the person or persons who are not aggressors or targets but are caught somewhere in between. They are often scared, stuck and silent. Although they are not aggressors or targets, kids in the middle are involved in the aggression and have the potential to take action to change the situation for the target and become upstanders.

Objectives:
Upon completion of this lesson, girls will be able to . . .
1. Review the terms relational aggression, aggressor, and target.
2. Define and identify the role of a bystander in a bullying situation.
3. Assess the degree to which a bystander can shift power in a bullying situation.

Assessments:
- Girls will summarize the poem “Fabulous Patricia” and identify the target and aggressors in the Power Shift activity. (Objective 1)
- Girls will identify the bystanders in “Fabulous Patricia” during the Power Shift activity. (Objective 2)
- Girls will discuss the effects of the Power Shift activity and identify upstander solutions in the Fabulous Me and Closure activities. (Objectives 2, 3).

Vocabulary:
- **Bystander**: The person or persons who are not aggressors or targets but are caught somewhere in between.
- **Upstander**: A bystander who comes to the aid of a target.

Materials:
- Vocabulary cards for **bystander**
- Poem: “Fabulous Patricia” by Andrea Wilson (Appendix C)
  Poem obtained with permissions from: http://bullypoems.wordpress.com/
- Two long ropes or jump ropes
- Paper
- crayons, markers, or colored pencils

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Activities:

Power Shift

1. Ask someone in the group to summarize the poem “Fabulous Patricia” that was read in the previous lesson. If the group is having trouble remembering the main points of the poem, it may be necessary to read it again to the group. Have girls identify the target and aggressors in the poem to review the previous lesson.

2. Tie two jump ropes together in the middle so that there are four equal (or near equal) lengths of rope attached in the middle. Select two girls and ask them to hold opposite ends of one jump rope.

3. Call one girl Patricia, and the other an aggressor. Have the aggressor gently tug on the rope. Say to the girls, “The aggressor here has the power in the situation. She is pulling on the rope and that affects Patricia. Patricia is pulled by the aggressor.”

4. Select two more volunteers who will represent the narrator of the poem and a friend on the playground. Have the narrator stand by Patricia and have the other friend stand by the aggressor. The two aggressors should now pull on the rope. They are still powerful enough to affect both Patricia and the narrator.

5. Have the narrator and Patricia tug back while the aggressors are tugging. This should even out the dynamic, but tell the girls that the narrator and Patricia have to hold firm and it could get tiring after awhile being strong against aggression.

6. Have the other friend move towards Patricia and the narrator, making it three against one. Tell the girls to hold firm while the aggressor tries as hard as she can to pull them towards her.

7. Lead a discussion with the following processing points:
   - How did the narrator and other friend change the situation between the aggressor and Patricia?
   - How did having more aggressors make the pull of aggression on Patricia harder?
   - How did having more people stand near Patricia make it easier for her to stand firm and not feel as much pressure from the aggressor?

8. Introduce the vocabulary words bystander and upstander. Hang the vocabulary cards on the word wall area. Tell girls that the narrator in the poem is a bystander. She sees the girls tease Patricia and notices how Patricia begins to change because of the teasing. Other friends on the playground who are not aggressors or targets are also bystanders.

9. Tell girls that all bystanders have options. They can join aggressors in hurting a target. They can do nothing. Or, they can be upstanders and do something to help a target. In the Power Shift activity, when the bystanders moved near Patricia, it became a lot harder for the aggressor to pull her. Upstanders have the ability to help a target and change a bullying situation.

Fabulous Me

1. Reread the poem “Fabulous Patricia” and focus on the last three stanzas.
2. The poem ends with a list of things Patricia, the narrator, and other kids do well which make them able to stand up to the aggressors. Have each girl draw a picture of herself and a feature/talent that makes her special. Ask each girl to share her picture with the group, but respect the privacy of any girl who is not comfortable sharing her picture.

3. Tell girls that their talents and skills make them unique and these things should be celebrated, not used to fuel jealousy and aggression. Sometimes aggressors may make us feel bad or embarrassed because we can do something well, but we should think like the narrator and feel good about our talents. Showing a target that you support her and is one important way to be a upstander.

**Closure:**

1. Tell girls: “You have seen with the Power Shift activity that kids in the middle can support a target and diffuse or even stop the hurtful words and actions of an aggressor. What are some ways that kids in the middle can be supportive of a target?”

2. Write girls’ responses on the board or chart paper and create a list of upstander solutions. Be sure to discourage acts of retaliation, or revenge against the aggressor – remind girls that they are not becoming aggressors themselves, but are instead supporting the target.
   Possible responses include:
   - Tell an adult
   - Stand near the target (a physical presence is sometimes enough on its own to deter an aggressor)
   - Tell the target to ignore the aggressor
   - Encourage the target to walk away from the aggressor

3. Tell girls that they can be supportive, positive kids in the middle to help reduce aggression and help create safer social climates.
Lesson Three: *Normative Beliefs*

Normative beliefs address the relationship between what we believe and how we act. Our emotions play a large part in how we express our beliefs. Being able to identify our own emotions is an important step in developing empathy. The next step is being able to identify others’ emotions, too.

**Objectives:**

Upon completion of this lesson, girls will be able to . . .

1. Define the terms social norms and emotion.
2. Identify and label emotions: sad, happy, angry, confused, surprised, upset, worried, excited.
3. Model facial expressions to match emotions.
4. Match appropriate emotions to proposed situations.

**Assessments:**

- Girls will properly model facial expressions for emotions and identify the emotions modeled by others in the Emotion Museum activity. (Objectives 1, 2, 3)
- Girls will define and provide examples of emotions and social norms in the Social Norms Role Play activity. (Objective 1)
- Girls will identify emotions associated with examples in the Social Norms Role Play activity. (Objective 4)

**Vocabulary:**

- **Social Norms**: Expected or accepted rules for behavior.
- **Emotion**: The particular way someone is feeling at a given moment.

**Materials:**

- Vocabulary cards for *emotion* and *social norms*
- Emotion flash cards (Appendix D)
  
  Note: Cards should be photocopied on cardstock and cut out prior to the lesson. Fold the card in half and glue it together so that the picture is on one side and the word on the other. You will need two sets of cards.
- Social Norms Role Play Prompts (Appendix E)

**Activities:**

**Emotion Museum**

1. Introduce the vocabulary word *emotion*. Hang the vocabulary card on the word wall
area. Show the emotion flash cards one at a time to the girls. Describe the general feelings associated with each of these examples and model an appropriate facial expression and tone of voice when describing each emotion. Note that some feelings may be associated with multiple emotions (example: feeling upset can be part of sadness and anger).

2. Divide the girls into 2 groups: the statues and the museum visitors. The visitors' job is to identify all the emotions that the statues portray. The facilitator should give an emotion flash card to each statue who will then choose a pose and facial expression that portrays the emotion on the card. Give the other set of cards to the museum visitors who must then try to match the emotion to the appropriate statue.

3. Once the visitors have assigned a card to each statue, have the statues show their emotion flash cards and determine if the appropriate match has been made.

4. Switch the groups and repeat the activity.

5. Lead a discussion using the following processing points:
   - Which emotions were the easiest to identify? Why?
   - Which emotions did you have trouble identifying? Why?
   - Can facial expressions and body language be confused between the person showing them and the person reading them?
   - What can you do to find out how someone is feeling if you cannot tell from their facial expression or body language?

Social Norms Role Plays:

1. Introduce the vocabulary word social norms. Hang the vocabulary card on the word wall area. Tell girls that social norms sometimes determine the way we feel about a situation, because we are expected to act in a certain way based on what is happening around us. Sometimes a situation may elicit a number of emotions — and these may differ based on the people in the situation.

2. Divide the girls into pairs and give each a role play prompt to act out. Have one girl represent the person who is described in the prompt. The other should be a friend who is present in the situation.

3. Bring the groups back together to act out their skits. After each skit, ask the audience to identify the emotions portrayed by these situations. Remind them that there are often several emotions that result from a situation.

Closure:

1. Ask girls if they can name a social norm that would give a reason for one of the emotions from the activities. Example: Receiving prizes makes people happy, or losing a pet makes people sad.

2. Break girls into eight groups and give each group an emotion card from the Emotion Museum game. Have them create a list of situations in which it would be a social norm to experience that emotion. Read each list to the group and display lists around the room.
Lesson Four: *Friendship*

What are the qualities we look for and admire in our friends? What are the characteristics of healthy relationships? How do girls connect to each other and establish friendships? In this lesson girls explore the ways we define friendship and connect with others.

**Objectives:**

Upon completion of this lesson, girls will be able to . . .

1. Identify positive qualities of themselves and friends.
2. Identify qualities necessary for friendship.
3. Create a definition for the term friendship.

**Assessments:**

- Girls will create collages featuring images of their positive qualities and the qualities of others in the Friendship Collages activity. (Objective 1)
- Girls will write qualities necessary for friendship on strips of paper in the Friendship Chain activity. (Objective 2)
- Girls, as a group, will write a definition for friendship in the Closure activity. (Objective 3)

**Vocabulary:**

- **Friendship:** have girls create their own definition as a group

**Materials:**

- Vocabulary card for *friendship*
- Magazines
- Scissors
- Glue
- Envelopes
- Strips of construction paper
- Masking tape

**Activities:**

1. Tell girls that we know our own skills and talents, but sometimes we do not know the positive qualities of others. Explain that today the girls will do an activity that will help them get to know each other better. The more we get to know other people,
the more we find out interests or abilities that we have in common. Through learning our shared interests, we may discover new reasons to become friends.

2. Ask the girls to close their eyes and think for a minute about what makes them special. Is it:
   - Something you are good at?
   - Something you could show someone else how to do?
   - A special place you visited?
   - Something special that you did over the weekend or on vacation?

3. Ask them to open their eyes. Distribute the magazines and scissors and ask the girls to look for pictures that describe what makes them special. They may also draw their own pictures. They should try to find at least ten pictures, but more is always fine. Ask them to put all of their pictures in their envelopes.

4. Divide the girls into five groups and give each group a piece of construction paper, glue sticks and markers. Explain that the group is going to begin to create a poster by gluing two of each girl’s pictures onto the paper. As each girl adds her pictures or drawings, she should write her name under the picture and explain why she chose that picture to the group.

5. Have the groups rotate and move to the next poster, taking their picture envelopes with them. (The posters should stay in one location while the groups rotate around them. It may also be helpful to keep the glue sticks with each poster.) The “new” girls should add two more pictures to the group’s poster, and the round robin continues until everyone has added at least two of their pictures to each of the posters.

6. End the activity by displaying the finished posters. Note that each one includes something from each girl in the group.

7. Lead a discussion using the following processing points:
   - Which types of pictures do you see the most often? Sports? Vacations?
   - Are there things that you see here that you did not expect to see? Encourage girls give some examples.
   - Did you learn something new about people in the group?

Friendship Chain

1. Give each girl five strips of colored paper and a marker. Have girls write one quality they admire in friends on each of the strips. It is ok if girls do not spell items correctly – it is more important that they write their ideas. The facilitator can also help if girls have trouble writing.

2. Give each girl 5 pieces of masking tape. Have girls loop four of their strips together. It may be beneficial for the facilitator to create five strips and model making the chain first. Use the fifth strip to connect to another girl’s chain so that the group has one very long chain of friendship qualities. Girls should sit in a circle with the chain across their laps.

3. Go around the circle having girls read the qualities they have added onto the friendship chain. It is ok to have repeated qualities!
4. Lead a discussion about the words on the chain using the following processing points:
   - Which words appear most often? Why do you think these words show up more often?
   - Are there words missing that you had expected? Why?
   - What happens to a friendship if you take one of these qualities away? Does a break in the chain represent a possible problem in a friendship?

5. Hang the friendship chain in the room.

_closure:

1. Ask girls, “Of all the qualities of being a friend that we talked about, which is the quality that you feel is the most important?” Give girls a strip of paper and have them write that quality on it.
2. In turn, ask each girl how she will try to show that quality by being a good friend. Wrap the paper strip around the girl’s wrist and tape the ends together to make a bracelet to serve as a reminder to emulate that quality.
3. Show girls the vocabulary card for friendship and notice that there is no definition on the back of the card. Have the group work together to write a definition for friendship and then hang the word on the word wall.
4. Remind girls: Everyone can be a friend. If you feel that you do not possess some of the qualities of friendship, you can practice them and develop them. Friendships are important and necessary in life.
Lesson Five: *Leadership*

Leaders are those who include others and recognize the importance of teamwork and maximizing everyone’s abilities. People who exclude others do not display leadership skills. Leaders can reduce relational aggression by creating positive, healthy relationships and being a supportive bystander. What are the qualities we look for and admire in a leader?

**Objectives:**
Upon completion of this lesson, girls will be able to . . .
1. Compare and contrast inclusive and exclusive friendships.
2. Determine leadership strategies for creating inclusive friendships.

**Assessment:**
- Girls will determine whether an interaction between friends is inclusive or exclusive in the In or Out activity. (Objective 1)
- Girls will role play positive leadership strategies to bring others into the inclusive circle of friendships in the Leading to Inclusion activity. (Objective 2)
- Girls will draw a positive image of leadership after reflecting upon their experiences of including others or being included in the Closure activity. (Objectives 1, 2)

**Vocabulary:**
- **Leadership:** The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task; the ability to lead

**Materials:**
- Vocabulary card for leadership
- Long piece of rope, string, or crepe paper
- In or Out Situation Cards (Appendix F)
- Inclusion Reflection Button (Appendix G) – make enough copies for each girl in the group to get a circle
- Crayons, markers, colored pencils
- Safety pins

**Activities:**

1. **In or Out**
   - Use string to create a large circle on the floor. Tell girls that this circle represents
their circle of friends. Inside the circle is a place where friends have fun, trust each other, and feel like they are special and valued by everyone else. Friends within this circle are neither aggressors nor targets – they are all equals with each other. This feeling is called inclusion. When we are included, we are a part of a group.

2. Tell girls that outside of the circle is exclusion. Exclusion contains feelings of uneasiness, insecurity, and aggression. Some people outside of the circle are aggressors and others are targets. Relational aggression, and other forms of aggression, pushes people outside of the circle and into this uncomfortable area.

3. Provide each girl with a In or Out card. Tell the girl to read her card out loud and decide whether or not her card makes her feel included or excluded from the circle of friends. (It may be necessary to help some girls with reading the cards.) If the girl feels excluded, tell her to stand outside of the circle. If she feels included, tell her to stand in the circle.

4. Lead a discussion with the following processing points:
   - How does it feel to be inside the circle?
   - How does it feel to be outside of the circle?
   - If you are outside of the circle, can you be friends with some people inside of the circle? Why or why not?
   - Would you ever want to put someone out of the circle? Why or why not?
   - Would you ever want to bring someone into the circle? Why or why not?

Leading to Inclusion

1. Introduce the vocabulary term leadership. Hang the vocabulary card on the word wall area. Tell the girls on the inside of the circle that they will be peer leaders. A leader is someone who includes others and helps everyone towards a goal. The goal for this activity will be making everyone in the group feel included and be welcomed into the circle.

2. Have a girl on the outside read her card again. Ask a volunteer from the inside to say a positive message that will include the person who has been pushed outside of the circle by aggression. Examples of strategies could include:
   - Tell the person to ignore the aggressor.
   - Tell the person you are their friend.
   - Pay the person a compliment.
   - Ask the person to share in something more enjoyable.

3. Repeat the activity until all girls have been brought into the circle.

4. Lead a discussion using the following processing points:
   - How did it feel move from exclusion to inclusion?
   - How did it feel to help someone be included?
   - In this activity, we practiced being leaders who bring others into the circle of inclusion. Do some leaders push people out of the circle?
   - Is it always easy to include everyone?
Should you include everyone?

5. Tell girls that anytime they take control of a situation and change it, they are being a leader. Leaders have the power to include or exclude others. Being a positive, supportive leader means that everyone feels included and wants to be together.

_closure

1. Provide each girl with an Inclusion Reflection Button Sheet. Ask girls to complete the sentence: “I can be an inclusive leader by: ________” and list a positive solution for inclusive leadership.
2. Next, have girls design a symbol for inclusive friendship or positive leadership in the circle and color their symbol.
3. Have girls cut out their circles and pin it to their shirt as a reminder to be an inclusive leader.
Lesson Six: *Cyberbullying*

Peer aggression on the Internet, referred to as “cyberbullying,” has been called the “new frontier of aggression.” In this activity, the goal is to explore the messages girls are receiving from computer games and compare these messages to the norms that discourage cyberbullying behaviors.

**Objectives:**
Upon completion of this lesson, girls will be able to . . .
1. Define the term cyberbullying.
2. Determine when or when not to forward information about others.
3. List options for what to do when receiving a forwarded cyberbullying message.

**Assessments:**
- Girls will properly use the term cyberbullying throughout the lesson. (Objective 1)
- Girls will create a Venn Diagram displaying situations in which forwarding information would be considered appropriate, questionable, or cyberbullying in the Pass it On activity. (Objective 2)
- Girls will generate a list of options for positive solutions after receiving a forwarded cyberbullying message in the Closure activity. (Objective 3)

**Vocabulary:**
- *Cyberbullying*: the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone

**Materials**
- Vocabulary card for *cyberbullying*
- Cell phone templates (Appendix H) – make a copy for each girl in the group
- Venn Diagram Reference (Appendix I)
- Pass It On Messages (Appendix J) – copy and cut out prior to lesson
- Tape

**Activities:**

**Cell Phone**
1. Provide each girl with a cell phone template. Allow girls to decorate and cut out their phones. Tell the girls to leave the screen area on their phone blank.
The facilitator should also decorate a phone and write on the screen area, “Do not cyberbully.”

2. Ask the girls if they have ever played the game “Telephone.” They will play this game today, but using their new cell phones to pass the message along. Have girls sit in a line. Then whisper to the first girl in line, “A pink pickle packed a picnic.” This girl should pass the message to girl next to her (while holding the cell phone up to her ear); each girl, in turn, whispers the message to the girl seated next to her; the last girl says the message out loud. Girls are not permitted to repeat the message – they can only say and hear it once!

3. Note that what the last girl says is almost never what the first girl said. When we pass messages along with our voices in person or on the phone, the message sometimes can be mixed up.

4. Ask girls if they know of any other ways to communicate or send something through a cell phone. (Text message, picture message, video message, instant message, email, Facebook)

5. Tell girls that they will send another message down the line with their cell phones, but this will be a text message. Passing along a message through a computer or cell phone is called forwarding. Because the cell phones that the girls have are only paper, they will copy a written message from the previous person’s phone. The facilitator shows her phone to the first girl in line and hands her a pencil to copy the message on the screen of her phone. The girls will then forward the message (and pencil) down the line.

6. Once the message has made it all of the way down the line, lead a discussion with the following processing points:
   - Which message was easier to get correct – the written one or the spoken one? Why do you think this was so?
   - Is texting a message on a cell phone the same as saying it to someone’s face?
   - How is writing something down different from saying it out loud?

7. Remind girls that when they write something, it is more permanent. They cannot take back what they write and anyone can see it.

Pass It On:

1. Ask the girls to give some examples of when it is okay to forward information. Possible examples would be:
   - When your friend says it is okay
   - When you are sure they won’t mind
   - When it is good news
   - When it will not embarrass your friend

2. Discuss examples of when it is not okay to pass on information. Examples include:
   - When you are trying to hurt or embarrass someone
   - When you add personal, private information to the story
   - When your friend says it is not okay to tell anyone else

3. Introduce the term cyberbullying. Hang the vocabulary card on the word wall area.
Stress that even if you did not write a message, forwarding it can still be cyberbullying.

4. Tell girls that sometimes, we are not sure when it is ok to forward a message or if it is cyberbullying. Tell girls to use the following rule: “If you are not sure about a message – DO NOT SEND IT!” They can always ask the person who the message is about if it is ok to forward, or check with an adult who knows the person the message is about.

5. Draw a large Venn diagram on the board or on chart paper. (Reference Appendix I for how to set up diagram.)

6. Break girls into eight groups and provide each one with a Pass It On Message (either a cell phone or a computer cutout). Allow girls a few moments to read the message and discuss with others in the group if the message would be ok to share, if it is cyberbullying, or if they should ask someone about whether or not to forward the message.

7. Ask each group to come up and tape their phone or computer to the proper area on the Venn diagram. Items that the girls decide would be definitely be safe to share without checking with others go in the circle on the left. Items that would be considered cyberbullying go in the circle on the right. Items that girls cannot decide where to place go in the overlapping area. These items would require girls to ask either the person who the message is about or an adult before sharing or deciding not to share.

8. Girls should explain their reasoning for why they are placing the message on that particular part of the Venn diagram.

 Closure:

1. Lead a discussion using the following processing points:
   - Is it always easy to determine if a message is safe to forward or not?
   - Does a cyber-target always know they are being cyberbullied?
   - Does a cyber-aggressor always know that they are sending a hurtful message?
   - What should you do if someone forwards you a cyberbullying message?

2. Make a list of options for cyber-bystanders to use if they receive a forwarded cyberbullying message. Display this list somewhere in the room, with the message, “If you are not sure about a message – DO NOT SEND IT!”
Appendices
Appendix A:
Vocabulary Cards Front

<table>
<thead>
<tr>
<th>Aggressor</th>
<th>Target</th>
<th>Relational Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bystander</td>
<td>Upstander</td>
<td>Social Norms</td>
</tr>
<tr>
<td>Emotion</td>
<td>Friendship</td>
<td>Leadership</td>
</tr>
</tbody>
</table>
Cyber-bullying
## Appendix A: Vocabulary Cards Back

<table>
<thead>
<tr>
<th><strong>Aggressor:</strong> The person who chooses to hurt or damage a relationship. A bully.</th>
<th><strong>Target:</strong> The person who is aggressed upon or bullied. The object of bullying.</th>
<th><strong>Relational Aggression:</strong> Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bystander:</strong> The person or persons who are not aggressors or targets but are caught somewhere in between.</td>
<td><strong>Upstander:</strong> A bystander who comes to the aid of a target.</td>
<td><strong>Social Norms:</strong> The most widely shared beliefs or expectations in a social group about how people in general or members of the group ought to behave in various circumstances. Expected or accepted rules for behavior.</td>
</tr>
<tr>
<td><strong>Emotion:</strong> The particular way someone is feeling at a given moment.</td>
<td><strong>Friendship:</strong></td>
<td><strong>Leadership:</strong> The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task; the ability to lead</td>
</tr>
<tr>
<td><strong>Cyberbullying:</strong></td>
<td></td>
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<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>The use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B:
Target Template
Fabulous Patricia

My friend Patricia’s a fabulous girl. Her hair is gold with a bit of a curl. She smiles like an angel and sings like a bird. The likes of Patricia have never been heard.

She has such a talent for singing a song. Her voice is so clear, and so sweet, and so strong. There is not a doubt; she is terribly gifted. When listening to her I feel so uplifted.

That’s why it’s so sad, The things that they say. Those kids on the playground, I heard them today.

Because they are jealous of what they have heard, They tease her, They taunt her, They call her a nerd.

Patricia’s gold curls have started to wilt Her lyrical voice is losing its lilt. That radiant smile is gone from her face. Of the old Patricia, there is not a trace.

It’s a terrible loss and it must not be. Someone must fix this, I guess it is me.

The next time those kids, Are being unkind I’ll say to them “Stop!” And perhaps they may find …

The fact that she’s pretty, The fact she can sing, Is not for one moment. A terrible thing.

I can speak French. He can run laps. You can score goals. And maybe, perhaps …

I’ll be your fan. You can be mine. So, sing on, Patricia, And let yourself shine.

Poem obtained with permissions from: http://bullypoems.wordpress.com/

by Andrea Wilson

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## Appendix D: Emotion Flash Cards

<table>
<thead>
<tr>
<th>Happy</th>
<th>Sad</th>
<th>Angry</th>
<th>Confused</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Happy emoji" /></td>
<td><img src="image2" alt="Sad emoji" /></td>
<td><img src="image3" alt="Angry emoji" /></td>
<td><img src="image4" alt="Confused emoji" /></td>
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## Appendix D: Emotion Flash Cards

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surprised</td>
<td><img src="image" alt="Surprised" /></td>
</tr>
<tr>
<td>Upset</td>
<td><img src="image" alt="Upset" /></td>
</tr>
<tr>
<td>Worried</td>
<td><img src="image" alt="Worried" /></td>
</tr>
<tr>
<td>Excited</td>
<td><img src="image" alt="Excited" /></td>
</tr>
</tbody>
</table>
Appendix E:  
Social Norms Role Play Prompts

Note: You can use with these, or substitute situations that occur in your classroom or group.

The teacher just called on Rachel in class, but she does not know what the answer is.

Tyra’s parents just grounded her for not doing her homework.

Carrie worked very hard and got all of the problems on her math homework right. The teacher gave her a special sticker.

Maria’s dog died. She is crying.

You are getting ready for a big project and everyone needs a partner to work with. Jill comes late and everyone is already paired up.

Andrea broke her arm playing soccer and has to wear a cast.

Samantha’s grandfather just sent her a birthday card with $20 in it.

Becky’s little sister just broke her favorite toy.

Shawnda just found out that her dad got a new job in another city. She will be moving to a new home and school next month.

Abby’s parents are taking her to Disney Land for summer vacation.

Ellie was in her first dance recital last night. She tripped and then forgot the rest of the dance.
Appendix F:  
In or Out Situation Cards

Cut out cards and distribute one to each girl.

| Angela asked you to sit with her at lunch. | Mary spread a rumor about you. | Jenny shared her colored pencils with you. | Julia did not invite you to her birthday party. |
| Nora played with you at recess. | Jayda laughed at your dress. | Britney asked you to her house after school. | Cara tripped you in the hall. |
| Zoe helped you with your homework. | Emma took your favorite pencil. | Ashley gave you a birthday present. | Gina whispered about you on the bus. |
| Olivia rode her bike with you. | Madison will not talk to you. | Allie sings with you. | Kristin will not let you jump rope with her. |
| Kira taught you a new dance. | Lisa called you names. | Casey splashed you with water. | Bella told you she is your friend. |
Appendix G:
Inclusion Reflection Button

I can be an inclusive leader by:

______________________________.

I can be an inclusive leader by:

______________________________.
Appendix H:
Cell Phone Template

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>g h i</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>j k l</td>
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Appendix I: Venn Diagram Reference

Reproduce the following image on a chalkboard, poster board, or chart paper for the Pass It On activity. Make it large enough for girls to be able to place the computer or cell phone pictures on.

- Items that the girls decide would be definitely be safe to share without checking with others go in the circle on the left.
- Items that would be considered cyberbullying go in the circle on the right.
- Items that girls cannot decide where to place go in the overlapping area. These items would require girls to ask either the person who the message is about or an adult before sharing or deciding not to share.
Appendix J:
Pass it On Messages

Gabby scored the winning goal in a soccer game.

Katie failed her math test today.

Grace has a nice new haircut.

Tomorrow is Ella’s birthday party.
Appendix J:
Pass it on Messages

Kristy smelled funny today.

Riley’s shirt is very pretty.

Valerie has a mean dog that bites people.

Molly wears pink bunny slippers at night.
IT HAS A NAME: RELATIONAL AGGRESSION

This curriculum introduces girls to the concept of peer aggression, with a focus on relational aggression. The lessons will equip girls with an understanding of the language of peer aggression, including the roles within relational aggression; the concept of accepted social norms; steps to developing healthy, inclusive friendships; the connection between popularity and leadership; the harsh effects of cyberbullying; and more.

Part of a critical issues initiative, this curriculum raises awareness about the nature and impact of relational aggression on the lives of youth.

SIX LESSON TOPICS:
The Language of Peer Aggression
The Bystander
Normative Beliefs
Friendship
Leadership
Cyberbullying

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