IT HAS A NAME: RELATIONAL AGGRESSION

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

Kindergarten and 1st Grade Lessons
The Ophelia Project Presents:
It Has a Name: Relational Aggression

Kindergarten – First Grade
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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) 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

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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 other’s 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.

**Assessments**
- Student will participate in the unwrapping leadership activity and identify boys who assumed leadership roles.
- Student will describe the unwrapping leadership activity as an issue or a lesson shared and assesses the roles through group discussion (objectives 1).
- Student will conduct a hands-on leadership activity for creating leadership roles (objectives 2).
- Student will engage with their assigned strategic partners as a leader or follower during the unwrapping leadership activity (objectives 3).

**Vocabulary**
- Selection of the activity to use

**Materials**
- Selection of materials
- Selection of vocabulary (Appendixes A-E) – include a copy of the material and solution for each participant (Appendixes A-E)

**Activities**
- Untangling Leadership
  1. The activity requires open areas and a line and supplies are placed on a table where the table runs off a corner of the room. Each box is labeled in a different color to another box. This should create a web within the group. Participants will each try and find their way out of the web. The student should then categorize the destinations either at the point. The task should be arranged for the need to make a decision. To allow the team to become a team with the team at the same line with the internet. The point to the leader may be at the need to make a decision in conflict-resolution.
  2. When the activity is complete, a discussion using the following processing points.

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

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

**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.
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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<tr>
<th>Grade Level</th>
<th>Ages</th>
<th>Girl Scouting Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten – First Grade</td>
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<td>Daisy</td>
</tr>
<tr>
<td>Second – Third Grades</td>
<td>7 – 9</td>
<td>Brownie</td>
</tr>
<tr>
<td>Fourth – Fifth Grades</td>
<td>9 – 11</td>
<td>Junior</td>
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<tr>
<td>Middle School</td>
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<td>Cadette</td>
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<tr>
<td>High School</td>
<td>14 – 18</td>
<td>Senior and Ambassador</td>
</tr>
</tbody>
</table>
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

<table>
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<tr>
<th>Language of Peer Aggression</th>
<th>The Role of the Bystander</th>
<th>Normative Beliefs</th>
<th>Friendship</th>
<th>Leadership</th>
<th>Cyberbullying</th>
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</table>
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 roles in bullying situation: aggressor and target.
2. Provide examples of relational aggression.
3. Identify situations in which they have witnessed relational aggression.

Assessments:
• Girls will properly identify the character of Katie in the story My Secret Bully as an aggressor. (Objective 1)
• Girls will properly identify the character of Monica in the story My Secret Bully as a target. (Objective 1)
• Girls will provide examples of relational aggression in the Story Discussion activity. (Objective 2)
• Girls will draw a picture of a relational aggression situation that they have observed in the It Happened to Me activity. (Objective 3)

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**: Harming others through purposeful manipulation and damage of their peer relationships.

*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.
- Two dolls and if possible, different outfits for the girls to choose from for the dolls
- Name tags for the dolls (Appendix C) – make a copy for every girl in the group
- Tape or glue sticks
- Crayons, markers, or colored pencils.
- Drawing paper.

Activities:

Story Exploration
1. Read My Secret Bully or use the story summary.
2. Lead a discussion using the following processing points:
   - Does anyone know someone like Katie? (Don’t encourage girls to use names! Just a yes or no will suffice here.)
   - Do you think Katie is hurting Monica? How? (Whispered behind her back, made her feel left out, tried to get other girls to ignore her, told her she wouldn’t come over unless Monica did what she said)
   - How do you think Monica felt?

Dolls
1. Have girls dress dolls to represent the two main characters in the story.
2. Cut out labels for Katie and Monica and tape a label to each doll. Point to the dolls during the discussions to help the girls visualize the roles each character plays in the story.
3. Have girls draw a picture of the two dolls and glue a label for each name onto the drawings so that they have their own representations of the characters. Encourage girls to give the girls facial expressions to match how the girls in the story may feel.

   Differentiation Opportunity: Instead of gluing labels to pictures, write the names Katie and Monica on the board and have girls copy the words onto the dolls.

Story Discussion
1. Introduce the vocabulary term aggressor. Hang the vocabulary card on the word wall area. In this story, Katie is being an aggressor. She is hurting Monica with her words and actions. You do not have to hit someone to hurt them. Aggressors can use words or actions to make someone feel bad. Have girls glue the label “Aggressor” above Katie’s picture.
2. Introduce the vocabulary word target. Hang the vocabulary card on the word wall.
area. Monica is the target of Katie’s aggressive behavior. She feels hurt by Katie’s words and actions. Have girls glue the label “Target” above Monica’s picture.

3. Refer back to the ways that Katie hurt Monica to introduce the idea that there are different ways that girls are sometimes mean to each other. Introduce the vocabulary word **relational aggression**. Hang the vocabulary card on the word wall area. Katie did not physically hit Monica, but she did say mean and hurtful things to her, which is relational aggression. Ask the group to give examples of hurtful things Katie said.

3. Explain that another way Katie was hurtful was in the way she treated Monica. She tried to hurt Monica’s friendships with the other girls. This is also an example of relational aggression.

4. Discuss other examples of relational aggression from the story:
   - Katie treated Monica one way when they were together and differently when the other girls were around
   - Told Monica she would not come over to her house if she played with Sarah
   - Whispered to the other girls while Monica was watching
   - Wouldn’t let her play
   - Made Monica feel bad about herself and think she was too sensitive for feeling sad

**💬 It Happened To Me...**

1. Ask the group to give examples of hurtful things they may have seen or heard among their friends or classmates.

2. Have girls draw a picture of a time when they have witnessed relational aggression. The facilitator should circulate through the group and ask girls to explain their drawing and have a short caption describing the scene. **Girls should not be required to share their pictures/experiences with the group.**

   **Differentiation Opportunity:** The girls can either write their own caption or the facilitator can write it for them. Do not require proper grammar and mechanics in the written captions – the purpose of this exercise is to provide an explanation of what the picture is intending to show.

**🔒 Closure:**

1. Write the words aggressor and target on the board (or hang papers with these labels on the wall). Ask girls to place the proper doll under the heading on the board.

2. Ask girls to explain in their own words the terms aggressor and target.

**Note:** Facilitator should save dolls, as they will be used again for Lessons Two and Six.
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, bystanders are involved in the aggression and have the potential to take action to change the situation for the target.

**Objectives:**

Upon completion of this lesson, 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.

**Assessments:**

- Girls will participate in the discussion following Jumping in the Middle activity and acknowledge that a third person can interfere with the actions of two people. (Objective 1)
- Girls will properly identify characters in *My Secret Bully* as bystanders in a bullying situation in the Kids in the Middle activity. (Objective 2)
- Girls will role play using bystander strategies to support Monica as a target of aggression in the Doll Role Play activity. (Objective 1, 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 and helps resolve the aggression

**Materials:**

- Long jump rope
- Vocabulary cards for **bystander**
Activities:

Jumping in the Middle
1. Show two girls how to turn a jump rope together. Each girl should have an end and they should move their arms in a circular motion to bring the jump rope around for a person to be able to jump in the middle.
2. Have girls turn the rope and explain to the other girls: These girls are turning the rope together. Just the two of them are responsible for making the rope turn. No one else is turning the rope between them.
3. Choose one girl to stand in the middle of the rope and try to jump rope while the other girls are turning it. (It would be beneficial to start with a girl who the facilitator knows is capable of jumping rope in this fashion. If none of the girls have ever jumped rope like this before and they keep stopping the rope from going around, the activity is still effective.)
4. After one girl has been in the middle for awhile, choose another girl to take her place. Then try the activity with two girls in the middle. Finally, try the activity with three girls. Feel free to also change the turners so that all girls can be involved in the activity.
5. End the game, and bring girls together for a group discussion. Lead with the following processing points:
   - Was it easier to turn the rope with or without the person in the middle trying to jump rope?
   - Did more people in the middle make it harder to get the rope around?
   - How can a person in the middle of the rope change how the rope makes it around in a circle?
6. Tell girls to keep this game in mind as they go through the next activity.

Kids in the Middle
1. Re-read My Secret Bully or use the story summary. As you read, ask the girls to think about how Katie and Monica’s friends reacted to what was happening in the story.
2. Introduce the vocabulary word bystander. Hang the vocabulary card on the word wall area. Tell the group that all of Katie and Monica’s friends and classmates are the bystanders. Sometimes bystanders are called the “kids in the middle” because they are stuck in the middle of what is happening with Katie and Monica. They see and hear everything and are often upset about what is going on, but do not know what to do or say to help.
3. Lead a discussion using the following processing points:
   - Have you ever been in a situation like Sarah? What do you think she was feeling?
   - Is Monica’s mom a bystander even if she doesn’t see Katie hurting Monica? Why or why not?
   - What could have happened if one of the girls had gone to ask an adult for help when they saw Katie hurting Monica?
4. Summarize the discussion by making the following points:
   - It can be scary to be the one who is watching when one girl is being mean to another child.
   - It takes courage to help a friend who is being picked on.
   - It is hard to know what to say to the child who is being mean.
   - Most kids in the middle worry that they will be picked on next if they stick up for the child being teased.
   - Asking an adult for help is a good option.

Doll Role Play

1. Ask, “What are some things that the kids in the middle could do to help Monica?”
   List possible options on the board or on chart paper.
   Some suggestions:
   - Say, “That’s not funny.”
   - Purposefully ignore Katie’s remarks.
   - Don’t laugh at Katie’s comments. By not laughing, you can let Katie know that you don’t like what she’s saying, without having to confront her.
   - Move to stand near Katie. Without saying a word, your body language can show that you are supportive.
   - Ask an adult for help, even if you do that afterward.
   - Talk to Katie afterward, and tell her that you didn’t think it was funny.
2. Illustrate the power of the bystander to change a situation by doing a role play activity using dolls. Help girls visualize the role of the bystander by asking for volunteers – two or three at a time and give each a doll to represent a bystander in the story. Line the girls up, so that the dolls labeled “Katie” and “Monica” are on either end. Girls should stand in between—they are bystanders. They are kids seeing or hearing Katie tease Monica. They may know that what Katie is doing is not right, but not know where to go or what to do.
3. Ask the girls playing the bystanders to choose one of these strategies and try it.
   - In this mini role play, focus on the responses of the bystanders. The facilitator describes the situation as he points to Katie and Monica, and then asks the bystanders to actually say their words.
   - Give each of the girls as opportunity to play a bystander. Try out different strategies with the group.
Differentiation Opportunity: You can adapt this activity for older girls by writing each of the strategies on a separate piece of paper, folding them, and putting them into a bag. Girls take turn picking a strategy and role-playing it. The facilitator can help with reading the strategies if necessary.

Closure:

1. Ask the girls as a group to write a new ending to the story in which bystanders intervene on the behalf of Monica. Write this new ending on chart paper and display it within the room. A bystander who intervenes and helps a target is called an upstander.

2. Have girls explain in their own words the impact a bystander can have on a bullying situation by reminding them of the game of Jumping in the Middle. Use the following processing points:
   - How was being in the middle of the jump rope like being a bystander in a bullying situation?
   - Can the person in the middle of the jump rope keep jumping over the rope and let the other two people continue turning the rope? How is this like a bullying situation where a bystander does not do anything?
   - Does having more jumpers while jumping rope make it harder for the rope turners to get the rope around successfully?
   - What about in a bullying situation – does having more bystanders make it harder for the aggressor to pick on her target? Why do you think this is so?

3. Say to the girls: “Just as you could stop the rope from going all the way around when in the middle of a jump rope, as a bystander in a bullying situation, you can stop hurtful words and actions from reaching the target of an aggressor.”

Note: Facilitator should collect and save dolls, as they will be used again for Lesson Six.
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 emotions is an important step in developing empathy.

If girls believe that it is important to be kind and caring toward their friends and to others, they will say kind and caring things called “put-ups”. If they believe that it is okay to be mean or thoughtless to others, they will engage in “put-downs” and say and do hurtful things. Understanding normative beliefs is crucial when identifying the causes of relational aggression.

**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, and confused.
3. Differentiate between put-ups and put-downs.
4. Match appropriate emotions to proposed situations.

**Assessments:**

- Girls will use the terms social norms and emotions in discussions in the Emotional Roller Coaster and Closure activities. (Objective 1)
- Girls will identify emotions in the Put-Ups and Put-Downs activity. (Objective 2)
- Girls will determine whether a phrase is a put-up or a put-down in the Put-Ups and Put-Downs activity. (Objective 3)
- Girls will identify the emotions of the character Jenny in the Emotional Roller Coaster activity (Objective 2, 4)

**Vocabulary:**

- **Social Norms:** 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.
- **Emotion:** The particular way someone is feeling at a given moment.

**Materials:**

- Vocabulary cards for *social norms* and *emotion*
- “Put-ups” and “Put-downs” cards (Appendix D) – cut out prior to lesson
- Put-Ups and Put-Downs Arrows (Appendix E) – make a copy for each girl in the group
- Small buttons, pennies, or Bingo chips
- Emotion Roller Coaster Story (Appendix F)

**Activities:**

### Put-Ups and Put-Downs

1. Introduce the vocabulary word *emotion*. Hang the vocabulary card on the word wall area. Explain that happy, sad, and confused are emotions. 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 confusion).

2. Tell girls to imagine that they just got back a project (test, worksheet, etc – whatever is most appropriate for the group) that they did very well on, won a game, or met a goal that they have set for themselves. Ask the group for some examples of things that people say to you when you do something well. (Great job! Good work! I’m proud of you! Etc)

3. Define the positive messages they receive as “put-ups.” These are statements that make us feel good about ourselves. They encourage us to keep trying, and make us feel like we are smart and valuable.

4. Give girls the Put-Ups and Put-Downs Arrows sheet and some crayons. Have girls point to the picture of a face that has just heard a put-up (the smile). Ask girls to color the arrow behind the smiling face using a color that makes them happy. Explain that hearing put-ups make us feel happy.

5. Next, ask girls what happens when they make a mistake or get something wrong during a game or on their schoolwork. You will hear various responses, but all will be negative. Ask them how they feel when they receive negative messages. You may hear, “I feel dumb; unhappy; not good; embarrassed; afraid to try again.” Or “I don’t want to play the game anymore.”

6. Define the negative messages as “put-downs.” These are statements that make us feel bad about ourselves. They discourage us from trying new things, make us want to quit or make us afraid of failure.

7. Have girls point to the face on the Put-Ups and Put-Downs Arrows that shows a face that has just heard a put-down (the frown). Ask girls to color the arrow behind the frowning face using a color that they don’t like or makes them feel sad. Explain that hearing put downs make us feel sad.

8. Then tell girls, sometime we are confused by the messages we receive, and that is ok. Being confused is an emotion too. It brings us neither up nor down. Have girls color the arrow behind the face with the question mark above it using any color they prefer, but be sure that it is different than the other two arrows.

9. Next, give each girl a small button, penny, or BINGO chip. Read a put-up or put-down card to the girls and have them put the object on the arrow that shows how that phrase makes them feel.

10. After you have gone through all of the put-ups or put-downs, lead a discussion using
the following processing points:

 Can the things people say to us change the way we feel?
 Can the words we use towards other people change the way they feel?
 What would you rather hear, put-ups or put-downs?
 What can you do if something someone says to you is confusing?

 Emotional Roller Coaster

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.

2. Read the Emotional Roller Coaster story to the girls. At the designated stopping points, ask the girls how they would feel if they were in the story as it is being described. They can continue to use the chips on their Put-Ups and Put-Downs Arrows sheet. If they are feeling happy, draw a line on the board or on chart paper moving upwards. If they are feeling sad, draw a line going downwards. If they are confused, draw a line going across. The line throughout the story should be kept ongoing so as to create a roller coaster picture.

3. At the end of the story, lead a discussion using the following processing points:

 We have a social norm that says a fair is a place for fun. Did Jenny have a good time at the fair?
 When you see a friend being mean to another friend, how do you feel you should act? Is this reaction a social norm?
 Is Bethany a good friend? Why or why not?
 Sometimes the situations we are in make us feel a certain way. This is how social norms work. What situations made Jenny feel happy? What made her feel sad?
 Look at all of the changes in Jenny’s emotions during the story. She really was on an emotional roller coaster. Do your emotions go up and down throughout the day?

 Closure:

1. Have girls pretend that they are Jenny and Rochelle at the fair. The facilitator should role play as Bethany. Have Jenny come up with a positive way to tell Bethany that they should not ride the Ferris Wheel. Then have Rochelle come up with a positive way to tell Bethany that she should not order peanuts at the snack stand.

2. Lead a discussion using the following processing points:

 Is it always easy to tell how you are feeling?
 Why is it good to be able to name our feelings?
 How can you try to understand what other people are feeling?
 What clues do other people give you to show their feelings?

3. Tell girls that knowing emotions in ourselves and in others can help us identify social norms and stand up against relational aggression. We should be comfortable in knowing our feelings, and also knowing how our friends are feeling. Knowing when
someone is hurt gives us an opportunity to be a upstander and help them feel better.
Lesson Four: *Friendship*

What are the qualities we look for and admire in our friends? What are the characteristics of healthy relationships? In this activity, girls create life-sized drawings and describe ways that they can be good friends to others.

**Objectives:**
Upon completion of the lesson, girls will be able to...
1. Identify positive qualities about themselves and others.
2. Identify the qualities of a friend.

**Assessments:**
- Girls will enter the Friendship Circle with others who share qualities with themselves in the Circle of Friends activity. (Objective 1)
- Girls will trace other girls and discuss which qualities make another girl a good friend in the Friendship People activity. (Objective 2)

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

**Materials:**
- Vocabulary card for *friendship*.
- Sheets of butcher paper large enough to trace outlines of the girls’ bodies (Make sure there are enough sheets of paper for them to work in pairs.)
- Markers, crayons and pencils
- Weather permitting: this activity that could be done outdoors by drawing on the sidewalk or blacktop.

**Activities:**

1. Have girls sit in a circle. Tell the girls that this is their Circle of Friendship. Explain to girls that you will call out a word or phrase. If they believe that the word or phrase applies to them, the girls should go to the middle of the circle to see who is like them.
2. Tell girls, “If you have brown hair, go to the center of the circle.” When girls with brown hair enter the circle, point out that they all share this trait.
3. Repeat the activity using the following traits and qualities: eye colors, having a brother/sister, shares a bedroom, likes sports, likes playing with other girls, shares,
has good manners, is a good friend. Feel free to add qualities, or adjust the suggestions to the needs of your group.
4. Lead a discussion using the following processing points:
   - How does it feel to see people who you share traits and qualities with?
   - Can you still be friends with someone who has different qualities than you?
   - Is it fun to be friends with someone who likes the same things you like?
5. Remind girls that everyone is different, but there are also many things that you share with others. Shared interests are a way to create and build friendships.

**Friendship People**
1. Ask girls, “What are some things that you notice about people who are your friends? What do they do that make you want to be their friend?” List all responses on the board or chart paper.
2. Choose one girl to come up in front of the group to be a model. Have her lay on a piece of chart paper and ask another girl to come up and show others how to trace around her. (It is important that the facilitator not trace the girls given the close proximity and contact involved with tracing.) Once the activity has been modeled for the girls, break them up into pairs. Have each girl trace her friend and in turn have her friend trace her.
3. Once all of the girls have been traced, have them color “themselves.” While the girls are coloring, the facilitator should move through the group and ask each girl which quality of friendship she feels is most important. The facilitator should then write that quality in thick, black marker on the “shirt” of the traced girl.
   
   **Differentiation Opportunity:** Have more capable girls copy qualities of a friend on shirts by themselves.
4. **Closure:**
   1. When all girls are done coloring, display the friendship people in the room. Stimulate a discussion with the following processing points:
      - Are there any qualities that show up more often than others on the shirts of our friendship people? Why do you think these qualities are so important?
      - Why do you think some people value different things in a friendship?
      - Is it ok if your friend picked a different quality than you? Can you still be friends?
   2. Show girls the vocabulary card for friendship and notice that there is not definition on the back of the card. Have the group work together to write a definition for friend and then hang the word on the word wall.
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. Sometimes leaders are designated, other times they emerge as they are needed in a situation. These activities will provide opportunities for both designated and emergent leadership.

**Objectives:**

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

1. Work cooperatively in a group to achieve a goal.
2. Identify the qualities of a leader.
3. Distinguish between being a leader and being bossy.

**Assessments:**

- Girl will work cooperatively in a group to build a puzzle in the Puzzling Leadership Activity. (Objective 1)
- Girls will complete the Pyramid Activity, following instructions of the leader in their group. (Objective 1, 2)
- Girls will discuss in a group the qualities of an effective leader and why leadership is necessary during the lesson Closure. (Objective 2, 3)

**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:**

- A puzzle with enough pieces for each girl within the group that is of an appropriate difficulty level for the group (A large floor puzzle would work best)
- Vocabulary card for leadership
- 15 Pre-cut 4 inch by 4 inch construction paper squares per group: 4 yellow, 4 blue, 4 red, 3 green
- Glue sticks
- Pyramid templates (Appendix G)
- Large sheets of paper, one per group

**Activities:**
**Puzzling Leadership**

1. Pass out pieces of the puzzle as if you were dealing cards. Be sure each girl within the group has at least one piece. Tell girls their task is to assemble to the puzzle, but they must follow these rules:
   a. No one may touch anyone else’s piece.
   b. Only one person at a time may talk.
2. At first, do not offer girls any help. Observe if they are making progress and if they come up with any strategies to complete the puzzle. It may be necessary to make some suggestions for piece placement to get the girls started. Be sure to pay attention to which girls are assuming a leadership role and which girls are following directions well. If conflict arises, encourage girls to politely and peaceably settle their disagreement.
3. Once the puzzle is completed, lead a discussion using the following processing points:
   a. How did you get the puzzle together?
   b. Did anyone help you know where to put your piece?
   c. How did you feel to have someone give you directions?
   d. To anyone who was giving directions: How did you feel when telling others what to do?

**Pyramid Building**

1. Introduce the vocabulary word leadership. You may simplify the definition to: the ability to lead others. Hang the vocabulary card on the word wall area. List positive qualities of leadership on the board or on chart paper. Among the many qualities of leadership, two very important ones are directing others in a respectful manner and including all members of the group.
2. Ask girls if there is a difference between leadership and being bossy. Make the point that while both want others to get something done, leaders support and encourage while bossy people demean and belittle.
3. Divide the girls into groups of four and appoint one leader per group.
4. Each leader should come up to the front with the facilitator and practice giving a direction in a respectful manner. Explain to the girls that this is the appropriate way to lead and they should use this activity as a chance to practice and model good leadership skills. After each child has practiced giving respectful directions in front of the group send the leaders back.
   Note: Do not give girls the opportunity to practice being a bossy, disrespectful leader!
5. Pass out the pre-cut paper squares, the pyramid template (Appendix F)*, and one glue stick per group. Each girl in the group is to receive four pre cut squares of the same color except the leader who receives the three green squares. The girls are also to receive one large sheet of paper for the girls to build their pyramid.
6. Explain to the groups that they are to build a pyramid with their squares to match the pyramid template, which only the leader is allowed to see. The pyramid is to be made from the bottom up and one level cannot be worked on until the previous level is complete. No two squares of the same color can be touching! The leader of the group is to oversee the construction of the pyramid and make sure everyone takes turns. Explain to the girls that the only person who can place a square on the pyramid is the girl who has been given that color. (I.e., they cannot take a square from anyone else and place it on the paper.)

**Closure:**

1. When all groups have finished building the pyramid, bring the group together to sit in a circle and discuss the following processing points:
   - How does it feel to be the leader?
   - How does it feel to be a member of a group and not be the leader? Is there a way you like to be directed?
   - Was it difficult to build the pyramid? Did having a leader help?
   - Why do you think leaders are important?
   - How does having a bossy leader make you feel?
   - How can you ask a bossy leader to be more supportive?

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*Differentiation Opportunity:* For groups with differing abilities, choose the appropriate template to follow. The color template is easier, however to incorporate a literacy connection have girls use the black and white template with the name of each color printed on it. For a bigger challenge, do not use a template at all!
Lesson Six: Cyberbullying

Peer aggression using technologies such as the Internet or cell phone, referred to as “cyberbullying,” has been called the “new frontier of aggression.” Yet there are few, if any, rules that children and teens are taught to follow when they use the Internet as a social tool. In this lesson, girls are given examples of how the computer can be used for communication in a positive way. Even for students who have never used e-mail or instant messaging, it is important to introduce them to the idea that computers are for communication, as well as entertainment with games.

Objectives:
Upon completion of this lesson, girls will be able to . . . .
1. Define the term cyberbullying.
2. Compare and contrast bullying in person and bullying on the computer.
3. Draw or write an “e-motion mail” to send to others in the class.
4. Provide examples of ways to use the computer for positive communication.

Assessments:
- Girls will properly define the term cyberbullying in the What is Cyberbullying activity. (Objective 1)
- Girls will create chart to compare and contrast bullying in person and cyberbullying in the What is Cyberbullying activity. (Objective 2)
- Girls will draw a picture or write a message showing a positive emotion that they have for a friend in the group and deliver it in the E-motion Mail activity. (Objective 3)
- Girls will generate a list of positive ways to use the computer for communicating during the lesson Closure. (Objective 4)

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
- Dolls from Lessons One and Two
- Computer cutouts (Appendix H)
- Drawing paper
• Crayons, markers, colored pencils

Activities:

What is Cyberbullying?

1. Show girls a set of dolls of Katie and Monica from Lessons One and Two. Then, place each doll behind a computer cut-out. Act out the following script for the girls using the dolls:
   Katie: I’m writing an e-mail – that’s a message I can send over the computer – to Monica to tell her that her messy hair in school today looked awful! I think I’ll send it to everyone else in the class.
   Monica: Oh no! Another mean e-mail message from Katie – and she sent it to the whole class. What can I do?

2. Introduce the vocabulary word cyberbullying. Hang the vocabulary card on the word wall area. Explain to girls that just as bullies can exist in school, at home, and on the playground, they can also find targets using the computer or cell phones.

3. Identify the roles of aggressor (Katie), target (Monica), and kids in the middle (everyone else who received the e-mail).

4. Ask girls: “How is cyberbullying different from bullying in person?” Create a simple chart on chart paper or on the board. Make a column for bullying in person and a column for cyberbullying. Record girls’ answers under the appropriate column. Use the following processing points to elicit responses:
   - Can reading a hurtful message make you feel just as bad as hearing someone say it to you?
   - If the target is not nearby when aggressor writes a message on the computer, is it still bullying?
   - How can a bystander who receives a bullying message on the computer get help for the target?

E-Motion Mail

1. Tell girls that they can use the computer to share positive messages of friendship. Just as they can choose to be a friend on the playground, they can choose to be friend online. Explain that people can send messages to each other over the computer called e-mail. E-mail can include words, pictures, sounds, or videos.

2. Say to the girls, “Usually the “e” in e-mail stands for electronic, but today it will stand for emotions.” Provide each girl with a sheet of paper that has the name of another girl in the group on it. Then, have the girl create a positive emotion message for the person whose name appears on the paper. Example: Bobby’s name is on my paper. Bobby is a good baseball player. I will draw a picture of Bobby playing baseball.
When finished, have the girls give their pictures to the facilitator. The facilitator will then distribute each picture to the girl it was drawn about and share the positive e-motion mail with the group. Be sure to make a point the e-mail can be shared with many people and passed along by “forwarding.” The girls sent their e-motion mail to the facilitator who then forwarded it to the girl it was about.

**Closure:**

1. Have girls generate a list of positive ways they can use the computer (send e-mail, share funny videos, play games, etc)
2. Discuss the list using the following processing points:
   - How can the computer be used for positive communication?
   - How is communication in person and communicating on the computer the same? How are they different?
   - What is something you can do to prevent cyberbullying?
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>
<tr>
<td>Cyber-bullying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix A: Vocabulary Cards Back

<table>
<thead>
<tr>
<th><strong>Aggressor:</strong></th>
<th><strong>Target:</strong></th>
<th><strong>Relational Aggression:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The person who chooses to hurt or damage a relationship. A bully.</td>
<td>The person who is aggressed upon or bullied. The object of bullying.</td>
<td>Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bystander:</strong></th>
<th><strong>Upstander:</strong></th>
<th><strong>Social Norms:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The person or persons who are not aggressors or targets but are caught somewhere in between.</td>
<td>A bystander who comes to the aid of a target.</td>
<td>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>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emotion:</strong></th>
<th><strong>Friendship:</strong></th>
<th><strong>Leadership:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The particular way someone is feeling at a given moment.</td>
<td></td>
<td>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>
</tbody>
</table>
| **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 |   |   |
Appendix B:  
My Secret Bully Story Summary

This is a story about two girls, Katie and Monica, who have known each other since kindergarten. They like a lot of the same things, but something isn’t right about their friendship.

Monica says: “I love being around Katie when she’s nice to me. But there are times when she’s not. She can be just plain mean. And I don’t know why.” Katie teases Monica when other kids are around and Monica feels like they are laughing at her. Once, Katie and a group of classmates were whispering to each other. When Monica asked her about it, Katie said: Oh, nothing, Mon-ICK-a. I’ll tell you later."

Katie has done lots of things like that. Once, she tried to pull Monica away when she was talking to Sarah. Katie said: “If you play with her...I won’t come over to your house tomorrow.” Another time, Katie wouldn’t let Monica play with her and Sarah at all.

Monica’s mom could tell that she was upset and asked her what was going on. Monica tried to explain things. She thought Katie was mad at her. Monica’s mom suggested she should call Katie, so Monica did. Katie said: “No, I’m not mad at you. You are just so-o-o-o sensitive about stuff.”

When things didn’t get better, Monica started to think there was something wrong with her. Even her stomach hurt thinking about it. Monica’s mom saw how upset she was, and Monica finally told her everything that had happened:

“Mom says there are some problems in life that aren’t easily solved and this is one of them. But it helps to know that I’m not alone. I found out that a lot of other kids have had this happen to them - even my mom when she was a kid! But that doesn’t make it right. And that doesn’t mean this is the way it has to be.”

Monica and her mom practiced what she could say to Katie, and Monica spoke up to Katie the next day: “I stared at her straight in the eyes and said, ‘Katie, does it make you feel good to make me feel bad? Because friends don’t do that to friends.’ She turned red in the face and looked away. Right then, I knew Katie could no longer hurt me.”

“I don’t see Katie anymore. I feel sad about that...real friends respect your feelings...[They] like you just the way you are...I just want to be around people who really like me. I’m feeling much better about myself these days. Having a secret bully was eating up my insides. I don’t feel bad anymore. It’s nice to know that whatever I do, I’m going to be just fine!”

Appendix C:
My Secret Bully: Doll Nametags

Monica

Katie

Target

Aggressor
## Appendix D: Put-Ups and Put-Downs

<table>
<thead>
<tr>
<th>Way to go</th>
<th>Awesome</th>
<th>Fantastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Super</td>
<td>Great job</td>
<td>Well maybe</td>
</tr>
<tr>
<td>I think so</td>
<td>Almost there</td>
<td>I’m not sure</td>
</tr>
<tr>
<td>That’s too bad</td>
<td>Oh no</td>
<td>I’m sorry</td>
</tr>
<tr>
<td>Try again</td>
<td>Awful</td>
<td>Terrible</td>
</tr>
<tr>
<td>Wow</td>
<td>You got it</td>
<td>Amazing</td>
</tr>
<tr>
<td>Uh oh</td>
<td>I want to cry</td>
<td>Hooray</td>
</tr>
</tbody>
</table>
Appendix E:
Put-Ups and Put-Downs Arrows
Appendix F:
Emotional Roller Coaster Story

Every time you see the “⊗” symbol, stop the story and ask the girls to show on their Put-Up and Put-Downs Arrows what emotion Jenny is feeling in the story.

Jenny was getting ready to go to the local fair with her friends Bethany and Rochelle. ⊗ Jenny’s mom said, “Jenny, you can’t go to the fair until you pick up your blocks that are all over your bedroom. You have enough time to do this before Bethany’s mom gets here. Go upstairs please and clean up.” ⊗ Jenny cleaned up her room just as Bethany’s mom pulled up to the house. Jenny’s mom gave her $4.00 for games, rides, or snacks at the fair. While they were in the car, Jenny, Bethany, and Rochelle began to talk about all of the fun things they were going to do at the fair. ⊗

Once the girls got to the fair, they began to walk around with Bethany’s mother. They went to the Duck Pond first. Bethany won a pink necklace, Rochelle won a piece of candy, and Jenny won a small toy airplane. ⊗ After the Duck Pond, Bethany suggested the girls ride on the kids’ Ferris Wheel. Rochelle is afraid of heights, and said she would rather not ride. Bethany said, “Well Jenny and I will ride it. We’re not babies who are scared of rides at the fair.” ⊗ Jenny wanted say something to make Rochelle feel better, but she also wanted to ride the Ferris Wheel with Bethany. ⊗ Jenny and Bethany went on the Ferris Wheel while Rochelle stood with Bethany’s mother.

After riding the Ferris Wheel, Rochelle said she was hungry. Jenny and Bethany were too, so they stood in line at the snack stand. Jenny and Rochelle got cotton candy, and Bethany said she wanted roasted peanuts. Jenny said Bethany couldn’t get peanuts, because she has a bad peanut allergy. ⊗ Bethany said she really wanted the peanuts, and so she got them anyway and made Jenny sit way at the other end a long table by herself. ⊗

The girls spent the rest of their money playing games and riding a few other rides. At 8:00, Bethany’s mother dropped Jenny off at her house. Jenny’s mom asked, “How was the fair today?” Jenny told her mom about the fun rides, games, and delicious cotton candy. ⊗ Then she told her mom how Bethany acted about the Ferris Wheel and the peanuts. ⊗ With all of the things that the girls did that day, Jenny was a little bothered that her friend Bethany could be mean to her friends when they did not want the same things that she wanted. ⊗
Appendix G:
Pyramid Templates
Appendix G:
Pyramid Templates
Appendix H:
Computer Cutouts
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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