Class Meetings

Creating a Safe School
Starting in Your Classroom
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Introduction

What is The Ophelia Project?
The Ophelia Project serves youth and adults who are affected by relational and other non-physical forms of aggression by providing them with a unique combination of tools, strategies and solutions. To achieve long-term systemic change, we help build capabilities to measurably reduce aggression and promote a positive, productive environment for all.

The Ophelia Project believes that everyone deserves a safe, healthy setting for personal and professional growth. Whether it’s a child in a classroom or a worker in his or her office, everyone should expect a secure environment, free from emotional torment. We believe that each individual can contribute to creating these safe social climates, in the home, in the school, throughout their communities and within the workplace.

What is a safe social climate? It’s an environment where people are protected, respected, encouraged and held accountable for their actions. It also fosters inclusion, healthy relationships and civility. In a safe social climate, every individual has the opportunity to reach their full potential.

What is CASS?
CASS: Creating a Safe School™ is a multifaceted change process that brings together a community of caring adults (administrators, teachers, staff, parents) with students to work together to change the social culture in a school or school district. Its primary goal is to positively impact the social norms in a school community by recognizing and addressing the hurtful, covert behaviors of peer aggression and identifying, teaching and modeling a more positive set of normative behaviors for educators, students and parents.

We recognize that the entire school community must be involved in the mission of creating an emotionally, physically and socially safer school environment. CASS: Creating a Safe School™ actively involves administrators, faculty, students and parent groups who work together to develop action plans to change social norms.

We look at student safety with more than just a physical consideration. Peer aggression includes relational aggression (RA), which is behavior that is intended to harm someone by damaging or manipulating her or his relationships with others (i.e. spreading malicious rumors, exclusion, emotional bullying).

CASS: Creating a Safe School™ empowers older students as trained Youth Ambassadors to their younger classmates and model positive social interaction and courageous intervention.

CASS: Creating a Safe School™ targets our cultural attitudes and beliefs about peer aggression that silently support hurtful, aggressive behavior.
Why CASS? We’ve tried other programs before…
Because you have gotten to this point, it is clear you are open for change. We only go into schools that recognize the problem, that have the support of their administration, and that have a critical mass of teachers who want to change their social climate and care deeply about their students. Also, CASS will be different because:

- You will not have to work alone. The CASS School Coordinator is backed by a leadership team made up of school administration, parents, faculty members, and Youth Ambassadors.
- You have teachers who are passionate about making your school an environment where learning is optimized by making sure students are safe and supported.
- You have a remarkable group of students to help you. You know the influence that older students have on younger students. As Youth Ambassadors they can make a significant impact in the lives of your students.
- You have a solid group of parents who will help and support you.
- The Ophelia Project® consultant will be accessible for your assistance.
How do you Change Normative Beliefs and Social Climates?

Why should schools change normative beliefs about relational aggression?
Take a few minutes and try to imagine a school that has no policy or intervention for physical aggression. Imagine a community where students are allowed to physically attack each other with no adult intervention or consequences. Imagine adults taking the position that “boys will be boys”, that aggression is just something we can expect, and if we let them alone they will work it out themselves. It is unthinkable because we know that physical aggression, left unchecked, will escalate. We know that aggression hurts the aggressor, the victim and kids in the middle while harming the social climate for everyone else. Yet relational aggression is not treated this way. Schools do not have policies. Adults do not know how to intervene. Parents do not know how to respond. Today we know that relational aggression and verbal aggression are just as harmful as physical aggression – and they are more prevalent. Children are not “just mean”; they learn how to aggress. By not intervening, we have allowed the aggression to escalate.

Peer aggression is a very serious problem. No one has come up with a silver bullet to solve it. We do not think there is one. But we do believe we can change the social climate in our schools. It is not easy or quick, but it can be done.

Schools are the key. Many schools have intentionally and thoughtfully created a good climate for learning. Schools know how to promote the beliefs, norms and behaviors needed for students to learn. The same skills and focus can be applied to changing the social climate. Within every school where peer aggression is a problem, there is a set of social norms that allow aggression to take place. Once we recognize what is really going on, we can begin the long term process of changing the normative beliefs and social behaviors.

What will happen to change the social climate with CASS?
To change the social climate in a school community, we are working at a level of transformation. This is an audacious, but possible mission. It is possible that if we all work together with the conviction, passion, and discipline needed to maintain a high level of commitment then the normative beliefs can change.

Through the CASS program:
- Parents receive education and training on how to deal with their own children and the school when there is a problem.
- Teachers develop the tools to recognize covert aggression in their own classrooms and know what they can do to prevent it.
- Administrators are provided with a set of guidelines that students and faculty members can follow when they deal with peer aggression.
- Youth Ambassadors serve as role models and leaders in the process of changing the school norms and creating a safer social climate in their school.
Class Meetings

What is a class meeting?
Each class should have a specific time set aside each week for a meeting. The purpose of these class meetings is to develop the Normative Beliefs and also to address problems that the students may be having. You do not need to move through the lessons in order – choose ones that you feel your students will benefit the most from.

Meetings are a safe, open environment where students should feel safe enough to explore their emotions and find support in dealing with peer aggression. Storytelling, role playing, discussion, and reflection are used to help explore aggression. Learning and living CASS Norms takes time, practice, and reflection. The more opportunities we provide for experiencing CASS Norms the closer we move to creating a CASS community.

How do I hold a class meeting?
The actual structure of a class meeting can vary from class to class due to time constraints, needs of the class, the teaching style of the teacher, the developmental level of the students, and the availability of Youth Ambassadors. This manual provides some helpful ideas for class meetings, but ultimately what goes on is up to you!

Each lesson follows the same format, which is discussed on the following page. Conversation Starters can be used in order or you may select one that addresses a particular topic that needs attention in your classroom.

When you become comfortable with the CASS program, feel free to develop lessons to address the individual needs within your classroom. Use Youth Ambassadors (if they are available) to help your class role play, share stories, or reflect. The CASS program is designed to be flexible and customizable to each classroom.
## Structure of the Class Meetings

<table>
<thead>
<tr>
<th>Objectives</th>
<th>• Set at least one measureable learning objective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>• Determine a method for ensuring that each objective has been met.</td>
</tr>
<tr>
<td>CASS Norms</td>
<td>• Identify CASS Norms addressed within the lesson.</td>
</tr>
<tr>
<td>Recollection</td>
<td>• Start every meeting with a 3-5 minute group session where students can discuss their progress on their “Take Action” plan from the previous meeting.</td>
</tr>
<tr>
<td>Introduction</td>
<td>• Introduce the topic and set the stage for the lesson. Try to get their attention with a personal story or anecdote that summarizes the issues you want to address.</td>
</tr>
<tr>
<td>Interaction</td>
<td>• Help students understand and develop experience in dealing with the topic of the lesson. Role play, discussion, cooperative learning groups, and other activities help students explore the topic.</td>
</tr>
<tr>
<td>Reflection</td>
<td>• Students need time to reflect on what they have learned. Students should have a CASS Journal where they can reflect on their class meetings.</td>
</tr>
<tr>
<td>Action</td>
<td>• Without taking action there can be no change. Therefore, at the end of every lesson discuss with students what they can do to put the strategies and ideas addressed in this lesson into practice, and have each student write a short action plan in their journal.</td>
</tr>
</tbody>
</table>
Using Youth Ambassadors

If available, Youth Ambassadors may join teachers as facilitators of classroom meetings. Youth Ambassadors can help facilitate classroom meetings or be called in to deal with issues that involve their mentees who are students in your class. They are familiar with CASS Norms and should serve as a resource within the classroom.

Youth Ambassadors can be used in the following ways:
- Role play demonstrations
- Sharing stories
- Overseeing group work
- Leading discussions
- Helping with journal prompts and action plans
- Any other way you can think of!

Teacher/Youth Ambassador Preparation:
The goal is to integrate Youth Ambassador participation into your class meetings and to let them help you to look for “teachable moments” when you can introduce or reinforce the core normative beliefs. Before a class meeting, you may want to ask Youth Ambassadors:

- What stories could we share with my students to illustrate these concepts for our meeting?
- What are students telling us about peer interactions in our school?
- What behaviors have we observed in my classroom and throughout our school?
- What have we observed in my peer relationships with other teachers that might relate to what my students are experiencing?

While your students are journaling or writing their action plans at the end of a class meeting, meet briefly with the Youth Ambassadors to recap the class meeting and also to give them a heads up as to what you will be covering in the next meeting. This will allow the Youth Ambassadors time to think of stories or prepare a role play before the next meeting.
Class Meeting Guidelines

1. **Class meetings are safe, open environments.**
   Students should feel comfortable sharing their experiences and viewpoints regarding the topic that is being addressed in the meeting. It is a place that is free of ridicule, finger pointing, and intimidation.

2. **Class meetings are confidential.**
   Personal information, feelings, and situations should be respected as confidential and limited for discussion only within the class meeting. When sharing situations, encourage students to use pseudonyms to protect the identities of others.

3. **Members of class meetings will abide by the Guidelines for Discussions.**
   The guidelines are included on the following pages in this manual. Students should be aware of the guidelines, and reminded of them at the start of each discussion.

4. **Class meetings are solution seeking opportunities.**
   While class meetings are sometimes aimed particularly at problem solving or mediation, they are not to be used as gripe sessions. The focus of a meeting should not be on complaining or laboring upon problems. Instead, address the problem and then use the meeting to help students seek and establish a positive solution based upon CASS Norms.
Guidelines for Discussions

Guidelines for Face-to-Face Discussions
As a participant in a face-to-face discussion, I will abide by the following guidelines:

1. I will speak only for myself using clear sentences. I will choose my words carefully to be sure that others can understand what I am trying to say.
2. I will avoid generalizations when presenting my opinion and acknowledge that my viewpoint is supported by myself. Others are free to agree or disagree with what I have to say but I will not make those decisions for them.
3. I will avoid slang and inappropriate language as I understand that these can lead to miscommunication and misunderstandings. This also violates guideline 1.
4. I will speak truthfully while at the same time respecting the viewpoints of others, even if those viewpoints run counter to mine.
5. If I agree with someone, I will explain my reasons for agreement or offer additional evidence to support this opinion.
6. If I disagree with someone, I will not insult, slander, or abuse that person. I am, however, entitled to respectfully explain my reasons for disagreement.
7. I will respect the privacy of others and use pseudonyms when sharing personal stories.
8. If I am ever in doubt as to whether or not to say something because it may violate these guidelines, I will not share that information.

Guidelines for Internet Discussions
As a participant on in an online discussion, I will abide by the following guidelines:

1. Although I am writing online, I will still obey the conventions of writing in the English language. I will use full sentences, proper spelling, and correct punctuation. The only exception to this rule is posting “tweets” where I may abbreviate and shorten words or phrases to remain in the 140 character limit.
2. I will avoid “netspeak” and emoticons, as I understand that these can lead to miscommunication and misunderstandings. They also violate guideline 1.
3. I will post my feelings truthfully while at the same time respecting the viewpoints of a global audience, even if those viewpoints run counter to mine.
4. If I agree with someone’s post, I will not simply respond, “I agree” but explain my reasons for agreement or offer additional evidence that supports the previous post.
5. If I disagree with someone’s post, I will not insult, slander, flame, or cyberbully the poster. I am, however, entitled to respectfully explain my reasons for disagreement.
6. I will not SPAM online discussions with material irrelevant to the discussion thread.
7. My avatar, signature, or profile will not contain photos of an inappropriate or provocative nature, nor will the photos depict illegal actions.
8. I will respect the privacy of others and use pseudonyms when sharing personal stories.
9. If I am ever in doubt as to whether or not to post something because it may violate these guidelines, I will not post the material in question.
Choosing a Topic for a Class Meeting

Before choosing a topic for a class meeting ask yourself:

- What behaviors am I seeing in my classroom?
- What behaviors am I seeing outside my classroom (hallways, cafeteria, before/after school)?
- What issues have students brought to myself, other teachers, or anonymously submitted to a CASS suggestion box?
- Is there a skill my students could use more practice with?
- Did we have problems meeting our goals in a recent action plan?
- Do we need more time to follow up on a recent action plan and could use some skill building to help meet our goals quicker?
- Are there any pro-social skills that need reinforced in my classroom?
- Are my students cyberbullying or being careless / reckless online?
- Are there any themes in my current literature, history, or current events lessons that integrate well with CASS?
Now that you have an idea of what to teach, decide how you will teach it:

Does the topic I have chosen relate to specific incidents / situations that my students have been dealing with?

Yes, I have observed a specific incident or a situation has been suggested to me by my students.

Can this problem be opened up to the whole class for discussion and problem solving?

Yes, many students have witnessed the event and/or I have spoken with the aggressor and target and received their ok to discuss this in a class meeting.

No, this is a private issue or one that the aggressor and/or target are uncomfortable bringing up to the rest of the class.

Meet individually with students involved to get a clear understanding of the situation. Solve it according to your school's policy.

No, we seem to need general skill building across the board, or have consistent negligence in this area.

Choose a lesson or activity from one of the Normative Beliefs that can reinforce a skill that your students may need practice in.

Choose a lesson or activity from Cyberbullying and Digital Citizenship that can introduce or reinforce a skill that your students may need practice in.

Use the Problem Solving Class Meeting Lesson Template

Choose a lesson or activity from the Normative Beliefs that can reinforce a skill that your students may need practice in.
Opportunities for Differentiation

Do I have to follow each suggested lesson exactly as it’s written?
No! Teachers, students, and schools are all different. Feel free to differentiate material to better reach your group’s needs or suit your particular style of teaching. Suggested modifications include:

- *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.

- *Implement the activities in one or more consecutive time frames.* If your students need more time or practice with a skill, use your next class meeting session as a follow-up or continuation of the previous meeting.

- *Allow students to make up their own scenarios.* Lessons include 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 his name as the aggressive character in a scenario.

- *Add role plays, skits, or art activities* to any of the lessons as needed to meet your groups’ needs.

- *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 implementing CASS Norms.

- *Substitute and/or add new props or materials as needed.* All materials included are simply suggestions.

My students seem too young or too old for these lessons.
CASS is written for elementary schools and the Ophelia Project acknowledges that there are vast differences between the age levels within a school. The lessons are written at a middle-elementary level. Teachers may need to simplify activities or add complexity where necessary. Younger students may draw pictures in their CASS Journals while older students would be expected to write responses. Activities suggested for groups can be done with a whole group led by a teacher if students would not be able to meet group goals on their own. Each teacher will need to make adjustments within the lessons to meet the developmental levels of their students.
Using Role Playing in Class Meetings

After the initial hesitation and fear of looking foolish, children and adults alike quickly come to enjoy role playing. Even the shy ones get into it if they can start with the easy parts. The Ambassadors will teach using their own role plays, but also get their mentees involved in doing the role plays themselves, to practice new skills. But not all role plays are equal - train Ambassadors to use role plays in many different ways so that they can improvise in a variety of situations.

DEVELOPING EFFECTIVE ROLE PLAYS:

Step One: Prepare the Role Play
- Decide ahead of time the purpose or goals of the role play and keep the topic age appropriate.
- In order to develop empathy, research shows that it is more effective if a participant with a predominant role steps into the “shoes” of another role. (i.e. the aggressor assumes the role of the target in particular role plays)
- Avoid having participants role play aggression whenever possible. Instead, start the role play after the aggressive act has taken place or have the facilitator play the role of the aggressor.

Step Two: Prepare the Role Players
- Explain the purpose of role play and what the role players will be doing.
- Stress that the role play is a way to allow them to generate solutions to a problem or explore unfamiliar situations.
- Explain that the purpose it to be educational, experimental, fun, informative, intentional, and practical.
- Assign roles to participants (or ask for volunteers). Clearly state each person’s character and the role in aggression.

Step Three: Prepare the Audience
- Remind the audience to be attentive to behaviors. They will be asked to provide feedback. It may be helpful to assign specific audience members key elements to look for (aggressor, target, bystander, upstander, non-verbal communication, signs of aggression, body language, making it right, etc.) Choose elements that match the goals of the role play.
- If participants are not quite sure of what is expected the facilitator should provide guidance and demonstration.

Step Four: Present the Role Play
- Have participants perform the role play for the audience.
- Consider presenting multiple options based on the same premise.
Processing the Role Play

Processing a role play provides the participants the opportunity to discuss how it felt and what they were thinking while in the various roles. This is the time where youth draw meaning from the role play experience and make connections to their own lives.

Here are some suggested processing questions:

- When role playing aggressive acts: describe each role in aggression (target, aggressor, and bystander) and determine the roles of characters in the role play.
- Ask the following questions while participants answer “in character”:
  - Aggressor: How did you feel? (Powerful, popular, threatened, ashamed, etc.)
  - Target: How did you feel? (Sad, scared, excluded, confused, frustrated, helpless, etc.)
  - Bystanders: What was going on with you? How were you feeling? (embarrassed, stuck, scared, silent, frustrated, guilty, disappointed in myself, alone, etc.)
- Have audience members report their observations.
- Discuss alternate options or outcomes and how these could be achieved.
- Seek realistic solutions to the problem within the role play.
- Participants should try out a few of the suggestions followed by processing each idea. How did that feel? Is that a realistic solution? etc.
- Discuss the “moral” or lesson to be learned from presenting the role play. What is expected for the participants and audience to take away from this experience?
# Problem Solving Class Meeting Template

Sometimes, a student or classroom problem takes precedence over the “regularly scheduled programming.” Use a classroom meeting as a teachable moment to talk about aggression with your students using real life problems that they have encountered.

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
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<tbody>
<tr>
<td>Students will discuss a class problem.</td>
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<tr>
<td>Students will role play positive outcomes to class problem.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
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<tbody>
<tr>
<td>Students will action plan a positive solution to the problem.</td>
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<table>
<thead>
<tr>
<th><strong>CASS Norms</strong></th>
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<tbody>
<tr>
<td>We can talk about aggression with adults.</td>
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<table>
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<tr>
<th><strong>Recollection</strong></th>
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<tbody>
<tr>
<td>1. Because problem solving meetings often can happen outside of the scheduled meeting times, it is not necessary to review an action plan to start a problem solving meeting. Also, you want to devote as much time as possible to solving the issue at hand.</td>
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<table>
<thead>
<tr>
<th><strong>Introduction</strong></th>
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</table>
| 1. Tell students that you have noticed an area that needs to be addressed by your class. Ask if students have also noticed this problem.  
  a. Example: It seems to me that there have been an awful lot of students tattling on each other in this classroom. Has anyone else noticed this?  
  b. Example: It has come to my attention that some members of our classroom and not being included in the cafeteria and during gym class. Is this true?  
  c. Example: I noticed that when students get off of Bus A, they are knocking each other over and saying rude things. Has anyone experienced this? |  |
**Interaction**

1. Identify with your students the CASS Norms that are being violated by this problem and any skills that can be used to solve the problem (continuum, intervention, etc.)
2. Choose an interaction activity that is best aligned to your students’ needs. You can:
   a. Invite Youth Ambassadors to present a role play of the situation and suggest proactive solutions to the problem.*
   b. Have students role play proactive solutions to the problem. (Remember: never let a student role play as an aggressor!)
   c. Have students share personal stories that relate to the class meeting.
   d. Read a relevant selection from children’s or young adult literature.*
   e. Lead a discussion about the implications and possible consequences if the problem is to continue.*

*If you need help with role play situations, literature selections, or discussion prompts, see the “More Ideas for…” section at the end of each Normative Belief section within this manual.

**Reflection**

1. Ask students to reflect in their CASS Journals on one of the following prompts:
   a. Did I contribute to this problem in any way as an aggressor or assistant aggressor? What do I need to do to make it right?
   b. Could I, as a bystander, solve this problem in any way?
   c. As a target of this problem, how do I feel about having it addressed in a class meeting?
   d. Why is it important that the class addressed this problem?

**Action**

1. With the class, create an action plan that will prevent this problem from occurring again using solutions generated during one of the interaction exercises. Set a specific date to follow up on the problem.
Learning the CASS Norms

The lessons in this section are essential for all students to build an understanding of the normative beliefs that serve as the framework for Creating a Safe School.

*Complete these lessons first. The rest of the manual does not need to be completed in sequential order.*

The lessons in this section are essential for all students to build an understanding of the normative beliefs that serve as the framework for Creating a Safe School.

After the introductory lessons the rest of the curriculum groups lessons around each belief; there are multiple opportunities to repeat the core ideas. However, if normative beliefs are only addressed during classroom meeting, the concepts will not become pervasive into everyday student interactions. It is what is happening the rest of the time will decide how quickly the school norms are changed, if at all.

Teachers will have their own “mantras” for reaffirming additional, secondary core beliefs over and over again: In my classroom we protect each other. If you see someone being excluded, help out. If someone is hurting you, say stop. Let me show you how that looks. If that doesn’t work you come to me. I’m always there to help you. In this classroom, we always tell the truth. If I ask you what just happened you look me in the eye and tell me the truth.

Never underestimate your personal power as a teacher to embed these norms day by day. If you are holding everyone accountable for their actions, they will see over and over again how it works. Mistakes is a good word to describe small incidents of aggression. Making it right is a mark of honor in your classroom. You will make mistakes too. This is the best opportunity of all to demonstrate accountability. Perhaps you are having a bad day and yell at a student. As soon as you recognize your mistake you use it as a teachable moment. Students love that.
# Introduction to CASS Norms

*Suggested Grade Levels: All*

## Objectives

As a result of completing this lesson, students will be able to:

- Assess acceptable and unacceptable behaviors within a CASS Community.
- Name behaviors on the School Code of Conduct.

## Assessment

Students will demonstrate mastery of objectives by:

- Creating a T-Chart to display acceptable and unacceptable behaviors of a group within the CASS Community.
- Reading and discussing the School Code of Conduct as a group.

## CASS Norms

- We treat everyone with respect and civility.
- We can talk about aggression with adults.
- We know when actions have crossed the line into aggression.
- We are accountable for our actions and make it right if we make a mistake.
- We protect each other.

## Materials

- Large sheets of paper or poster board
- Crayons, colored pencils, or markers
- Copy of the School Code of Conduct for display within the classroom
- CASS Journals

## Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction

1. Recap the whole school assembly that introduced the CASS program to students.
2. Ask students to share their reactions to the assembly. Lead a discussion using the following processing points:

   - How do you feel about the introduction of the CASS program?
What do you think will happen in the school if everyone follows the CASS program?

**Interaction**

1. Break students into four groups and provide each group with a large sheet of paper or poster board and markers, crayons, or colored pencils to write on the paper. Have each group draw a T-Chart on their paper with the following headings:

<table>
<thead>
<tr>
<th>Acceptable Behaviors</th>
<th>Unacceptable Behaviors</th>
</tr>
</thead>
</table>

2. Each group will fill in their T-Chart representing a different group within the school community: students, parents, teachers, and administration (principal, office staff, counselors, etc.). The group should write their group title at the top of their chart.

3. When groups have filled in their charts with several examples under each column heading, bring everyone back together as a large group. Have each small group share their poster with the class.

4. Read the School Code of Conduct to the class. Lead a discussion using the following processing points:
   - Does the Code of Conduct reflect the same ideas shown in your T-Charts?
   - Is there anything you feel is not covered by the Code of Conduct?
   - Why is it important that everyone agree on acceptable/unacceptable behaviors?
   - Why is it important that everyone agree on the School Code of Conduct?

**Reflection**

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of someone performing an acceptable (ok) behavior.
   b. Draw a picture of how you feel when following the School Code of Conduct.
   c. Should everyone’s expectations for acceptable behaviors within a community be the same?
   d. What is the purpose of having everyone agree on the School Code of Conduct?

2. Students may share their responses, but are not required to.

**Action**

1. Discuss, or have students write in their journals a list of positive actions that fall under the School Code of Conduct.

2. Ask students to choose one action to focus on between now and...
and the next meeting. Have students draw a picture of that action or write a description of it in their CASS Journal.
# Seeing CASS Norms

*Suggested Grade Levels: All*

## Objectives
As a result of complete of completing this lesson, students will be able to:
- Define each of the CASS Norms

## Assessment
Students will demonstrate mastery of objectives by:
- Creating a poster for one of the CASS Norms

## CASS Norms
- We treat everyone with respect and civility.
- We can talk about aggression with adults.
- We know when actions have crossed the line into aggression.
- We are accountable for our actions and make it right if we make a mistake.
- We protect each other.

## Materials
- Chart paper or poster board
- Markers, crayons, colored pencils, or poster paints

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. The CASS Norms reaffirm the beliefs that help us to create a safe school. We all want to follow this code of conduct so that everyone in our school feels comfortable in this environment.
2. Read the CASS Norms – Code of Conduct to the students.

## Interaction
1. Break students into five groups. Assign each group a CASS Norm and have students create a poster showing what that norm means to them. Students can write examples, draw pictures, or decorate as they feel necessary.
2. Hang posters in the classroom.
<table>
<thead>
<tr>
<th><strong>Reflection</strong></th>
<th>1. Have students write in their CASS Journals why they feel the CASS Norms are important. Younger students can draw a picture of what a safe school based on CASS Norms should look like.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action</strong></td>
<td>1. Have students write one CASS Norm they will focus on promoting between now and the next class meeting.</td>
</tr>
</tbody>
</table>
### School Slogan

**Suggested Grade Levels: All**

#### Objectives
- Students will choose a normative belief that will serve as a school motto.

#### Assessment
- Students will create a poster displaying the school motto.

#### CASS Norms
- We treat everyone with respect and civility.
- We can talk about aggression with adults.
- We know when actions have crossed the line into aggression.
- We are accountable for our actions and make it right if we make a mistake.
- We protect each other.

#### Materials
- Print ads featuring well known slogans.
- Paper
- Crayons/ markers/ colored pencils

#### Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

#### Introduction
1. Ask the students to think up some famous campaign slogans. Examples: Got milk. (Milk) Just do it. (Nike) I’m loving it. (McDonald’s) Gotta catch ‘em all. (Pokemon)
2. If possible, have copies of well-known print ads to further illustrate the concept of a slogan.

#### Interaction
1. Read the CASS Normative Beliefs to the students. Clarify any beliefs as necessary.
2. Ask students to come up with a school motto. It can be one of the CASS Normative Beliefs, or another statement that embodies CASS.
3. Have students make posters showing the slogan. This can be done individually or in groups.
Reflection

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of how your school slogan makes you feel.
   b. What does a good slogan do? How does it entice someone to buy into a product? Does your school slogan do this?
   c. Was it easy to pick a slogan? Why or why not?
   d. How does your school slogan make you feel?

Action

1. Have students create an action plan that allows them to share their school slogan or live the words they have written. What actions can they do to show they believe in their slogan?

As a possible extension, hold a poster contest within the school for the best slogan posters. Use incentives such as a CASS T-shirt or button, or some other appropriate prize.
What do you need?

*Suggested Grade Levels: All*

**Objectives**
- Students will list behaviors they need from (a) each other, (b) teachers, and (c) parents in the school community.

**Assessment**
- Students will create a chart demonstrating behaviors and support that they need from others in the school community to help make a safe school.

**CASS Norms**
- We treat everyone with respect and civility.
- We can talk about aggression with adults.
- We know when actions have crossed the line into aggression.
- We are accountable for our actions and make it right if we make a mistake.
- We protect each other.

**Materials**
- Poster board or chart paper

**Recollection**
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

**Introduction**
1. Ask students the following question: “Can you - all by yourself - make sure this school is safe?” Remind students that in a CASS school, everyone works together to keep a school safe. To help support our mission of a safe school, students need to determine what they need from others in the school to help them.

**Interaction**
1. Create a three column chart with the headings: Students, Teachers, Parent.
2. Ask student to list in the appropriate column the things that answer the question, “What do I need from this group for my school to be safe?” Answers can include, listening, support, advice, friendship – do not discourage any answers.
3. To help students generate answers, use some of the following questions:
a. What can a teacher do to help students?
b. How can parents help teachers?
c. What do you need to be safe? Who can help provide this?
d. When should your parents come to the school to help make it safer?
e. How can your friends help you stay safe?
f. What can other students who are bystanders do to help?

4. Look at the 6 CASS Normative Beliefs. Ask students if all of their needs are met by one or more of the CASS Norms.

5. Remind students that the CASS Norms exist to keep them safe, but the norms do not work unless everyone does their part in keeping the school safe.

Reflection

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of something on your list that can keep you safe.
   b. Draw a picture of all of the people who can help keep you safe.
   c. Why is it important for everyone to work together to keep your school?
   d. What happens if someone does not help keep the school safe?
   e. How can you help encourage others to contribute to your safe school?

Action

1. Create an action plan to better engage a person or group within your school and help them contribute to making your school a safe place.
More Ideas for Learning the CASS Norms

Activities:
- Have students write a pamphlet describing/promoting each norm and make copies to share with others in the school.
- Have a debate in your classroom to determine which norm is the most important.
- For additional activities, see the Ophelia Project’s RAISE: Boys Curriculum and It Has a Name: Relational Aggression Curriculum and use the lessons for Normative Beliefs.

Picture Books:
- *Our Friendship Rules* by Peggy Moss and Dee Dee Tardif
- *Kevin Knows the Rules* by Molly Dowd
- *Know and Follow Rules* by Cheri Meiners

Chapter Books:
- *Lord of the Flies* by William Golding
- *Animal Farm* by George Orwell

Role Plays:
- Make it a game and have Youth Ambassadors or role players choose a normative belief to demonstrate to the class. Have the audience guess what norm is being shown.
- Demonstrate what each norm looks like when properly followed, and what it looks like when the norms and not properly followed.

Discussion Prompts:
- When have you felt pressure to not follow the rules?
- What CASS Norms do you feel most comfortable following? Which are the hardest? Why?
- Tell a story about a time you did not follow the CASS Norms. What happened?
- Share an experience when someone else did not follow the CASS Norms. How did you feel? What did you do?
- How does it feel when everyone in the community follows the same normative beliefs?
- How do you encourage others to follow the rules?
We treat everyone with respect and civility.

We do not believe that respect needs to be earned – it is freely given. Every person being deserves a modicum of respect as an acknowledgement of their humanity. Civility acknowledges the rights of everyone to be allowed to go about their lives without harassment, torment, or intrusion from another person. In a CASS school, we are all a community.

What this norm is:
- Using manners and being polite.
- Acknowledging the rights and opinions of others, even if we do not agree with them.
- Building positive relationships with peers, colleagues, and other members of the community.
- Having healthy friendships.

What this norm is not:
- Using slurs or stereotypes based on gender, race, ethnicity, religion, sexual preference, political affiliation, or any other social construct.
- Excluding, avoiding, or ignoring others. “You can’t sit here” or, “Don’t invite Susan. We don’t like her.”
- Using relationally aggressive measures to discredit someone such as rolling your eyes as someone is speaking.
- Ignoring, discrediting, or disliking someone for age, skill, size, weight, color, race, religion, or any other reason.

How this norm can look in my classroom:
- Using manners.
- Sharing resources such as classroom materials.
- Welcoming and including all students in projects, games, and conversations.
- Taking turns.
- Addressing the teacher and other adults with the proper titles.
- Speaking politely and kindly.
- Reinforcing that we are a community.
- Acknowledging the successes of our classmates.
- Supporting classmates who may be struggling with a deficit.
- Being inclusive and understanding of students with disabilities or differences.
Meet and Eat

*Suggested Grade Levels: All*

**Objectives**

As a result of complete of completing this lesson, students will be able to:

- Identify others in the class by name.
- Identify shared interests among members within the class.

**Assessment**

Students will demonstrate mastery of objectives by:

- Naming at least half of the members in the class by name.
- Naming at least three people within the class who have a common interest with the student.

**CASS Norms**

- We treat everyone with respect and civility.

**Materials**

- Name tags
- Small candies, crackers, or manipulatives

**Recollection**

This is the first lesson, so there is nothing to review.

**Introduction**

1. Introduce yourself to the class. State your name. Then write your name on a nametag and stick it to your shirt.
2. Take turns and have everyone introduce themselves to the class.
3. After each introduction, have the rest of the class say, “Welcome to the class, (name).”

**Interaction**

1. Provide each student with five small candies, crackers, or manipulatives (pennies, blocks, BINGO markers, etc.).
2. Break students into groups of 3-5 and tell students for every small item they have in front of them, they must share something about themselves with the group.
3. Model this by placing five items in front of yourself. Hold up the items one at a time and tell the students something about yourself. If you are using food as manipulatives, eat the item after each thing you share about yourself.
4. After each student in every group has shared FOUR things about themselves, bring the class back together as a large group. Have each student share their final personal item with the whole group.

5. Ask the students: Were there any items about the people in your group that were similar to things you said about yourself? Example: I noticed Charlie and I both like roller skating. Gina, Mallory, and I all like to read.

**Reflection**

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of yourself and three friends within the class doing something you all enjoy.
   b. Why do you think it is important to know each classmate’s name and something about that person?
   c. Did you notice any similarities among everyone in the class? What were they? Why do you think these similarities exist?

2. Students may share their responses, but are not required to.

**Action**

1. Ask students to either draw a picture or write the names of three people in the class that they would like to get to know better. Tell students to try to talk to each of these people before the next class meeting.
# The Roles in Your Community

*Suggested Grade Levels: All*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>As a result of complete of completing this lesson, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Define the roles of members within the CASS Community</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Students will demonstrate mastery of objectives by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Drawing a picture of how a role within the community helps students. (Younger students)</td>
</tr>
<tr>
<td></td>
<td>- Writing a “Want Ad” to advertise for a specific role in the community. (Older students)</td>
</tr>
</tbody>
</table>

| CASS Norms | - We treat everyone with respect and civility. |

| Materials | - Chart paper or poster board |
|           | - Markers, crayons, colored pencils, or poster paints |

| Recollection | 1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out. |

| Introduction | 1. Communities are made up of many different people. Each person within the community has a specific job to make the community work. |
|              | 2. Create a list of people within a community who have a specific job and define their job. (Politicians make rules, police officers enforce roles, firefighters put out fires and respond to emergencies, doctors help people who are hurt, etc.) |

| Interaction | 1. Create a list of roles within your school community (principal, counselors, teachers, parents, students, cafeteria workers, maintenance men). |
2. Break students into groups and assign each group one of the roles within the school community. The group should discuss how that role is important in a CASS Community and what people in that role do to help Create a Safe School.

3. See the assessment section of this lesson to determine how students should demonstrate what their assigned role entails.

4. Have students present their pictures or, create a “CASS-ified” (instead of “Classified”) newspaper section with all of the job listings. Display the work within the school.

**Reflection**

1. Have students write (or draw) in their CASS Journals what their role as a student is. Have them answer the following questions:
   a. What are my responsibilities to the community?
   b. How can I show others I am a member of this community?
   c. Why is building community important?

**Action**

1. Have students write down one person who is in the role they discussed today in their group. Students should try to connect with this person between now and the next class meeting and thank them for being a part of the CASS Community.
A Community for You and Me

Suggested Grade Levels: All

Objectives
- Students will identify one thing they have to offer the school.
- Students will identify one thing the school has to offer them.

Assessment
- Students will create a whole school display demonstrating the community within the school with a cutout for each student listing something they have to offer and something the school will offer them.

CASS Norms
- We treat everyone with respect and civility.

Materials
- A Community for You and Me Template – copied for students or traced onto construction paper
- Scissors
- Crayons/ Markers / Colored Pencils

Recollection
2. This will be the first class meeting of the year for the entire school, so there is no action plan to review. Briefly ask students:
   a. What do you recall about CASS from last year?
   b. What can you tell me about CASS?

Introduction
1. Remind students that for CASS to be successful, everyone must have a strong sense of community. Community is recognizing that everyone has an important role that contributes to the good of the school.

Interaction
1. Provide each student (and yourself!) with a person template.
2. Tell the students to write, or draw, something that they have to offer the rest of the community. It can be a talent, knowledge, or ability. (Examples: I am a good singer. I am a good writer. I am always on time.)
3. Also on their template, students should write, or draw, something that the school can offer to them. (Examples: Safety. Food. Friendship.)
4. Note: Do not discourage ANY responses, regardless of how off base or silly they may seem to you. It is important to let
students feel accepted and recognize that school is a safe place for them.

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**Reflection**

1. Ask students to respond to one of the following prompts in their CASS journals:
   a. Draw a picture of your school community.
   b. Draw a picture of how you feeling knowing you live in a community.
   c. Why is community important?
   d. How does it feel to be a part of your community?

---

**Action**

1. Choose one person to share your talent or knowledge with this week. How will you share what you have to offer your community?
Community for You and Me Template
The Color of Friendship

Suggested Grade Levels: K-4

Note: If time allows, the book Little Blue, Little Yellow by Leo Lionni is an excellent companion to this lesson!

Objectives

- Students will identify a trait or attribute that they share with another student.

Assessment

- Students will be able to state one thing they have in common with another member of the class.

CASS Norms

- We treat everyone with respect and civility.

Materials

- Rubber / latex gloves
- Primary colored paint

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Tell students we all have things about us that are different – but we are all also very alike. We are all classmates. We are all in the same grade. We all live in this community.
2. Next tell students that they all have something to share with each other. When we share things with each other, and they share things back, you make connections. This is how we build community in our school, by finding ways to connect with each other.

Interaction

**Two options for interaction:**

1. Give each child a rubber glove (or if you are brave, go without) and then cover each child’s hand in a primary color of paint. Have the children go shake hands with someone else. The colors will mix and create a secondary color.
2. **OR** Use squares of colored cellophane or another translucent colored panel. Have students lay their panels over another students’ panel to create a different color.
3. Talk about the “colors” we have to offer that change others
   (My smile makes someone feel happy; When someone hits,
   they make you feel sad). Basically – there are wonderful
   things about us that can make someone brighter, or darker.

4. Discuss how you can make someone feel included and part
   of a community!

Reflection

- Stamp your handprint in your CASS Journal. Write the
  name of the person who helped change your color into
  something new.

Action

1. Choose one person in your class, school, or community that
   you would like to meet. Shake their hand and tell them your
   name.
TV Guide
Suggested Grade Levels: 4-8

Objectives
- Students will identify a television show title that represents themselves.
- Students will group similar types of shows.

Assessment
- Students will create an advertisement for themselves as if they were a television show.
- Students will identify elements of similar classmates (television shows) and group themselves into “channels” based on their similar attributes.

CASS Norms
- We treat everyone with respect and civility.

Materials
- Paper
- Crayons/Markers/Colored Pencils

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Ask students to think of their favorite TV shows. What do they like to watch – comedies? Reality shows? Sports?
2. There are a lot of different types of shows, just like there are a lot of different people who watch them.

Interaction
1. Ask each student to think of a TV show title that represents them as a person. For example, a boy may choose “Sports Center” because he likes sports, or a girl may choose “Dora The Explorer” because she likes to go to many different places.
2. Have students design an advertisement for their show featuring themselves and why they fit well with that show title.
3. Look at all of the different shows in the class. Have students break into groups based on the type of shows they represent. Call these shows “channels.”
4. Have students in each channel share the similar traits that brought them together today.

**Reflection**

1. Have students answer one of the following prompts in their CASS Journals:
   a. Was there anyone in your channel that surprised you? Why or why not?
   b. Do you only watch shows on one channel or on many channels? Can you have friends with many different interests or personality types? Why or why not?

**Action**

1. Choose one person in your class, school, or community that you would like to get to meet. Shake their hand and tell them your name. Find one thing that they have in common with you.
More Ideas for Treating Everyone with Respect and Civility

Activities:

- Use any type of Icebreaker or “Getting to Know You” activity.
- Play games that encourage teamwork and cooperation.
- Use cooperative learning groups.
- Discuss the importance of friendship and how to establish positive, healthy friendships.
- Create opportunities for school spirit.
  - Have a pep rally (but not about sports, just focusing on school pride, celebrating CASS, or recognizing upstanders!).
  - Hold a community fair. Ask each class to create a display showcasing their class and its role in the school. Have parent groups, clubs, and sports teams represented as well.
  - Have a community day where students can interact with students of all ages as well as all of the adults in the school.
- Introduce your students to their Youth Ambassadors and provide time for Youth Ambassadors and mentees to get to know each other.
- Open houses are excellent opportunities for building community and developing respect for others. Ask your parent team create opportunities for parents to mix and build community at your open house in the fall.
- For additional activities, see the Ophelia Project’s RAISE: Boys Curriculum and It Has a Name: Relational Aggression Curriculum and use the lessons for Friendship and Leadership. The Ophelia Project’s Kids Helping Kids and Let’s Be Friends curricula also include lessons on building healthy friendships.

Picture Books:

- *The Rainbow Fish* by Marcus Pfister
- *Little Blue, Little Yellow* by Leo Lionni
- *My Friends* by Taro Gomi
- *Do You Want to Be My Friend* by Eric Carle
- *The Brand New Kid* by Katie Couric
- *One of Us* by Peggy Moss

Chapter Books

- *Charlotte’s Web* by E.B. White
- *The People of Sparks* by Jeanne DuPrau
- *A Little Princess* by Frances Hodgson Burnett
- *The Secret Garden* by Frances Hodgson Burnett
- *Diary of a Wimpy Kid* by Jeff Kinney
Role Plays:
Role plays should focus on the feeling of inclusion and community within the school not just among students, but among parents and teachers as well.
- A new student has entered the school. He is unsure of who to befriend and goes from student to student trying to build community. One student befriends him and talks about how this school is a CASS community.
- A student tells a story about a summer camp group that did not welcome her. Her friends remind her that now she is back at school and everyone wants her to be a part of the community.
- The Youth Ambassadors pretend to be teachers in the school giving “Welcome Back” speeches about how wonderful a CASS school is.
- A family comes on a tour of the school and students are courteous and welcoming to the new student and her parents.

Discussion Prompts:
- Has there ever been a time when you felt like you did not belong?
- Why is it important to make people feel like a part of a community?
- Tell me about a time when you made sure everyone was included.
- How do you feel people in a community should act towards each other?
- Tell a story about why your school feels like a community (or maybe why it does not feel like a community).
- What are some things you can do to make your school feel more like a community?
- Whose job is it to make this school feel like a community? What can you do?
The Ophelia Project does not label people as chronic bullies or victims, but instead examines individual situations and then identifies the aggressors, targets, and bystanders. We acknowledge that these roles are fluid and ever changing with a person serving as an aggressor one day, a target the next, and a bystander each and every day. In CASS schools, we know that we can talk about aggression with others, and know that everyone has a role in aggression. In taking ownership of the problem as a group, we can work together and support each other in creating a climate where aggression is not tolerated. Everyone has an obligation to address aggression.

What this norm is:

- Acknowledging that aggression is a problem.
- Knowing there are roles in aggression such as: aggressor, target, bystander, and upstander.
- Being able to identify the four types of aggression: physical, verbal, relational, and cyber.
- Refusing to participate in aggression such as spreading rumors, building alliances, excluding others, name calling, taunting, etc…
- Sharing stories about aggression to connect with others and learn how to avoid aggression in the future.
- Identifying adults who can help youth deal with peer aggression.

What this norm is not:

- Ignoring aggression because “it’s none of my business.” Aggression is everyone’s business and we are all obligated to take steps to stop aggression whether during an incident or afterwards.
- Labeling “mean girls” and “bad guys” as the only people who are aggressive.
- Telling someone to “suck it up” or “be a man.”
- Saying that adolescent aggression is “just a phase” that everyone goes through.
- Denying that aggression exists. “We don not have a bullying problem at our school,” or, “These are good kids. They wouldn’t be aggressive.”

How this norm can look in my classroom:

- Going to the teacher or another trusted adult when students have a problem.
- Encouraging students to honestly and accurately report aggression.
- Letting everyone know that we do not ignore aggression. It is a shared problem that we all address together.
- Remind students that they are accountable for their roles in aggression. (Extend this by reminding students they are also accountable for their homework, grades, lunches, materials, etc.)
Meet a Youth Ambassador

*Suggested Grade Levels: All*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Youth Ambassadors will introduce themselves to their mentees.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Mentees will be able to identify their Youth Ambassadors.</td>
</tr>
<tr>
<td>CASS Norms</td>
<td>We can talk about aggression with adults.</td>
</tr>
<tr>
<td>Materials</td>
<td>None</td>
</tr>
</tbody>
</table>

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Have Youth Ambassadors stand at the front of the classroom. Explain to the students that the Youth Ambassadors are there to share stories about peer aggression and help the students learn how to make the CASS Normative Beliefs part of their everyday lives.

Interaction

1. Break students into groups so that each group has an Ambassador. The Youth Ambassadors should have a prepared story to share with the mentees about an experience with CASS from last year, or the reason why they want to be an Ambassador.
2. Students should share with Youth Ambassadors their name and one thing about themselves that makes them special to build community.

Reflection

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of you and your Youth Ambassador.
   b. What do you hope to learn from your Ambassador this year?
**Action**

1. Ask students to think of one question they can ask their Ambassador during their next Ambassador Encounter about peer aggression.
Roles in Aggression

Suggested Grade Levels: All

Objectives

As a result of complete of completing this lesson, students will be able to:

- Identify the three roles in aggression: aggressor, bystander, and target.
- Name different types of bystanders.
- Identify an aggressive act as physical aggression, verbal aggression, or relational aggression. (older students)

Assessment

Students will demonstrate mastery of objectives by:

- Identifying characters in a story or role play as one of the three roles in aggression.
- Identifying the type of aggression in a story or role play about aggression.

CASS Norms

- We can talk about aggression with adults.

Materials

- Roles in Aggression sheet photocopied to hang in classroom
- Role Play Scenarios and Story Starters (Appendix)

*Note: It may be helpful for the teacher and/or student Youth Ambassadors to review the Peer Aggression Glossary (Appendix A) prior to this lesson.

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Ask students: “Have you ever felt hurt by another person or witness another person hurting someone else? Aggression is everyone’s problem, and as a CASS Community, we are going to work together to reduce aggression around us.”
2. Share a story about a time you were in an aggressive situation. Be sure to tell how you felt, and if anyone else helped you in the situation. Tell students that unfortunately, aggression is part of our lives – but it doesn’t have to be.
Interaction

1. If Youth Ambassadors are available, break students into groups and provide each Ambassador with a role play or story starter. If Ambassadors are not available, read one role play or story starter out loud to the whole group.
2. After students have heard a story or role play, introduce the three roles of aggression on the Roles in Aggression Sheet. Ask students to identify each of the roles within the story.
3. Lead a discussion using the following processing points:
   - How can bystanders change an aggressive situation?
   - Do bystanders have to take action? Should they?
   - What can you do if you witness aggression or are part of aggression?
4. For older students, continue to identify the type of aggression in the role play or try another story for more practice. With younger students, use your next class meeting to reinforce this lesson or expand upon it by identifying the different types of aggression. Feel free to use Appendix E: Interventions for Bystanders to help students develop positive strategies for helping a target.

Reflection

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of a time you were a target or bystander in aggression.
   b. Draw a picture showing the face of a bystander or target.
   c. What do you think motivates aggressors? What options do you have other than aggression?
   d. Why do bystanders sometimes join in aggression or ignore it? Why doesn’t every bystander become an upstander?
2. Students may share their responses, but are not required to.

Action

1. Ask students to come up with a list of ways they can become Upstanders.
Drawing Out the Language of Peer Aggression

*Suggested Grade Levels: All*

**Objectives**

As a result of completing this lesson, students will be able to:

- Draw a graphic organizer to identify the roles in a bullying situation.

**Assessment**

Students will demonstrate mastery of objectives by:

- Creating a poster for the classroom that shows the roles in a bullying situation.

**CASS Norms**

- We can talk about aggression with adults.

**Materials**

- Roles in Aggression
- Prior to the lesson, you may find it helpful to create manipulatives to show the roles in a bullying situation. Copy the aggression gears on card stock and laminate them. You can put a magnet on the back to help your manipulative stick to a chalkboard or whiteboard surface as well. This way, you can add and remove roles on the graphic organizer as you go through the lesson.
- Chart paper or poster board
- Crayons, markers, colored pencils

**Recollection**

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

**Introduction**

1. Share a story about peer aggression. It can be a book, poem, or personal story.

**Interaction**

1. Help students identify the characters in the story using the language of peer aggression. If you are using laminated manipulatives, you can write on them with a dry erase marker. If you are not using manipulatives, you can draw a graphic on the board on chart paper.

2. Break students into groups and have them create their own
graphic organizer displaying the roles in a bullying situation. Have groups share their graphic with the class.

3. Allow the class to choose one of the graphic organizers and then recreate it on chart paper to display within the classroom and refer to when necessary throughout the school year.

<table>
<thead>
<tr>
<th><strong>Reflection</strong></th>
<th>1. Ask students to write in their CASS Journal how using a graphic organizer to display the language of peer aggression can help them in identifying peer aggression.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th>1. Have students write down the name of one person with whom they will share their graphic organizer between now and the next class meeting.</th>
</tr>
</thead>
</table>
Levels of Aggression and Bullying

Suggested Grade Levels: All

Note: Break into separate lessons for younger students who need more work learning about the difference between a bummer and aggression. Then follow up learning the difference between aggression and bullying.

Objectives

- Students will distinguish between peer aggression and bullying.

Assessment

- Students will create a poster discouraging bullying.

CASS Norms

- We can talk about aggression with adults.

Materials

- Paper
- Crayons / Markers / Colored pencils

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Ask students if anyone can define peer aggression.
2. Now ask if anyone can define bullying.
3. Tell students that while all bullying is aggressive, not all aggression is bullying.

Interaction

1. Go over the levels of aggression and bullying graphic that is included after this lesson. Remind students that last year in CASS they learned about the difference between a “bummer” and aggression by playing the No Shame No Blame Game. (You may find it helpful to review this concept for yourself before introducing this lesson.)
2. Provide a short description of an incident that serves as an example for each level. Ask students if they can share a personal story that is an example of each level.
3. Reinforce to students that as they progress through each level of aggression, the consequences increase and the amount of work needed to make it right also increases.
4. Have students make posters to raise awareness about the differences between (a) a bummer and aggression or (b)
aggression and bullying. Hang select posters throughout the school.

---

**Reflection**

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of how you feel at each level of aggression.
   b. Does an aggressor need to make it right when there is a bummer? Why or why not?
   c. Why is it important to know the difference between each level of aggression?
   d. How does knowing the different levels of aggression help you as a target? As an aggressor?

---

**Action**

1. Action plan with the students a way to help them better identify the levels of aggression that they experience.
2. Action plan with the students ways that they can share this knowledge with others – how can they teach others about the different levels of aggression.
# Student Story Telling Class Meeting Template

*Suggested Grade Levels: All*

*Note: Before letting a student share a story with the whole class, be sure that you have heard the story in its entirety so that no uncomfortable or unexpected disclosures occur.*

## Objectives
- Students will share personal stories about peer aggression.

## Assessment
- Students will list solutions and positive outcomes to problems in their peers’ stories about peer aggression.

## CASS Norms
- We can talk about aggression with adults.

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Tell the class that a student has decided to share a story about peer aggression today. When you introduce the storyteller, applaud their courage and strength for sharing their story.
2. Remind the class that storytelling is a way we build community, and it is also a way that we can learn and grow.
3. If you feel it is necessary, remind students that class meetings are confidential and that they should not re-share this story without permission from the storyteller.

## Interaction
1. Allow the student to briefly introduce why they choose to share their story. Then, allow the student to tell the story.
2. Follow up with some discussion questions to help students process this story:
   a. How do you think you could have handled this situation?
   b. Did the storyteller choose right or wrong action? Why do you think so?
   c. How could you stand up for a friend dealing with a similar problem?
   d. How would you stand up for yourself if you were the target in this story?
   e. What did you learn from this story today?
Reflection

1. Ask students to reflect in their CASS Journals on one of the following prompts:
   a. Draw a picture of how you could be an upstander in this story.
   b. How has hearing this story helped you? What did you learn?
   c. Will you avoid situations like this in the future? Why or why not?

Action

• With the class, create an action plan that will help students be upstanders in a situation similar to the one in the story.
# Student Story Telling Class Meeting Template 2

*Suggested Grade Levels: All*

## Objectives
As a result of completing this lesson, students will be able to:
- Share a personal story

## Assessment
Students will demonstrate mastery of objectives by:
- Writing a personal story about themselves in their CASS Journals.

## CASS Norms
- We can talk about aggression with adults.

## Materials
- CASS Journals

## Recollection
2. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Tell students that we all have stories to share. Some are good, some are bad but they all share an important part of us. Our thoughts, feelings, and perspectives can be shared through the stories that we tell.

## Interaction
1. Ask students to generate a list of ways that stories are shared. Ex: Books, newspapers, magazine, comic books, paintings, artwork, blogs, Tweets, etc…

## Reflection
1. Have students write (or draw) a story about peer aggression that they have either witnessed or taken part in. Encourage them to use the language of peer aggression in their story.
2. Students may share their stories, but are not required to.

## Action
1. Ask students to share their story with someone between now and the next session. At the beginning of next session, have them write how they felt after sharing their story.
The Moral of the Story

Suggested Age Levels: All

*Note: This lesson is an excellent extension of story structure in determining the theme of a story. Feel free to integrate it into your existing Language Arts curriculum by using stories you would normally use in class.

Objectives
As a result of completing this lesson, students will be able to:
- Analyze a story and determine if there is a lesson about peer aggression that can be learned from the story.

Assessment
Students will demonstrate mastery of objectives by:
- Drawing a picture or writing a statement that reflects what a story can teach us about peer aggression.

CASS Norms
- We can talk about aggression with adults.

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Choose a story with an underlying theme of aggression, bullying, or friendship. Read the story to the class.

Interaction
1. Lead a discussion using the following questions:
   a. What do you think the theme of this story is?
   b. How can we define this story using the language of peer aggression (or CASS Norms)?
   c. Is there a lesson about peer aggression (or CASS Norms) that we can learn from this story?
2. Break students into groups and have them complete this sentence: “The moral of the story is…” (You may need to define “moral” as a message conveyed or lesson to be learned in a story.) Students can either draw a picture representing the moral of the story, or write a short explanation.
<table>
<thead>
<tr>
<th>Reflection</th>
<th>1. Have students write in their CASS Journals why it is sometimes helpful to learn about peer aggression through telling stories. What can we learn from stories?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td>1. Have students write down how they can share this story that was discussed in class today with someone else. Who will they tell? What message will they try to convey?</td>
</tr>
</tbody>
</table>
## Objectives
- Students will share personal stories about peer aggression.

## Assessment
- Students will write or illustrate a personal story about peer aggression.

## CASS Norms
- We can talk about aggression with adults.

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Remind the class that storytelling is a way we build community, and it is also a way that we can learn and grow. By examining our own personal stories, we learn a lot about how we deal with peer aggression, and also what strategies we use to stand up for ourselves and others.

## Interaction
1. Have students write a personal story about peer aggression. This can be done in many ways. Choose one of the following, or come up with another creative way of your own!
   a. Journal writing
   b. Narrative writing
   c. Comic books
   d. Art work / wordless picture stories
   e. Dramatics / play writing
   f. Song writing
   g. Blogging
   h. “Tweeting”

## Reflection
2. Ask students to reflect in their CASS Journals on one of the following prompts:
   a. Did writing this story help you to better understand the situation you were in?
   b. Would you want to share your story with others? (The teacher can then review the story and choose to use it in
c. Would you have changed the way you acted in this story?

**Action**

- With the class, create an action plan that will help students be upstanders in a situation similar to the one in the story.
Story Starter Prompts

- When did you feel like a target of aggression?
- When have you witnessed aggression?
- When have you been an aggressor?
- Have you ever felt like being aggressive towards someone?
- Why do people act aggressively?
- What causes people to be relationally aggressive?
- How can you be an upstander?
- Have you ever been an upstander?
- Have you ever been an assistant aggressor?
- Why have you ever avoided being an upstander?
- What did you do when you saw peer aggression?
- What did you do to make something right after being aggressive?
- Whose story has inspired you to be a better person?
- What motivates you to stop peer aggression and bullying?
- Why do bullies act the way they do?
- What can you and your friends do to end bullying in your school?
My “Go To” Adults

Suggested Grade Levels: All

Objectives

As a result of completing this lesson, students will be able to:
• Determine situations in which adult intervention would be necessary.

Assessment

Students will demonstrate mastery of objectives by:
• Writing down the names of five adults whom they feel comfortable asking for help.
• Creating a list of situations that are safe for students to mediate alone or would need an adult intervention.

CASS Norms

• We can talk about aggression with adults.

Recollection

• Start every meeting with a 3-5 minute group session where students can discuss their progress on their “Take Action” plan from the previous meeting.

Introduction

1. Tell a story about a time when you felt “in over your head.” Tell students about the conflicting emotions about seeking help.
   • Would someone feel I’m weak?
   • Will people think I can’t handle my own problems?
   • How did I let things get this far that I can’t handle them anymore?
   • What on earth can I do?
   • Who can I trust for help?

Interaction

1. Ask students to think of a similar situation that they have experienced where they knew that they would need some help.
2. As a group, create a T-Chart on the board. Use the left to list examples of situations that students can handle by themselves, and on the right list situations in which adult intervention would be necessary.
Reflection

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of how a situation in which you would have to as an adult for help.
   b. Write down three different ways you could ask an adult for help.
   c. Write why you feel adults need to help intervene in some peer aggression situations.
2. Students may share their responses, but are not required to.

Action

1. Write a letter to a trusted adult letting them know that they are a person you can trust and feel comfortable seeking help from. Be sure to thank this person for helping you make your school a safe social climate.
# Keep Adults on Hand

## Objectives
- As a result of complete of completing this lesson, students will be able to:
  - Identify five adults whom they can go to for help with peer aggression.

## Assessment
- Students will demonstrate mastery of objectives by:
  - Creating a “Keep Adults on Hand” poster.

## CASS Norms
- We can talk about aggression with adults.

## Materials:
- Construction paper
- Markers, crayons, or colored pencils

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Ask students to think of a time they needed an adult’s help with peer aggression. Who did they go to? What did they expect from that person?

## Interaction
1. Have students trace their hand on construction paper.
2. On each finger (and the thumb) have students write the name of one adult whom they can ask for help regarding peer aggression.
3. On the palm of the hand, have students write the CASS Norms “Adults help us deal with aggression.”
4. Have students share one name on their hand with the rest of the class, and explain why they chose that person.

## Reflection
1. Ask students to write a response to one of the following prompts:
   a. Draw a picture of an adult whom you trust.
   b. Why do we need adults to help us deal with peer aggression?
c. Why is it important to have more than one person whom we can go to for help?

Action

1. Ask students to write in their CASS Journals where, when, and how they plan to set time aside to talk with an adult about peer aggression. Challenge students to have at least one mini-conference with an adult about peer aggression before the next class meeting.
Bigger Than Me

Suggested Grade Levels: K-4

Objectives
- Students will identify when a problem is “bigger than me” and requires adult intervention.

Assessment
- Students will create a poster displaying problems that are bigger than what they can handle.

CASS Norms
- We can talk about aggression with adults.

Materials
- Yard stick / Meter stick
- Strips of Paper
- Tape
- Crayons / Markers / Colored pencils

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Ask students if they can name anything that they are not big enough or old enough to do. (Drive, vote, play varsity basketball, drink alcohol, watch MTV or adult movies, go on Facebook, stay home by themselves, swim without an adult in the pool, ride their bike past the end of the street, stay up past 8:00, etc.)

Interaction
1. Tell students that sometimes, there are things that are too “big” for them in life, including the casual list you just created. With peer aggression, there are also problems that students should view, “Bigger than Me.” These problems require students to immediately get adult help.
2. Use a sticker or tape a picture of a smiley face to the bottom of a meter stick. This represents the students. Then ask students if they can think of any problems or interactions between friends that would require an adult’s help. Each thing that a student suggests, write on a piece of paper and tape it to the meter stick above the smiley face, showing that the problem is indeed bigger than the student.
3. Hang your “Bigger than Me” stick in prominent place in the classroom of school.

**Reflection**

1. Have students answer one of the following prompts in their CASS Journals:
   a. Write about or draw a picture of a problem that is bigger than me.
   b. Write about or draw a picture of an adult who can help you with problems that are bigger than me.

**Action**

1. Action plan with your students how to better identify problems that are bigger than me and what adults can help with these problems.
**More Ideas for Talking about Aggression**

**Activities:**
- Have students create flash cards for the roles in bullying or the types of aggression.
- Play vocabulary games to increase familiarity with bullying terminology.
- Use the “Roles in Aggression,” “Types of Bystanders,” “Bystanders Balancing Act,” or “Bullying Situation Graphic Organizer” graphics (see the School Coordinator’s Digital Supplement CD).
- In Language Arts classrooms, identify characters in literature using the roles in a bullying situation.
- Identify the roles in aggression using examples from History or Current Events courses (may be generalized to countries or peoples at war).
- For additional activities, see the Ophelia Project’s RAISE: Boys Curriculum and It Has a Name: Relational Aggression Curriculum and use the lessons for The Language of Peer Aggression.
- Read stories to your students that deal with peer aggression, bullying, or situations in which the characters need to stand up for themselves.
- Find Current Events that deal with CASS themes and share them with your students.
- Relate Language Arts stories to CASS themes.
- Relate History lessons to CASS themes.
- Write a book report on a story about peer aggression.
- Determine a method with your students for reporting acts of peer aggression in your classroom.
- Create an anonymous reporting system for situations in which students may be afraid to identify peer aggression, but still know that reporting is necessary.
- Create a list of adults within the school who can assist with peer aggression issues.
- Designate an adult as your classroom superhero who comes to the rescue of students in need. Write a comic strip about the powers of this adult who intervenes.

**Picture Books:**
- *My Secret Bully* by Trudy Ludwig
- *Just Kidding* by Trudy Ludwig
- *Pinky and Rex and the Bully* by James Howe
- *Chrysanthemum* by Kevin Henkes

**Chapter Books:**
- *Loser* by Jerry Spinelli
- *Blubber* by Judy Blume
- *Crash* by Jerry Spinelli
- *The Great Gilly Hopkins* by Katherine Patterson
- *Harry Potter Series* by J.K. Rowling (look at interactions between (a) Harry and the Dursleys, (b) the Gryffindor and Slytherin Houses, (c) Harry, Ron, and Hermione vs. Malfoy, Crabbe, and Goyle, or (d) James Potter and Severus Snape)
- *The Foxman* by Gary Paulsen
- *Dear Mr. Henshaw* by Beverly Cleary
Graphic: The Roles in Aggression

- The person who chooses to hurt or damage a relationship
- The aggressor starts the gears turning
- An individual who recognizes the victimization of others and chooses to act on their behalf
- The upstander stops the gears from turning
- Person who is present at an event but not involved
- The bystander is spun along as a spectator
- The person who is aggressed upon
- The target is turned and twisted by the actions of the aggressor
**Graphic: Types of Aggression**

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

**Verbal Aggression:**
A communication intended to hurt another person, or a communication perceived as having that intent; can be spoken, written, or drawn.

**Cyberbullying:**
The use of modern communication technologies to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone.

**Physical Aggression:**
Harm and control through physical damage or by the threat of such
**Graphic: Levels of Aggression and Bullying**

**Violence, Abuse, or Extreme Bullying:**
*May include one or more of the following:*
1. *Is a threat to the immediate safety (physical or emotional) of the target and / or others*
2. *Involves weapons*
3. *Target contemplates hurting self or others to end unwanted behaviors*
4. *Legal consequences can be enforced upon aggressor*

These examples represent very intense and serious behaviors. They may be aggression or bullying, but all require immediate action.

**Bullying:**
*Includes ALL of the following:*
1. *Aggressive behaviors that are unsolicited by the target*
2. *Aggression is repeated, often with increased intensity*
3. *Imbalanced power or strength over the aggressor over the target*

Aggression tends to be isolated incidents where bullying describes a pattern of behaviors that repeatedly hurt a target.

**Aggression:**
*A behavior intended to hurt or harm others.*

Can be physical, verbal, relational, or cyber. Each situation involves a target, an aggressor, and may also have bystanders.

The big difference between aggression and a bummer is the intention to do harm.

**Bummer:**
*A situation that is not particularly desirable but is not aggressive in its nature.*

A person may feel like a target, but the perceived aggressor did not intentionally hurt anyone.
Examples of the Levels of Aggression and Bullying

Bummer:
- A friend is invited to go to someone else’s house after school and cannot hang out with you.
- Your older sibling gets to stay out later than you do.
- A friend forgets to call you one evening because she has a lot of homework to do.

Aggression:
- A friend is invited to go to someone else’s house after school and tells you that you cannot go because they do not like you or want you around.
- Your older sibling calls you a baby because you have to come home earlier in the evening.
- Your friend does not call you and lies saying she has too much homework to do but called another person instead and was gossiping about you.

Bullying:
- Everyday someone excludes you and refuses to let you join games, sit at a table in the cafeteria, and do things after school with a group of other friends.
- Your older sibling repeatedly taunts you, calls you names, and has started pushing and shoving you too.
- Someone at school has been spreading rumors about you and frequently writes nasty, anonymous messages about you on social networking sites.

Violence, Abuse, or Extreme Bullying
- Someone is physically hurting you to a great extent that requires medical treatment.
- You have begun to seek counseling to deal with the emotional pain of bullying or abuse.
- You are threatened with weapons or violence.
- You cut yourself or contemplate suicide because you are depressed as a result of bullying.
- The police have intervened because someone has been hurting you so badly.
**Script: Learning Types, Roles, and Levels of Aggression**

Role Play Setting: A high school hallway.

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by, apparently having a conversation with each other.

TARGET turns to start to say something, but the others have already passed on. TARGET looks sad.

**Stop**

**Explain bummer:** The target felt upset, but no one was intentionally making her feel left out or hurt – the others were in a conversation and did not notice the target. This is a *bummer*: a situation that is particularly desirable but is not aggressive in its nature. A person may feel like a target, but the perceived aggressor did not intentionally hurt anyone.

Start role play again.

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by, apparently having a conversation with each other.

TARGET turns to start to say something but AGGRESSOR gives a nasty look and keeps walking.

AGGRESSOR says loudly, “LOSER!” BYSTANDER just walks along, saying and doing nothing. UPSTANDER turns and gives a sympathetic smile to TARGET.

**Stop**

**Explain types of aggression:** This is *aggression*: a behavior intended to hurt or harm others. In this situation, we have *verbal aggression* – using communication (words and/or images, spoken and/or written) to harm. Is there any other way that hurt or harm occurred? Because TARGET was embarrassed in front of others, this is *relational aggression*: hurting or harming others through manipulation or damage to their peer relationships. Others who are in the hallway are likely to see TARGET branded a loser and are less likely to have a friendship with her.
Explain roles in aggression: In this situation, who is perpetrating harm? (Point/name AGGRESSOR and possibly also BYSTANDER) This person is called an aggressor: the person who chooses to hurt or a damage a relationship. In this situation, who was harmed? (Point/name TARGET) The person who is aggressed upon, hurt, or harmed is a target. What about the others in the role play? (Point to BYSTANDER and UPSTANDER) They are bystanders: the person or persons who are not aggressors or targets but are caught somewhere in between. (Do not introduce term UPSTANDER yet).

Start role play again. Explain that this is the day after the previous role play.

A girl (TARGET) is standing alone at her locker.

AGGRESSOR, BYSTANDER, and UPSTANDER all walk by and AGGRESSOR knocks into TARGET while walking by and yells, “Watch it, loser!” As AGGRESSOR walks away, she mutters loudly, “Stupid slut.”

BystANDER just walks along, saying and doing nothing. UPSTANDER turns and gives a sympathetic smile to TARGET.

Now it is the next day.

A girl (TARGET) is standing alone at her locker. She grabs her books and starts to walk away as she sees AGGRESSOR, BYSTANDER, and UPSTANDER approach. AGGRESSOR runs up behind her and knocks her books out of her hands saying, “Ooops. Guess I didn’t notice you there loser.” As TARGET leans down to grab her books, AGGRESSOR tries to make it look like she is going to help, but instead completely knocks down TARGET, whips out her cell phone and snaps a photo. BYSTANDER follows along without doing or saying anything.

UPSTANDER stops and helps TARGET pick up her things before walking away. TARGET’s cell phone goes off with a message alert. She shows it to UPSTANDER saying, “Oh great. The picture of me on the ground has been uploaded to Facebook with the caption – Check out this loser making a mess of hallways. She should just stay home.”

Review types of aggression and roles: Identify TARGET, AGGRESSOR, and BYSTANDERS. Introduce new term: upstander: a person who comes to the aid of a target. Next, identify the types of aggression. The hurtful words as well as the Facebook caption are verbal aggression. There’s relational aggression in embarrassing and humiliating the target. Introduce to final types of aggression: cyber aggression: hurt or harm using modern technologies such as the Internet or cell phone and physical aggression: hurt or harm through injury to a person’s body or property.
**Explain the difference between aggression and bullying:** We now have seen 3 different situations in which the AGGRESSOR is hurting the TARGET. This moves from just aggression into *bullying*. Bullying has three specific criteria:

1. Unsolicited, unwanted, unprovoked aggression.
2. Repeated acts of aggression, often with increased frequency and intensity.
3. Imbalance of power which can be physical (aggressor is stronger), social (aggressor has more friends or higher social status), or situational (aggressor is a superior of target, there are more aggressors than targets)

This situation has moved from aggression to bullying. It is more serious, and the degree to which the target is being hurt has increased.

An incident can be a bummer (non-aggressive), aggressive (one-time deal), bullying (unsolicited, repeated, power), or at the highest level, there is bullying, violence, or extreme bullying where a person’s immediate safety and well-being is at danger, legal consequences can be applied, or someone is contemplating harm to themselves or others.
Handout: Storytelling to Connect

Tell a story about one of the prompts in the outer circle with the goal of accomplishing one of the small circle objectives.

1. I like my school because...
2. I can make my school safer by...
3. My greatest wish is...
4. The day I felt happiest was...
5. My bravest moment was...
6. My biggest regret was...

Introduces you as person, not an authority
Builds a relationship
Makes you easier to talk to
Highlights mutual interests
Honestly shares experiences
Creates opportunities for questions
Handout: Storytelling to Teach

Before telling your story to younger students, ask yourself:

- What do you hope this story will achieve?
- Why would you tell this story?
- What do you want the students to learn?
- Is this content age appropriate for sharing?
- Would their parents approve of you sharing this story?
- Would you have benefited from this story at their age?

Follow up with questions and discussion.

- Identify the roles in aggression.
- Identify the type of aggression.
- Discuss how the situation was resolved.
- Was there a good or bad outcome?
- What would you have done differently?
- What other options did the target / bystanders have?
- Did the aggressor make it right?
Sample Stories

1. This is a true story from a seventh grade girl. One day, she arrived at her lunch table and her friend, Gale, told her to find another table and could not sit there anymore. Gale gave no further explanation, just told the girl to leave. The girl was completely humiliated; she had no idea what she had done wrong. Plus, two of the girls from the table began to harass her in the hallways. They would make fun of her, call her names, and make a point to avoid her whenever she was around. She was devastated. She begged her parents to let her change schools. School had become a nightmare for her.

2. This is a true story from an eighth grade girl. One day, other students started barking at her in the halls. At first, she did not understand it, but as the barking continued, she figured out what was happening: they were calling her a dog in front of everyone. If she turned around to look at them, they would act as if nothing had happened. She remembers that as the worst time in her life. Even after the barking stopped, she always felt that no one liked her and that she did not fit in. She pretended that everything was fine but it never was. Two years later, she switched schools.

3. This is a true story from a woman named Jennifer when she was in seventh grade. She went to a private elementary school but begged her parents to let her go to the public middle school where all of her neighborhood friends went, especially her best friend of the past six years. What she did not know was that her best friend didn’t want her to come to her school. The best friend was very popular and did not want Jennifer competing with her. She pretended to be Jennifer’s friend, but behind her back, she was turning all the other girls against Jennifer. Because Jennifer did not what was happening behind the scenes, she thought everyone hated her. It became so bad that she would come home from school, lock herself in her room, crawl into bed, and cry. This happened every day until her parents let her go back to her private school.
We know when actions have crossed the line into aggression.

Sometimes, youth truly do not understand the severity of their actions. When does sharing a story become gossip? When does teasing turn into taunting? There are often subtle differences between what can be acceptable and not acceptable; much depends upon who is involved, where it is happening, the relationships that already exist, and individual differences. We all need opportunities to draw distinctions between behaviors and practice an understanding of right and wrong. A continuum allows an opportunity to visually draw out the differences between acceptable and unacceptable behaviors and help determine the point that “crosses the line” from being fun and playful to being aggressive.

What this norm is:
- Acknowledging that other people may interpret aggression differently than I do
- Being aware that sometimes aggression is not a black and white concept; it can be tricky, confusing, and changing
- Learning to distinguish acceptable and unacceptable behaviors
- Gaining a better awareness of our actions and how they are interpreted by others

What this norm is not:
- A definitive list of right and wrong
- A discipline code
- An opportunity to introduce punishment

How this norm can look in my classroom:
- Asking students to rate the severity of their actions on a continuum when aggression has happened
- Plotting a conflict situation from literature on a continuum
- Creating opposite word pairs
- Have an aggressor rate their behavior on a continuum and conferencing why it may have been interpreted differently by a target and/or bystanders
# Creating Continuums Class Meeting Template

*Suggested Grade Levels: All*

## Objectives
- Students will distinguish between a specific acceptable behavior and its opposing unacceptable behavior.

## Assessment
- Students will create a continuum to demonstrate the difference between a specific acceptable behavior and its opposing unacceptable behavior.

## CASS Norms
- We know when actions have crossed the line into aggression.

## Materials
- Blank continuum

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Tell students that knowing what is right also includes knowing what is wrong. Sometimes it is necessary to know exactly what behaviors are acceptable and what are not acceptable by figuring out where the line between right and wrong exists.
2. For some people, the line is centered between the acceptable and unacceptable. Other people accept more behaviors and are less likely to hold people accountable while on the other hand some people find almost everything unacceptable. Learning where to place this line is a very important part of Creating a Safe School.

## Interaction
1. Ask the students: What is a behavior I am seeing that I do not like?
2. Give a name to this behavior that is meaningful and easily understood by the class. It goes on the right of the continuum.
3. Ask the students: What is the opposing desirable behavior?
4. Give a name to this behavior as well. It goes on the left of the continuum.
5. List the desirable behaviors and undesirable behaviors.
following the example continuums on your school coordinator’s Digital Supplement CD or the Year One Faculty Manual.

6. Have students determine at what point the behavior becomes acceptable. This is the “line” between the acceptable and the unacceptable. You may also want to include behaviors that fall in the “gray area” which represents behaviors that can go either way depending on the context and the people involved.

---

**Reflection**

1. Ask students to reflect in their CASS Journals on one of the following prompts:
   a. Draw a picture of someone crossing the line on your new continuum and a picture of someone doing the acceptable behavior.
   b. Why is it important to be able to distinguish between the acceptable and unacceptable?
   c. How can you make continuums useful in your interactions with your friends?
   d. Do your friends ever cross the line on this continuum? How will you hold them accountable for this behavior?

---

**Action**

1. With the class, create an action plan that will help students use this (or another continuum) in their peer interactions or choosing actions.
Handout: Blank Continuum

- When does it go from fun and playful to hurtful and mean?
Continuum Walk-Through

Acceptable Behavior | Depends on context | Unacceptable Behavior

The Line

- What does this behavior look like, sound like, feel like?
- What positive norms are supported by this behavior?
- What are the positive qualities of this behavior?
- What are examples of this acceptable behavior?

- When does it go from a benign action to hurtful and mean?
- Who would this be acceptable with?
- Who would this be unacceptable with?
- Define "crossing the line." This is the moment when something that was harmless has now become hurtful.
- How can you know when you’ve crossed the line?
- Is the line in the same place for everyone?
- What causes the line to shift?
- How can you let others know when they have crossed the line with you?

- What does this behavior look like, sound like, feel like?
- What norms/rules does this behavior violate?
- Why is this hurtful or wrong?
- What are examples of this unacceptable behavior?
Sample Continuums

In lieu of specific lessons to use each continuums, we have chosen to simply provide you with example continuums and guides for addressing each behavior.

Knowing the difference between positive and negative behaviors on a continuum can help identify personal behaviors and determine how others interpret behaviors. Being able to place your actions on a continuum allows you to determine whether or not you need to “make it right.”

Every continuum is structured similarly. The positive behavior is place on the left, green side of the continuum and the negative behavior is placed on the right, red side of the continuum. Directly in the center of each continuum is a gray area which contains “the line.” The gray area represents actions that are more difficult to distinguish. “The line” is the point where behaviors are divided as acceptable or unacceptable. Acceptable, positive behaviors are encouraged as part of CASS normative beliefs. Unacceptable, negative behaviors are discouraged. When someone displays an action that is over the line and on the unacceptable side of the continuum, it is their responsibility to either “make it right” through an apology or other appropriate remediation or else accept the consequences as determined by the school discipline code.

It is the goal of the CASS program to help students realize that all of our behaviors lie on a continuum. Not only should students be able to identify where they believe their actions lie, but they must also learn to see how others may place their actions differently along a continuum. The basic, most crucial continuums are included in this manual; however as a class progresses in their skill with using continuums it can be possible for a teacher (or anyone else in the CASS community) to mediate any behavioral problem in the classroom by using this tool.

Following each continuum is information on how to address the behaviors on the continuum with your class. The negative norm which reinforces the negative behavior is discussed, and then a new positive norm reinforcing the positive behavior is suggested, along with behaviors to help promote the new norm. Additional ideas for students, parents, and teachers are included to help establish a positive norm based on these issues.
Teasing vs. Taunting

Joking or kidding with a friend is a way to tease each other in a kind way. It is done with no malicious intent and if it bothers the person who is being joked with, the joker will stop. Taunting is calling someone names with the intent to hurt another person and to feel more powerful than the person who is being taunted.

Topics that are off-limits at all time when teasing or taunting include race, religion, physical attributes, gender, and mental ability.

<table>
<thead>
<tr>
<th>Teasing</th>
<th>Taunting</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fun and innocent</td>
<td>• Based on an imbalance of power and is one-sided; the aggressor taunts, the target is taunted</td>
</tr>
<tr>
<td>• Allows the teaser and person teased to swap roles with ease</td>
<td>• Intended to harm</td>
</tr>
<tr>
<td>• Not intended to hurt the other person</td>
<td>• Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes</td>
</tr>
<tr>
<td>• Maintains the basic dignity of everyone involved</td>
<td>• Includes laughter direct at the target, not with the target</td>
</tr>
<tr>
<td>• Pokes fun in a lighthearted, clever, and benign way</td>
<td>• Includes fear of further taunting</td>
</tr>
<tr>
<td>• Meant to get both parties to laugh</td>
<td>• Sinister in motive</td>
</tr>
<tr>
<td>• Only a small part of the activities shared by kids who have something in common</td>
<td>• Continues especially when the target objects to the taunting</td>
</tr>
<tr>
<td>• Innocent in motive</td>
<td>• When does it go from fun and playful to hurtful and mean?</td>
</tr>
<tr>
<td>• Discontinued when person teased becomes upset or objects to the teasing</td>
<td></td>
</tr>
</tbody>
</table>

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Addressing Taunting

Example Behaviors

- Name calling
- Pointing and laughing at someone
- Putting others down just because it is a fun thing to do
- Saying, “Just kidding” when someone says you are taunting
- Finding negative comments to make about people
- Making fun of someone’s clothes, how they look, and how they act
- Sarcastic comments intended to hurt
- Point out others flaws in a hurtful manner
- Making fun of someone’s physical features
- Using race, ethnicity, gender, sexual preference, disability as an insult

Negative Norm

*If I want, it is ok and fun to emotionally abuse someone else by taunting and putting that person down.*

Adult beliefs/actions that reinforce the negative norm

- A parent thinks it is acceptable to put down children
- A parent uses sarcasm regularly against a spouse, children, or others.
- Teachers use sarcasm to “put students in their place.”
- Parents allow their children to put others down.
- Adults believe this is just “kids being kids.”
- Adults believe “a little teasing never hurt anyone.
- Making jokes about race, gender, disability, etc., is fine as long as it is just fun and is told within your own circle of friends.

Child beliefs/actions that reinforce the negative norm

- Put downs, name calling, and taunting are what every does. It does not mean anything.
- Children are just joking around, having a good time.
- Taunting someone makes you feel better about yourself.
- Children feel powerful when putting others down.
- If people make fun of you, then you can make
fun of them back.
• The meaner you are to others, the more power and status you have with your friends.
• If I see this behavior on television, it is fine to do in real life.
• Sarcasm is being witty and intelligent.
• If someone is upset, that is their problem.

New Positive Norm

It is fun to be playful with words, but it is NEVER all right to hurt others by taunting, gesturing, put downs, and name calling.

Beliefs that reinforce the new norm

• I know the difference between joking around and hurting someone.
• I can see it when other people are pretending to joke around, but really want to hurt someone.
• If you are mad at someone, it is better to speak with them alone instead of putting them down publicly. It is a matter of respect.
• I want to be in a school where people are respectful of each other. I do not use my words to hurt other people.
• I will not be afraid to intervene when I see one of my friends putting someone down.
• If I am upset because someone hurt my feelings, I will speak to them directly.
• I will use teasing as a playful, fun way to interact with my friends, and not cross the line into taunting which is hurtful.
• I choose not to use sneaky or covert comments and physical gestures that are hard to detect because they can be a very hurtful form of manipulation.
• I will never use and abuse another person’s feelings to gain acceptance, avoid becoming a target, or to be hurtful.

Recommended preventions and interventions

Student Interventions:
• Role play scenarios that deal with put downs, insults, and name calling.
• Identify the hurt in each role play and ask students to find an alternative way to playfully tease without being hurtful.
• Demonstrate the difference between teasing and
taunting on a continuum.

- Brainstorm reasons why students might use teasing or taunting.
- Share stories of hurtful taunting situations.

**Teacher Interventions:**

- Establish classroom rules about verbal abuse.
- Teach and discussing the difference between teasing and taunting on a continuum.
- Make a classroom poster to distinguish the difference between teasing and taunting.
- Talk about the hurtful results of sarcasm.

**Parent Interventions:**

- Use interactions in the family to learn how to express negative emotions in a safe manner without resorting to name calling.
- Help your child find alternative constructive strategies to deal with their negative feelings.
- Stop a child when you hear him name calling others. Talk about it.
- Teach your child appropriate ways to respond empathetically. Identify was to respond emotionally to others.
# Touching vs. Hitting

We touch people to show many emotions. A hand on the shoulder may show comfort or care. A hug can show love, friendship, or congratulations. A high five or handshake shows a friendly greeting. However, there are times when we touch others aggressively with the intent to hurt and this is called hitting.

## Touching
- Fun and innocent
- Shows comfort or care
- Playful
- Both parties are comfortable with the touch
- Friendly
- Does not cause physical pain

## Hitting
- Intended to hurt or harm
- Shows anger or malicious intent
- Not playful
- One party does not want to be hit
- Not friendly
- Causes physical pain

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### When does it go from fun and playful to hurtful and mean?

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CASS: Class Meetings
Addressing Hitting

Example Behaviors

- Shoving
- Pushing
- Punching
- Tripping
- Bumping into someone on purpose
- Causing physical harm

Negative Norm

If I want, I can hurt someone physically to get my point across.

Adult beliefs/actions that reinforce the negative norm

- Boys will be boys.
- The world is a tough place, sometimes children have to toughen up.
- It is ok to hit or spank a child when they misbehave.
- Hitting gets the message through when words cannot.
- It is fun to watch physical aggression on television.

Child beliefs/actions that reinforce the negative norm

- “Real boys” show others how they are more powerful physically.
- I see other people do it, it must be ok.
- Knocking someone’s books out of their hands is funny.
- Other people have done it to me.
- Hitting helps me get what I want.

New Positive Norm

Touching is a form of communicating with others, but should never be used aggressively or with the intention to harm or intimidate.

Beliefs that reinforce the new norm

- I know the difference between touching and hitting.
- I can show my emotions without being physically aggressive.
- Physical aggression is not a substitute for talking about a problem.
- I can solve my problems without hitting.
- Causing physical harm is always wrong.

**Recommended preventions and interventions**

**Student Interventions:**
- Role play scenarios that deal with hitting.
- Identify the hurt in each role play and ask students to find an alternative way to deal with a problem.
- Demonstrate the difference between touching and hitting on a continuum.
- Brainstorm reasons why students might use touching or hitting.
- Share stories of hurtful hitting situations.

**Teacher Interventions:**
- Establish classroom rules about physical abuse.
- Teach and discussing the difference between touching and hitting on a continuum.
- Make a classroom poster to distinguish the difference between touching and hitting.

**Parent Interventions:**
- Use interactions in the family to learn how to express negative emotions in a safe manner without resorting to hitting.
- Help your child find alternative constructive strategies to deal with their negative feelings.
- Stop a child when you see him hitting. Talk about it.
- Teach your child appropriate ways to respond to touch. Identify was to touch appropriately without hurting others.
- Never hit a child, spouse, or pet.
Friendship Groups vs. Cliques

We all want to be liked. Creating friendship groups allows us to surround ourselves with people we enjoy the company of. A friendship group is dynamic and members may fluidly move in or out of the interactions. A clique, on the other hand is an exclusive group that limits who can or cannot be a member.

**Friendship Groups**
- Use inclusion to encourage group membership
- Members mutually respect and value other members inside and outside of the group
- Members may belong to one or more groups
- May be based upon similar interests or viewpoints
- Dynamic and open to change within the group

**Cliques**
- Use exclusion to limit group membership
- Members may have an imbalance of power with one member leading the clique
- Members may not belong to other friendship groups
- Members use shared interests or viewpoints to control and exclude those outside of clique
- Not open to change within the clique

*When does it go from fun and playful to hurtful and mean?*
Addressing Cliques and Exclusion

Example Behaviors
- Leaving others out of the group to hurt them
- Telling others whom to avoid
- Purposefully avoiding others not in the clique
- Using body language to let others know they are not welcome
- Not wanting to be others who are not in the clique
- Not allowing others to sit at a table or seat on the bus

Negative Norm
If we want to, it is fine to exclude anyone from our group. The more “exclusive” we are, the more popular we are. It is ok to shun those who do not fit the views of our group.

Adult beliefs/actions that reinforce the negative norm
- It is fine for children to have an exclusive circle of friends.
- It is fine for parents to encourage their children to be popular and exclude those who are different or not in their child’s social circle.
- It is not a parent’s role to interfere with who my child chooses as a friend.

Child beliefs/actions that reinforce the negative norm
- Let someone find their own friends and not share mine.
- I have enough friends and do not need to include more.
- Excluding others makes me feel good about myself.
- My friends and I are better or more important than others.
- If I’m mad at someone, it is fine to exclude that person in order to get even.

New Positive Norm
In our school we try to make everyone feel included – even though we have our own friendship groups. We believe that being kind is more important than forming cliques.

- I know the difference between friendship groups
Beliefs that reinforce the new norm

- I know that exclusion is hurtful so I make a point of making anyone who joins my friendship group feel comfortable and welcome.
- I enjoy friendship with many people.
- There are a lot of different groups in school but every group deserves respect.
- Excluding others is hurtful.

Recommended preventions and interventions

**Student Interventions:**
- Role play scenarios that deal with exclusion.
- Identify the hurt in each role play and ask students to find an alternative way to deal with a problem.
- Demonstrate the difference between friendship groups and cliques on a continuum.
- Brainstorm reasons why students might use friendship groups or cliques.
- Share stories of hurtful exclusion situations.

**Teacher Interventions:**
- Establish classroom rules about forming cliques.
- Teach and discussing the difference between friendship groups and cliques on a continuum.
- Make a classroom poster to distinguish the difference between friendship groups and cliques.
- Assign groupings in class to avoid exclusion.
- Create opportunities for your students to get to know each other.
- Talk about the importance of inclusion through role plays or storytelling.

**Parent Interventions:**
- Pay attention when one of your child’s friends is suddenly not included.
- If you are planning a party with your child that excludes children in your child’s class, make sure the invitations are sent by mail and tell your child not to talk about the party in school.
- Encourage your child to intentionally notice who is being left out during the school day and possibly invite that person to join in a group activity.
- Discourage cliques and exclusion among your child’s friends.
Good Popular vs. Bad Popular

The desire to be popular often fuels aggression. Every child wants to be accepted and included and often makes the mistake of falling into the bad popular category to be popular. Parents, too, want their children to be accepted without recognizing that we need to make a clear distinction between good and bad popular.

**Good Popular**
- People know you and like you
- Mutual appreciation for others encourage status
- Kindness, altruism, or helping behaviors are shown to many people
- Inclusion in several friendship groups
- Welcomes others into friendship groups
- Actively seeks out friendships and positive connections

**Bad Popular**
- People may know your name but may dislike or fear you
- Intimidation and manipulation of others encourages status
- Disrespect, exclusion, or ignoring are shown to those who are not equally popular
- Excludes others from clique of popular friends
- Does not actively seek out additional friendships or connections

*When does it go from fun and playful to hurtful and mean?*
Addressing Bad Popular

Example Behaviors
- Manipulating others to gain status or advantage
- Intimidating those who are not as popular
- Excluding others who are not as popular
- Threatening others who may rival or detract from one’s popularity

Negative Norm
*I am more important than others. My status raises me to a level where I deserve preferential treatment. I have a right to defend my popularity even if it means hurting, intimidating, or manipulating others.*

Adult beliefs/actions that reinforce the negative norm
- My child is more important than other children.
- Popularity, no matter what the cost, is valuable and necessary to get ahead in life.
- There will always be popular children and those who want to be popular children.
- Gaining status is an important skill in a competitive society.

Child beliefs/actions that reinforce the negative norm
- There will always be popular children and those who want to be popular children.
- Popular children are smarter, more attractive, and more important than those who are not popular.
- Popularity is the only way to feel valued and respected.

New Positive Norm
*Popularity is a result of mutual appreciation and respect among people within a community. We all have the ability to be popular and use popularity to being about CASS Norms.*

Beliefs that reinforce the new norm
- I know the difference between good popular and bad popular.
- I enjoy friendship with many people.
- There are a lot of different groups in school but every group deserves respect on an equal level.
- Excluding others is hurtful.
- Popularity is not used to manipulate or intimidate others.
Recommended preventions and interventions

**Student Interventions:**
- Role play scenarios that deal with bad popular.
- Identify the hurt in each role play and ask students to find an alternative way to deal with a problem.
- Demonstrate the difference between good popular and bad popular on a continuum.
  Share stories of good and bad popularity.

**Teacher Interventions:**
- Teach and discuss the difference between good popular and bad popular on a continuum.
- Make a classroom poster to distinguish the difference between good and bad popular.
- Assign groupings in class to avoid exclusion.
- Create opportunities for your students to get to know each other.
- Talk about popularity through role plays or storytelling.

**Parent Interventions:**
- Encourage popularity as a result of kindness, altruism, or helping. Creating positive bonds of friendship is importance.
- Discourage social competitiveness. Do not place an emphasis on number of friends or extra-curricular groups or activities.
- Model appropriate behaviors for gaining status or recognition. Do not encourage manipulation or intimidation.
**Supporting Friends vs. Alliance Building**

It is always great to know that you have friends on your side who will stick with you through thick and thin. These friends will be upstanders and help you when you are a target or be a shoulder to cry on when you are sad. However, friends should only be there for you when you need them for positive support. Using friends to build power and intimidation is alliance building, and can lead to negative behaviors.

<table>
<thead>
<tr>
<th>Supporting Friends</th>
<th>Alliance Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Show support by sympathizing or empathizing.</td>
<td>• Shows support by getting as many people as possible to share in anger or aggression.</td>
</tr>
<tr>
<td>• Is not motivated by revenge.</td>
<td>• Anticipates or expects revenge.</td>
</tr>
<tr>
<td>• Wants to see the target feel better.</td>
<td>• Wants to see an aggressor &quot;get what's coming to them.&quot;</td>
</tr>
<tr>
<td>• A group collectively decides to include others and to help &quot;make it right&quot; when aggression occurs.</td>
<td>• A group collectively decides to dislike someone or something.</td>
</tr>
<tr>
<td>• Weighs boths sides of a story and determines who is at fault</td>
<td>• Assumes there is only one side fo the story and the other party is to blame.</td>
</tr>
<tr>
<td>• Bystanders act as upstanders.</td>
<td>• Bystanders become aggressors.</td>
</tr>
</tbody>
</table>

• **When does it go from fun and playful to hurtful and mean?**
Addressing Alliance Building

Example Behaviors

- Getting people on “your side” as fast as possible when you are mad.
- Contacting people as soon as a disagreement happens to let them know which side of the problem to align with.
- Exaggerating what happened to help generate sympathy and aid.
- Creating a surprise ambush by encouraging others to aggress upon a target.

Negative Norm

If I want, it is fine to get all my friends on my side right away so that I can hurt someone and get revenge.

Adult beliefs/actions that reinforce the negative norm

- When parents disagree with a teacher, they call as many other parents as possible to stir up anger and disagreement as well.
- If my child is upset, I can suggest that she get all of her friends to attack whoever is upsetting her.
- Refusing to acknowledge that a child may exaggerate just to gain support or sympathy.
- If I ignore the behavior, the children will work it out themselves.

Child beliefs/actions that reinforce the negative norm

- If I’m mad at someone, regardless of what happened, I want to get even by taking away friends and damaging someone’s reputation.
- Inciting others to help get revenge.
- I want others to know that if someone tries to target me, I can get people to make their life miserable.
- The only way to erase a hurt is to get even and make everyone I know help.

New Positive Norm

It is never all right to pull my friends together and encourage them to hurt or get back at someone because I have a problem with that person.

Beliefs that reinforce the new norm

- I know the difference between supporting friends and building alliances.
- When I have a problem it is ok to seek advice.
or support for a positive resolution, but it is not ok to encourage others to help me get revenge.

- No one should ever feel hurt, alienated, or targeted by my actions.
- I will not exaggerate to gain sympathy or empathy. If there really is a problem, my friends will support me based on the truth.
- I will not ask someone to “choose sides” in a disagreement between myself and someone else.
- I will be an upstander, not become an aggressor when I see aggression happen.

### Recommended Preventions and Interventions

#### Student Interventions:

- Role play scenarios that deal with alliance building.
- Identify the hurt in each role play and ask students to find an alternative way to deal with a problem.
- Demonstrate the difference supporting friends and alliance building on a continuum.
- Share stories about alliance building.

#### Teacher Interventions:

- Teach and discuss the difference between supporting friends and alliance building on a continuum.
- Make a classroom poster to distinguish the difference between supporting friends and alliance building.
- Do not allow students to pick their own teams for sports, review games, or other groupings which may turn into alliances against other groups.

#### Parent Interventions:

- Empower children to solve personal problems personally. If they need help, teach your child to approach a parent for assistance.
- Do not ask your children to take sides in arguments with your spouse or partner.
- Discourage “he said/ she said” arguments.
Sharing vs. Gossiping

Sharing is telling information about a friend to another friend to keep a mutual acquaintance updated. Gossiping is telling people secrets you promised not to tell others, telling people about someone else in order to get more attention from others, telling people a lie about someone to get back at them, or exaggerating the truth about what someone did to make them look bad to others. The intent of gossiping is malicious.

**Sharing**
- The person whom the information is about is comfortable with others knowing the information.
- The information is not used to hurt, embarrass, or exclude others.
- The information is truthful.

**Gossiping**
- The person whom the information is about is not comfortable with others knowing the information.
- The information is used to hurt, embarrass, or exclude others.
- The information may be exaggerated or simply untrue (a rumor).

**When does it go from fun and playful to hurtful and mean?**
Addressing Gossiping and Spreading Rumors

**Example Behaviors**
- Talking “behind someone’s back.”
- Telling false information
- Telling an embarrassing story with the intention of hurting someone’s feelings
- Using information about someone to increase personal status

**Negative Norm**
*Because I want to and I can get away with it, it is fine to lie, gossip, tell others’ secrets, and spread rumors.*

**Adult beliefs/actions that reinforce the negative norm**
- This is just what children do.
- The children will outgrow the behavior.
- Girls do this to build friendships.
- It is fine to talk negatively about someone behind their back and then treat them differently to their face.
- Hearing gossip is fun.
- As I parent, I complain about other parents, teachers, or children instead of dealing directly with the issue.
- My child would never behave like this.

**Child beliefs/actions that reinforce the negative norm**
- It is important to gain power and status by having the latest information on people.
- The more we have to talk about, the cooler we are.
- Share gossip makes people feel accepted and in control.
- If someone gives information about another person it must be true. It is not necessary to check the facts.
- When I am bored, sharing gossip or creating rumors makes life more exciting.

**New Positive Norm**
*It is never acceptable to share information about others that would hurt, embarrass, or exclude them. I will only share what I know about others if they are comfortable having this information known.*
Beliefs that reinforce the new norm

- I know the difference between sharing and gossiping.
- I do not spread negative information about others, whether it is true or untrue.
- If someone shares confidential information with me, I will not tell anyone else unless it poses a threat to someone’s safety or well-being.
- I do not spread rumors.
- If I do not have all of the facts, I will not pass along the information.
- I do not participate in gossip, and encourage a change in conversation when I hear others gossiping.

Recommended preventions and interventions

**Student Interventions:**
- Role play scenarios that deal with gossip.
- Identify the hurt in each role play and ask students to find an alternative way to deal with a problem.
- Demonstrate the difference sharing and gossiping on a continuum.
- Share stories about rumors and gossiping.

**Teacher Interventions:**
- Teach and discuss the difference between sharing and gossiping on a continuum.
- Make a classroom poster to distinguish the difference between sharing and gossiping.
- Do not let students pass notes or text message in your classroom.
- Discourage gossip in your classroom and do not gossip about others with your students.

**Parent Interventions:**
- Help children understand the damage gossip does by exploring empathy.
- Be a positive role model and do not gossip or spread rumors about others.
- Discourage gossiping when you observe children doing it.
- Explain the difference between shareable and unshareable information.
Continuum Role Plays and Story Starters

Teasing vs. Taunting
- One student makes fun of your best friend, but always says, “Just kidding” after every mean comment.
- When you make a mistake on a group project, another student calls you stupid.
- A student trips in the hallway and everyone laughs and calls her clumsy.
- A student who always raises her hand in class gets called “teacher’s pet” after school.
- A group of students always makes fun of a heavier student in the class.
- A student in class makes fun of another student in front of the whole class. Everyone laughs.

Touching vs. Hitting
- Every time Joey doesn’t get his way, he punches the person who upset him.
- The student sitting behind you pokes you repeatedly with his pencil during class.
- An older student in the cafeteria always pulls your friend’s long ponytail when he walks by your table.
- You witness a fight on the playground.
- Your friends always high five to celebrate victory in physical education class. Casey always high fives so hard it hurts.

Friendship Groups vs. Cliques and Good Popular vs. Bad Popular
- A new student walks in the door halfway through the school year. He doesn’t know anyone.
- You don’t play on the school’s basketball team, but you would still like to play basketball with the other children at recess. They tell you that you are not allowed because you are not on the team.
- In choosing teams for a game on the playground or in physical education class, people begin arguing about which team will have to take a player who is less skilled and is not friends with many people.
- You and a friend overhear a group of people making fun of someone and planning to exclude that person from eating lunch at their table.
- You witness a small group of students moving away from someone who is crying and clearly upset.
- A friend of yours makes “blond jokes” every time your other friend, Christa is around. Christa has very blond hair and the jokes make her uncomfortable but she is afraid to say anything.
- You overhear two people making fun of another student.
- Two students cut in line in the cafeteria saying “Important people go first.”

Protecting Friends vs. Building Alliances
- A friend comes up to you and asks for your help beating up another student at recess.
- A student in the class is upset at a teacher for giving him a detention. He tells everyone else in the class to misbehave in the afternoon to really show her what getting out of hand can look like.
• One girl in the class tells you to avoid another student because that student said something mean about her.
• One boy in the class tells you that if you play baseball with Antwan then he won’t be your friend anymore.

Sharing vs. Gossiping
• You and a friend walk up to a group of people and find that they are saying things that are untrue about your friend.
• You receive a text message with an embarrassing picture of another student in the class.
• Two of your friends come up to you at separate times to complain about each other.
• One of your teachers openly complains about the principal to the class.
• Your parent tells you personal information about one of the teachers within the school.

Telling vs. Tattling
• You see a fight on the playground where Joey is hitting Bobby. You need to tell the teacher.
• Someone has written a rumor about you on a table in the cafeteria. You think it was Melanie who wrote it.
• Your brother broke your favorite toy.
• You witnessed Chelsea copying Mandy’s homework. Chelsea threatens to beat you up if you tattle on her.
• Brandon offered you drugs. You said no, but are uncomfortable and need to talk to someone about it.

Assertive vs. Aggressive
• You were shoved in the hallway. What do you say to the aggressor?
• You witness your best friend being teased by a group of older boys. What do you do?
• Your friends call you a baby because you cannot stay out past curfew. How do you handle this situation?
• You are angry because no one takes your bullying situation seriously. How can you insist that there is a problem?
• Your sister told everyone in your class that you wet the bed. What do you tell your sister and your classmates?

Accidents or Bummers vs. Aggression
• Your sister got invited to a party and you did not. How can you tell if it is exclusion or just a bummer?
• You were bumped into by another student in the hallway between classes. How can you tell if it is physical aggression or just an accident?
• Your friends laugh as you walk by. How can you tell if they are laughing at you, or laughing at something else?
• The teacher did not call on you for three questions in a row. Is she purposefully not calling on you, or is this just a bummer that other students are being called on first?
• You took a long time working on your art project, so you did not have time for free play. Is this a bummer or is the teacher being mean to you?

**Consequence vs. Punishment**
• You did not do your homework. The teacher made you do it during recess.
• You hit your sister so your parents made you scrub the floor in the kitchen.
• Your classmate did not do her homework. The teacher gives the whole class an extra worksheet.
• You were aggressive towards another student. A teacher asks you to make it right and to also serve an after school detention as is written in the class discipline policy.
• You were cyberbullying a classmate. Your parents take your computer and cell phone for a month as it was agreed upon in your Internet and Cell Phone Contract.

**Healthy vs. Unhealthy Friendship**
• Rachel tells you she will not be your friend unless you give her your dessert.
• Robert tells you he will not be your friend because you taunt him about being short.
• You and Shelley go everywhere together. Today, she chooses to go to the park with Carrie instead.
• Tyshawn and Dominique ask you to write mean messages on Kyra’s Formspring.
• You do not want to play the same game as Jared. You hit him and say you are the leader and he needs to listen to you.

**Protecting Yourself/Others vs. Reactive Aggression/ Revenge**
• You see someone teasing your little brother. How do you stand up for him?
• Every day you get tripped in the hallway by Brady. You have tried being assertive and it does not work. You want to try to trip Brady back one day.
• Someone has been posting mean things on your Facebook wall with a fake user account. You create a fake account to post on other classmate’s walls so that you are not the only one being cyberbullied.
• You are cornered by three boys who are threatening to beat you up. You see a large stick on the ground behind you.
• You hear a rumor about yourself. You figure out that it was started by Wendi. You want to start a rumor about her to make it even.
**Telling vs. Tattling**

*Suggested Grade Levels: K-4*

**Objectives**

- Students will explain the difference between telling and tattling.

**Assessment**

- Students will create a continuum displaying the differences between telling and tattling.

**CASS Norms**

- We know when our behaviors have crossed the line into aggression.

**Materials**

1. Telling vs. Tattling Cards

**Recollection**

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

**Introduction**

1. Ask students to raise their hands if they have ever seen anyone do something wrong. Next, ask students to raise their hands if they have done anything wrong themselves.
2. Remind students that we all make mistakes. Mistakes are a way to learn what is right and what is wrong whether it is on a school assignment or interacting with our friends.
3. It is important when we make a mistake that we are accountable for our actions. When we see someone else make a mistake, we need to hold them accountable by telling that person or telling an adult.

**Interaction**

1. Read students each situation on a telling vs. tattling card and ask them to determine if the example is of telling or tattling. If Youth Ambassadors are present, they can take turns reading the examples to the students.
2. Create a continuum for telling vs. tattling. One is included in this manual following the lesson plan. Reinforce that the motivation for telling is to help a target. Telling focuses on who is being hurt and has the intention of getting that person out of trouble. Tattling on the other hand focuses more on the aggressor and has the intention of seeing that person punished.
Reflection

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of a problem that you would TELL about and a picture of a problem that people TATTLE about.
   b. Why do you think students tattle on other students?
   c. How do you feel when someone tattles on you?
   d. Why is it important to know the difference between tattling and telling?

Action

1. Ask students to develop an action plan to track telling and tattling incidents. When it is time to review the plan, ask students to brainstorm ways they can tell instead of tattle when they see peer aggression.
Telling vs. Tattling

When we see peer aggression, we want it to stop. Targets and many bystanders want to seek help to end aggression, but it is important that the motivation for ending peer aggression is to be proactive. A safe social climate encourages helping behaviors, not punitive behaviors. For this reason, youth and adults need to know the differences between telling and tattling to help them proactively report aggression.

- **The teller wants to help the target get OUT of trouble.**
- **Seeks to help and protect the target.**
- **Proactive**

- **What is the reason you are sharing this information?**
- **What do you hope will happen as a result?**

- **The tattler wants to help the aggressor get IN trouble.**
- **Seeks to have an aggressor punished.**
- **Punitive**
### Handout: Telling vs. Tattling Cards

<table>
<thead>
<tr>
<th>Jimmy is eating chocolate after you told him not to!</th>
<th>Elizabeth was called a mean name and feels sad.</th>
<th>Krysta broke her pencil again.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victor was tripped in the hallway on the way to this class.</td>
<td>Someone just told me a rumor; it does not seem very nice.</td>
<td>Carlos steals lunch boxes from littler kids on the bus.</td>
</tr>
<tr>
<td>No one will sit with D’Andre at lunch.</td>
<td>Gia pulled my hair.</td>
<td>Nikki was crying at basketball practice.</td>
</tr>
</tbody>
</table>
Marcus told Bryan he would beat him up after school today.

Taryn’s notebook has mean things written on it.

Quinn stole my toy and won’t give it back!

More Ideas for Addressing Behaviors along Continuums

Activities (Other possible continuums to explore):
- Assertive vs. Aggressive
- Accidents or Bummers vs. Aggression
- Consequence vs. Punishment
- Healthy Friendship vs. Unhealthy Friendship
- Protecting Yourself/Others vs. Reactive Aggression/Revenge
- Respect vs. Disrespect
- Flirting vs. Sexual Harassment/ Taunting (older students only)
- Flight vs. Fight (to help students understand that fighting back is an option ONLY when there is a threat to their immediate physical safety if they do not fight; this continuum is for students in at-risk areas where physical aggression and violence are prevalent)

Picture Books:
- *Hands are Not for Hitting* by Martine Agassi
- *Words are Not for Hurting* by Elizabeth Verdick
- *Feet are Not for Kicking* by Elizabeth Verdick
- *Teeth are Not for Biting* by Elizabeth Verdick

Chapter Books
- *Perks of Being a Wallflower* by Stephen Chbosky (has several mature themes including sex and drugs but an excellent way to use continuums about behaviors and feelings)

Role Plays:
- See the section titled “Continuum Role Plays and Story Starters”
- *Reminder*: Talk about the unacceptable side of a continuum, but only allow students and Youth Ambassadors to role play the acceptable behaviors. It is the policy of The Ophelia Project to never allow students to role play aggression.
Discussion Prompts:

- Why is it important to know the differences between acceptable and unacceptable behaviors?
- Is the point where you feel a behavior crosses the line the same for everyone else? Why or why not? Should it be?
- How can you let someone know their behavior is crossing the line?
We are accountable for our actions and make it right if we make a mistake

Aggression, in its commonly accepted definition, is behavior that is intended to hurt or harm. Following this definition, in acknowledging that aggression is a deliberate choice and action on the part of the aggressor, it is necessary to then reinforce the normative belief that we are each accountable for our actions. As previously mentioned, having ownership of a problem allows a person to better take action to make it right. It is necessary for aggressors to recognize when they have been aggressive.

Even when we are motivated and encouraged to stop bullying we make mistakes. Sometimes we do not realize what we have done and need to be told that our actions have hurt another person; or we do not intend to hurt someone, but we do. Sometimes we want to be aggressive or feel we have the right to seek revenge. Whatever the cause of our mistakes, everyone needs a way to MAKE IT RIGHT.

What this norm is:
- Admitting that you have hurt or harmed someone.
- Accepting any consequences for aggression without complaint.
- Reassuring the target that you will do your best to avoid being aggressive in this way again.
- Say sorry: This can consist of a spoken or written apology but must be sincere. If spoken, the apology must be accompanied by an appropriate posture, tone of voice, and facial expression.
- “Do sorry” (example 1): A hug, a high-five, or other appropriate gesture to reassure the target that the aggressor has acknowledged wrong action and will not do it again. (Think of cutting off another car while you are driving. You do not get out of the car, go over to the other vehicle and offer a spoken apology. You raise one or both hands with an appropriate facial expression to convey your apology to the other driver.)
- “Do sorry” (example 2): Fixing anything that was broken as a result of the aggressive incident.

What this norm is not:
- Saying, “Just kidding” or “It was a joke” when confronted about aggression.
- Dismissing the extent to which your actions were harmful. “She’s way too sensitive. It wasn’t a big deal.”
- Blaming someone else. “She made me do it” or, “Well Brad was doing it too.”
- Lying about or denying that you were aggressive.
- Avoiding the target after the aggressive incident.
• Mumbling “sorry” and shuffling away from the target.
• Apologizing but then continuing the behavior.
• Refusing or rebuking any consequences of aggression.

How this norm can look in my classroom:
• Remind students that they are accountable for their roles in aggression. (Extend this by reminding students they are also accountable for their homework, grades, lunches, materials, etc.)
• Asking an aggressor to write a letter about their motivations for unacceptable behavior.
• Highlight examples of accountability. “Thank you for saying you made a mistake. That’s being accountable. Are you ready to make it right?”
• Create a firm rule about lying. There is nothing wrong with making a mistake, as long as you make it right. However, lying completely undermines accountability.
• Remind your students, “No blame and no shame.” This reminds students that we do not need to blame others or lie about our actions and we also do not need to feel shame over making mistakes – they are how we learn.
Oops! A Story about Accountability

**Suggested Grade Levels: All**

**Objectives**
As a result of completing this lesson, students will be able to:
- Identify the levels of the School Accountability Model
- Explain the role of consequences when an individual does not “Make it Right”
- Assess the importance of “Making it Right”

**Assessment**
Students will demonstrate mastery of objectives by:
- Reading the School Accountability Model as a group and identifying its location within the classroom.
- Discussing the consequences on the School Accountability models in relation to the story “Oops!”
- Journaling a reflection regarding a prompt about the story “Oops!”

**CASS Norms**
- We are accountable for our actions and make it right if we make a mistake.

**Materials**
- School Accountability Model to display in the classroom
- School Discipline Code (see your School Handbook)
- “Oops!” story (following this less)

**Recollection**
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

**Introduction**
1. Read the story “Oops!” to the class.
Interaction

1. Show students the School Accountability Model poster in the classroom*. As you point out each level in model, ask the students to describe what part in the story corresponds with that level of the Accountability Model.
   *For more student interaction, write each level on the Accountability Model on a corresponding colored piece of construction paper and have students hold the paper referencing the part of the code they are talking about. Create a large sized model of the Accountability Model on the wall or using students to hold the cards.

2. Read the School Discipline Code to the class.

3. Break students into groups with student Youth Ambassadors. If Youth Ambassadors are unavailable, you can try small groups or proceed as a whole group. Lead a discussion using the following processing points:
   - Why do you think it is important to “Make it Right?”
   - Why did Robbie not want to “Make it Right?”
   - The School Accountability Model and Discipline Code reinforce the School Code of Conduct. Why do schools need these policies in place?
   - What would you have done if you were Robbie? What if you were Carl?

Reflection

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of a time someone hurt you and refused to “Make it Right.”
   b. Draw how you feel after you “Make it Right.”
   c. Think of a time you hurt someone and did not want to “Make it Right.” What stopped you from taking accountability for your actions?
   d. What happens when people are not accountable for their actions? Why is it important to “own up” to our mistakes?

2. Students may share their responses, but are not required to.

Action

1. Have students write in their journal an apology letter to someone they had hurt in the past but did not “Make it Right.” Encourage students to share their letter with the person it is intended for. Even if they do not have to deliver the letter, practicing how to apologize and assume accountability is important. For younger students, have them decorate a card and then copy the words, “I’m Sorry” inside the card.
**Story Accountability Model**

Individual violates the Code of Conduct

- Individual "Makes it right."
- Bystanders act as upstanders.
- Adult intervenes.

Disciplinary consequences enforced as necessary.

- Teacher conferences with individual.
- Parents come to school for a conference.
- School administration is called in for a conference.

Individual "Makes it right."
“Oops!” A Story about Accountability

Read the following story aloud to your class:

Robbie and his friends were out on the playground at recess throwing around a ball. The game of catch was starting to get fun and the boys were soon tossing and leaping all over the playground. Robbie wanted to catch the ball, so he pushed Carl out of the way before Carl could get a chance to join in the game. “Oops!” Robbie said as he knocked Carl over. Robbie missed the ball and yelled at Carl for getting in his way.

Mr. Fellows, the playground attendant saw Robbie push Carl. He walked over the boys and asked what had happened. “Robbie pushed me!” Carl yelled angrily.

“I said, ‘Oops,’” Robbie replied. “He shouldn’t have been in my way and made me miss my catch!”

Mr. Fellows reminded Robbie that when we make a mistake, we make it right. Robbie said, “I didn’t do anything wrong. Besides, I said oops when I knocked him over. I don’t have to do anything else.”

Mr. Fellows told Robbie if he was not going to make it right with Carl, he would have to go to see his teacher, Mrs. Simon. Robbie went to see his teacher, but still would not admit to pushing Carl. He said it was part of the game. Mrs. Simon told Robbie, “You hurt Carl. It is not part of a game to hurt someone else. You need to make it right or you will have to miss recess tomorrow.” Stubbornly, Robbie repeated that saying “Oops” was enough and that he did not have to apologize.

That night, Mrs. Simon called Robbie’s parents to tell them what happened. The next morning, Robbie, his parents, and Mrs. Simon all sat down to discuss what happened on the playground. Robbie’s mother said Robbie should have to apologize to Carl for knocking him over. Robbie’s father argued that sometimes boys knock into each other on the playground and he agrees that what Robbie did was ok. Robbie just sat in the corner and sulked. He knew he hit Carl on purpose to get the ball, but was not going to say he was sorry.

Finally, Mr. Bell, the school principal came into the conference. He told Robbie that if Robbie did not apologize for knocking Carl over on the playground, he would have to serve a detention the following day after school. Robbie looked at his parents. They were both angry that they had to come in for a conference about Robbie’s actions. His teacher was mad that Robbie had hurt another member of the class. Finally, he looked at the CASS Norms poster on the classroom wall. His eyes fell on Norm 4: “After we make a mistake, we make it right.”

Robbie took a deep breath. He looked down at his shoes and mumbled, “Sorry I hit Carl. I wanted to get the ball.” The adults in the room all looked at him.

Mr. Bell looked at Robbie. “Robbie, I’m glad you’ve decided to make it right, but the person you need to apologize to is Carl. He’s right outside the room now; would you like me to bring him in?”

Carl came in the room and Robbie apologized for knocking him over. Then Mr. Bell looked at both boys and said, “Robbie, you were wrong, but you have made it right. You took responsibility for your actions and I am glad you were able to admit it. Now, let’s get ready for another day of school, and take it easy out there on the playground.”
No Shame, No Blame

Suggested Grade Levels: K-4

Objectives
As a result of completing this lesson, students will be able to:
- Determine situations in which students need to be held accountable for mistakes without shame or blame.

Assessment
Students will demonstrate mastery of objectives by:
- Identify situations on the “No Shame, No Blame Game” as a mistake or acceptable.

CASS Norms
- We are accountable for our actions and make it right if we make a mistake.

Materials
- A copy of the “No Shame, No Blame Game” on a transparency for the overhead projector or copies of the game boards to distribute to small groups of students.
- Dice
- Game pieces, or pieces of colored paper to mark progress on the game board

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Ask for anyone who has ever made a mistake, big or small, to raise their hand and keep it up. Have the class look around and realize that everyone makes mistakes from time to time. Tell students to put their hands down.
2. When someone makes a mistake, it means that they hurt us in some way. Sometimes the hurt is purposeful, and other times it is by accident. We can let others know they made a mistake simply by saying, “You just hurt me. It is a mistake. Please make it right.”
3. Explain that mistakes sometimes have consequences. This is not meant to hurt or embarrass you – it is to show you the severity of your actions and let you know that what you did will not be tolerated.
4. Tell students that CASS schools adopt a policy of “No
Shame, No Blame” for mistakes. We do not put people down and make them hurt because they make mistakes – this is what No Shame means. No Blame means that we do not label people based upon their mistakes – we acknowledge that a mistake was made, take an opportunity to “Make it Right” and then move on without looking back and bringing it up again.

5. Sometimes, “No Shame, No Blame” can also be applied to situations that you may not particularly like, but are not acts of aggression. We call these situations a “bummer.” It is not what we may want in a situation, but we cannot hold someone accountable and demand that they make it right when their act was not aggressive or intended to hurt.

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**Interaction**

1. Show students the “No Shame, No Blame Game.” You can play as a whole group or in small groups. If playing in groups, have a copy of the game board for each group.

2. Students should roll the dice and move along the board with their game pieces. Read the situation on the space you have landed and answer the following questions:
   a. Is the person in the situation making a mistake is it just a bummer?
   b. If it is a mistake, how can you hold that person accountable? (Tell the person they are making a mistake, tell an adult, tell a friend, etc…)
   c. Are consequences necessary after a person “Makes it Right?” Why or why not?

3. There are not concrete right or wrong answers in this game – it is designed to stimulate discussion and get your students thinking about the difference between hurtful actions and situations that just do not go their way. None of the situations in the game are particularly pleasant, but not all of them are mistakes.

4. When you have reached the end of the game board, the game is over.

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**Reflection**

1. In their CASS Journals, ask students to write their own definition of “No Shame, No Blame” or draw a picture of how they feel knowing their mistakes are met with a “No Shame, No Blame” policy.

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**Action**

- Have students write one way they can hold someone else accountable for their actions and practice using it before the next class meeting.
### Game: No Shame, No Blame

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca tripped you while you were walking down the hall.</td>
<td>Joseph played basketball with you after school. He won the game.</td>
<td>Alex called you wimpy because you ran from a spider.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Christy told Megan that she does not like your clothes.</td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bethany made fun of you but then laughed and said, “Just kidding.”</td>
<td>You outgrew your sneakers. Taylor called you “Bigfoot.”</td>
<td>Your brother got ice cream with his friend. You did not get ice cream.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William punched you in the face.</td>
<td></td>
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</tr>
<tr>
<td>The teacher called on Sam before she called on you in class.</td>
<td>Your mom packed the wrong kind of sandwich in your lunch.</td>
<td>Matthew would not let you play on his soccer team after school.</td>
</tr>
</tbody>
</table>
It’s Not Me, It’s You

Suggested Grade Levels: 4-8

Teachers: The strategy used in this lesson comes from the following article: http://www.smartclassroommanagement.com/2010/04/24/how-best-to-hold-students-accountable/. To understand the rationale for this strategy and how to better enforce it among your students, please take the time to look at this short, valuable read.

The it’s-not-me-it’s-you strategy says that:
1. Breaking classroom rules is a choice students make.
2. The responsibility for making such choices lies solely with them.
3. You are bound by your classroom management plan and therefore have but one choice when a student misbehaves: enforce a consequence.
4. In holding students accountable, you are doing what is best for them.

The strategy is adapted in this lesson to make it apply directly to CASS.

Objectives
- Students will identify the “It’s-Not-Me-It’s-You Strategy.”

Assessment
- Students will correctly fill in the accountability flow chart.

CASS Norms
- We are accountable for our actions and make it right if we make a mistake.

Materials
- Index cards with each step of the accountability flow chart written on a card
- Tape or magnets (depending on your walls / boards)
- It’s Not Me It’s You poster

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Ask students, “When you get in trouble or are punished, who are you mad at?” Expected responses will be parents, teachers, or whoever is doling out the punishment.
2. Explain to students that in CASS schools, we all accept
accountability for our own actions. Our actions are a result of choosing our own behaviors. For this reason, in CASS schools, the adults follow an “it’s-not-me-it’s-you” rule when students violate one of that CASS normative beliefs.

3. This rule means that:
   a. Not following CASS Norms is a choice you make.
   b. The responsibility for making choices lies solely with you.
   c. Adults can only do one thing when you do not follow CASS Norms: Ask you to make it right. This is not being mean or caused by anger or dislike. It is because in a CASS community, adults help students follow the norms.

---

**Interaction**

1. Pass out index cards with a step on the accountability flow chart to students until you run out of cards.
2. Read each card aloud and have students try to figure out the order that the cards go in.
3. Reinforce to students that adults in the school enforce consequences not to be mean or punitive, but because students CHOOSE to violate the normative beliefs and in a CASS school we are each accountable for our own actions.

---

**Reflection**

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of an adult who can help you stay accountable for the CASS norms.
   b. Why is it important to be accountable for your own actions?
   c. Is it hard to think that you choose your behaviors? Why?
   d. Is it right to get mad at adults who hold you accountable for misbehaving? Why or why not?

---

**Action**

1. Write an action plan that helps students assume accountability for their actions and acknowledge the role of their own choices in following normative beliefs and rules.
1. Not following CASS Norms is a choice you make.

2. The responsibility for making choices lies solely with you.

3. Adults can only do one thing when you do not follow CASS Norms: Ask you to make it right. This is not being mean or caused by anger or dislike. It is because in a CASS community, adults help students follow the norms.
Handout: Accountability Flow Chart

1. Student sees opportunity to violate norms.
2. Student chooses to violate norms.
3. Adults see student violate norm or is told a student violates norms.
4. Adult asks student to make it right.
5. Student accepts accountability and serves any necessary consequences.
6. Student and adult action plan to make sure student doesn't violate norms again.
Is it Right to Make it Right?

*Suggested Grade Levels: All*

**Objectives**

As a result of complete of completing this lesson, students will be able to:

- Demonstrate ways to “Make it Right.”
- Differentiate between “Making it Right” and shaming.

**Assessment**

Students will demonstrate mastery of objectives by:

- Role play two different ways to make an aggressive situation right.
- Discuss the difference between “making it right” and shaming.

**CASS Norms**

- We are accountable for our actions and make it right if we make a mistake.

**Recollection**

- Start the meeting with a 3-5 minute group session where students can discuss their progress on their “Take Action” plan from the previous meeting.

**Introduction**

1. Everyone makes mistakes. This is part of being human. There is nothing wrong with making mistakes if we seek a way to make them right.
2. Think about a time when you made a mistake and how you made it right (or did not and wish you had.)

**Interaction**

1. These are three situations in which you would need to “make it right.”
   - You did not mean to hurt someone, but you did.
   - You were angry and lashed out at someone.
   - You have repeatedly done harm to someone.
2. Break into three groups. Have each group role play a scene based on one of the three situations just listed about when you would need to “make it right.”
3. Process the role plays. Ask students why they chose the scenarios they did for a role play. Ask if there were any
other ways to make the situation right besides what was displayed in the role play.

**Reflection**

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of how you would feel after “Making it Right.”
   b. What stops us from making it right when we know we have made a mistake?
   c. What does it mean when someone makes it right, but later does the same harm over again?
   d. What can courageous kids do to make bullies accountable for making it right?
   e. Can someone “demand” someone else to make it right?
   f. Why should you have to make it right when you truly believe you did nothing wrong and the other person is just trying to make you look bad?

2. Students may share their responses, but are not required to.

**Action**

1. Think of a situation in which you should have made it right, but did not. Right down a brief summary of the situation. Then, find the person who you targeted and make it right.
Card Shop
Suggested Grade Levels: K-4

Objectives
- Students will list phrases for apologizing to someone and make it right.

Assessment
- Students will create cards with apologetic phrases to keep in a “Making it Right Card Shop” in the school office or library.

CASS Norms
- We are accountable for our actions and make it right if we make a mistake.

Materials
- Paper
- Crayons / Markers / Colored pencils

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Ask students if they have ever received a card from someone. What types of occasions do people receive cards for? (birthdays, holidays, when you’re sick, etc.)

Interaction
1. Explain to students that sometimes people also give cards to others to apologize and make it right. Ask students what are some things they can say or write on a card to say that they are sorry and want to make it right.
2. Write these phrases on the board for students to see. (Especially for younger students who will need to copy the text.) Examples may include:
   a. Sorry.
   b. I want to make it right.
   c. It’s all my fault.
   d. Can we still be friends?
   e. I won’t do that again.
   f. I didn’t want to hurt you, but I did.
   g. You are special to me.
h. Can we hug it out?

i. Friends again?

3. Have students illustrate cards with these making it right messages. Be sure all cards are warm and inviting and have the spirit of making it right. The cards should not be addressed as they are not for specific people, and are not to be signed by the students either. Instead, the students in the school will all be contributing to a “Making it Right Card Shop.” This shop (which of course will not charge people, all cards are free) will be located in a central area to the students such as the library or school office. If students act aggressively towards each other and have a hard time saying the words, “I’m sorry” they can go to the card shop and choose an appropriate card to help them make it right.

4. Students may make as many cards as they can in the time allotted for the class meeting. Repeat this activity when the card shop is getting low. It may be necessary for your school to designate a leadership team member to oversee the card shop – or even better have it run by Youth Ambassadors during their library or study classes!

---

**Reflection**

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a picture of how you would feel if you received one of these cards.
   b. Why is it sometimes hard to make it right?
   c. Do you think you will use the card shop?

---

**Action**

1. Action plan with the students a way to help them better identify the levels of aggression that they experience.

2. Action plan with the students ways that they can share this knowledge with others – how can they teach others about the different levels of aggression.
1, 2, 3 – Made Right by Me!

Suggested Grade Levels: 4-8

Objectives

- Students will identify the three criteria necessary for making it right.

Assessment

- Students will write a how to manual for making it right to be shared with younger students.

CASS Norms

- We are accountable for our actions and make it right if we make a mistake.

Materials

- Paper
- Crayons / Markers / Colored pencils
- “How To” manual or guides to use as examples
- Making it Right Posters

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Show students examples of “How To” manuals. Explain that sometimes people need a step by step guide to be able to do things.

Interaction

1. Hang copies of the Making It Right Posters, or write the three steps for making it right that are on the posters on the board. Read each step to the students. Clarify each step if necessary
2. Break students into groups and ask them to write a short “How To” manual for making it right based on the three steps on the posters. Ask students to include specific strategies or statements that can use for each step. Illustrations may also be helpful.

Reflection

1. Have students answer one of the following prompts in their CASS Journals:
a. Is it easy to explain the steps in Making it Right? Why or why not?
b. Would you follow the steps in the How To manual that your group wrote? Why or why not?
c. Which step is the easiest for Making it Right?
d. Which step is the hardest for Making it Right?

Action

1. Action plan with the students a way to share their how to manuals with students in younger grade levels, siblings, or parents.
1. Apologize with sincere words or through a restorative action.
2. Serve any necessary disciplinary consequences
3. Assure the target and bystanders that you will make an effort to not be aggressive again.
More Ideas for Making it Right

Activities:
- Review your school’s discipline policy and the CASS Accountability Model.
- Create a policy within your classroom for reporting violations against CASS Norms. Role play reporting protocol with your students.
- Teach your students that there is nothing wrong with making a mistake as long as we make it right and then use it as a learning opportunity. Mistakes are how we grow. We do not blame others for our actions – instead, we take responsibility and acknowledge that actions are the result of a conscious choice.
- Have students write down a list of ways they can ask someone to “make it right.”
- Make arrows facing right with different suggestions for making it right written on them. Display these arrows on a bulletin board.

Picture Books:
- *Confessions of a Former Bully* by Trudy Ludwig
- *Never Tease a Weasel* by Jean Conder Soule
- *Sorry!* by Trudy Ludwig
- *I’m Sorry… My Bad!* by Bradley Trevor Greive

Chapter Books:
- *Ramona Quimby, Age 8* by Beverly Cleary
- *Holes* by Louis Sachar

Role Plays:
- Two students on the playground and arguing over whose turn it is to play with a ball. One student starts calling the other student names. A bystander first tattles on the aggressor, then the role play is redone to show the bystander telling an adult to help the target.
- A student trips another student on purpose. He later feels bad about it and holds himself accountable by apologizing.
- A student refuses to let a girl sit at her lunch table, and encourages everyone else at the table to exclude this girl. A teacher confronts the student about it and asks her to be accountable for her actions and make it right. The teacher also has the student each lunch by herself as a consequence.
- Use any of the role plays on the Peer Aggression Situation Cards and demonstrate ways to make it right.
Discussion Prompts:

- Why is it necessary for students to admit that they are responsible for their mistakes or being an aggressor?
- When you do something wrong, does someone make you behave this way? Who is in control of your actions?
- How do you feel when someone tattles on you? How do you feel when someone tells to help you?
- What are some ways to be more accountable for your actions?
- Why do we often refuse to accept accountability for our actions?
- Is it ok to be aggressive if someone else has been aggressive towards you first?
- Is it easy to make it right? Why or why not?
- How do you like to make it right? How do you prefer people make it right with you? Is there a difference? Why?
- How does it feel when someone refuses to make it right?
- Have you ever refused to make something right? Why?
- Do you believe “forgive and forget” is a realistic statement? Why or why not?
- What happens when people do not make it right?
- How are bystanders affected when an aggressor makes it right?
- Do aggressors need to make it right with bystanders?
We protect each other.

Most bullying in a school happens outside the radar of adults—behind their backs, in hallways, at recess and in the lunchroom and over the Internet. Some students have the internal strength to stand up for themselves and stop aggression. However, many targets find themselves unable to do anything. The most powerful way to stop this aggression is to remove the tacit support of the bystanders. Children who learn to be upstanders also become more skilled at standing up for themselves when they are being hurt.

What this norm is:
- Helping a target during an aggressive act. Saying to the aggressor, “Stop. I don’t like what you’re doing.” or “That’s not funny.” This can also be saying something nice about the target or walking away from the aggressor with the target.
- Helping a target after an aggressive act. Saying, “Sorry that happened to you, how can I help?” or telling aggressor, “I didn’t like what you did back there. Please don’t do it again.”
- Getting help from other bystanders or adults.
- Telling an adult after an aggressive incident what you have witnessed.
- Standing up for yourself.

What this norm is not:
- Ignoring an aggressive incident.
- Cheering on or encouraging an aggressor.
- Doing nothing when you witness aggression.
- Refusing to get involved because “it’s none of my business.”

How this norm can look in my classroom:
- Having an “Upstander Wall of Fame” or other noticeable recognition for students who protect each other.
- Asking students who chose to not intervene why they didn’t help a target.
- Practice upstander strategies.
- Rehearse the phrase, “Please stop, I don’t like what you’re doing.”
- Remind students that you can protect them.
**Tips for Teachers: Encouraging Bystanders**

**Do:**
- Urge them to be upstanders.
- Remind them that seeking help and TELLING (not tattling) is courageous.
- Ask them to come up with several options and choose one they are most comfortable with.
- Offer to role play a solution with them.
- Ask them to list people they can go to for help.
- Share the 15-80-10 rule: Only 15% of bystanders intervene. When they do, they are successful over 80% of the time within 10 seconds. *Basically: When upstanders help, they are effective quickly!*
- Be a cheerleader. Give positive support, but be realistic.

**Don’t:**
- Ask, “How would you feel if you were the target?”
- Ask, “Wouldn’t you want someone to help you?”
- Lecture about an obligation to help everyone.
- Admonish or shame assistant aggressors, silent supporters, or passive onlookers.
- Encourage interest in seeing aggressors get punished or embarrassed.
Standing Tall

Suggest Grade Levels: All

Objectives
As a result of completing this lesson, students will be able to:
- Demonstrate positive target strategies.

Assessment
Students will demonstrate mastery of objectives by:
- Role playing outcomes to a peer aggression situation using positive target strategies.

CASS Norms
- We protect each other.

Recollection
- Start the meeting with a 3-5 minute group session where students can discuss their progress on their “Take Action” plan from the previous meeting.

Introduction
1. Ask someone within the group to share a story about a time when they were a target.
2. If Youth Ambassadors are available, have them perform a role play that they have prepared. The role play should stop immediately after the act of aggression.

Interaction
1. Ask students to think about the situation from the introduction. Break students into groups (using a in each group if possible). Have groups determine at least two different positive strategies for the target to use.
2. Allow groups a chance to perform a role play depicting at least one of their positive target strategies. Discuss each role play using the following processing points:
   - What did the target do to deflect the aggressor’s malicious intent?
   - Which strategy that you saw performed do you feel you could use? Why?
   - Why do you sometimes avoid standing up for yourself?
Reflection

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of how you would feel after using a positive target strategy.
   b. Write a pep-talk that encourages yourself to use a positive bystander strategy.
2. Students may share their responses, but are not required to.

Action

1. Write the strategy that you would feel the most comfortable using in an aggressive situation. If you are a target between now and the next session, try to use it.
Roll Out Standing Up

Suggested Grade Levels: All

Objectives

- Students will practice strategies for standing up for themselves.

Assessment

- Students will demonstrate a strategy for standing up for themselves written on the Standing Up For Yourself Dice.

CASS Norms

- We protect each other.

Materials

- Standing Up for Yourself Dice (Cut out the “t” shape and fold on the interior lines. Tape the edges together to create a six-sided die.)
- Peer Aggression Situation Cards (found in Appendix)

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Ask students if they have ever been targets of aggression. Next, ask students if they have ever not known what to do when they were targets of aggression. Sometimes, it is hard to know how to stand up for yourself and practicing strategies can help you feel more comfortable doing it.

Interaction

1. Show students the “Standing Up for Yourself” dice. There are three separate dice, each with a different kind of option. One die has things you can say to an aggressor, one has actions you can take, and one has ways to seek help.
2. Read a Peer Aggression Situation Card. Then, choose a student who will be the target and roll all three dice. The student can choose one of the three options on the dice to stand up for themselves.
3. If peer Youth Ambassadors are available, break students into groups with their and give each group a set of dice and situation cards.
4. Repeat the activity as many times as you can before either class meeting time or the students’ attention spans run out.
Reflection

1. Ask students to reflect in their CASS Journals on one of the following prompts:
   a. Draw a picture of how you feel before and after standing up for yourself.
   b. Which types of strategies were you most comfortable with: phrases, actions, or getting help? Why?
   c. Are there any strategies you would like to become more comfortable with?
   d. Was it easy or hard to practice standing up for yourself?

Action

2. With the class, create an action plan that will help students practice standing up for themselves using a strategy from the dice that they feel they need more practice with.
### Game: Standing Up for Yourself Dice

<table>
<thead>
<tr>
<th>Say: Please stop, I don’t like what you’re doing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say: That’s aggression, and it’s not ok with me.</td>
</tr>
<tr>
<td>Say: That hurt me. Please make it right.</td>
</tr>
<tr>
<td>Say: In this school, we treat everyone with respect and civility.</td>
</tr>
<tr>
<td>Say: That’s not cool.</td>
</tr>
<tr>
<td>Say: I don’t think so.</td>
</tr>
</tbody>
</table>
Stand close to a bystander who can help you.

Thank the aggressor and walk away.

Laugh it off or make a joke.

Find something to distract the aggressor (but not another target)

Walk away.

Ignore the aggressor.
Tell a parent.

Tell a teacher or adult at school.

Tell a friend.

Tell a Youth Ambassador.

Write about it in your CASS Journal.

Tell a bystander.
# Being a Bystander

*Suggested Grade Levels: All*

## Objectives

As a result of completing this lesson, students will be able to:

- Demonstrate positive bystander strategies.

## Assessment

Students will demonstrate mastery of objectives by:

- Role playing outcomes to a peer aggression situation using positive bystander strategies.

## CASS Norms

- We protect each other.

## Recollection

- Start the meeting with a 3-5 minute group session where students can discuss their progress on their “Take Action” plan from the previous meeting.

## Introduction

1. Ask someone within the group to share a story about a time when they were a bystander.

2. If Youth Ambassadors are available, have them perform a role play that they have prepared. The role play should stop immediately after the act of aggression.

## Interaction

1. Ask students to think about the situation from the introduction. Break students into groups (using an Ambassador in each group if possible). Have groups determine at least two different positive strategies for the bystander to use.

2. Allow groups a chance to perform a role play depicting at least one of their positive bystander strategies. Discuss each role play using the following processing points:

   - What did the bystander do to deflect the aggressor’s malicious intent?
   - Which strategy that you saw performed do you feel you could use? Why?
   - Why do you sometimes avoid standing up for
someone else?

Reflection

1. Ask students to journal a response to one of the following prompts:
   a. Draw a picture of how you would feel after using a positive bystander strategy.
   b. Write about a time when you were a bystander and did not intervene on behalf of the target. Rewrite the ending of your story using a positive bystander strategy. How could you have helped the target?
2. Students may share their responses, but are not required to.

Action

- Write the strategy that you would feel the most comfortable using in an aggressive situation. If you are a bystander between now and the next session, try to use it.
Becoming an Upstander

Objectives

As a result of completing this lesson, students will be able to:
• Use intervention strategies as an upstander.

Assessment

Students will demonstrate mastery of objectives by:
• Role playing upstander strategies

CASS Norms

• We protect each other.

Materials:

• Interventions for Upstanders

Recollection

1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction

1. Ask students to name some well-known superheroes. What makes superheroes super? Is it there abnormal powers? What do superheroes do in aggressive acts?
2. Tell students that most superheroes are bystanders who intervene on behalf of a target to alleviate aggression. While many superheroes use physical means of addressing aggression, there are other ways to stand up to an aggressor and help out a target without resorting to more aggression. Those who support a target with positive strategies are called upstanders.

Interaction

1. Break students into six groups. Each group should have at least three students to play the roles of an aggressor, a target, and a bystander. If there are less than 18 students, then use four groups.
2. Choose a Role Play Scenario from Appendix C. Give each group the same role play, but each group will have the bystander use a different Intervention for Upstanders. If using six groups, provide each group with a different strategy. If using four groups, eliminate the strategies for getting help and simply discuss them after the role plays.
3. Present and process role plays.
Reflection

1. Write these bystander facts on the board:
   b. Only about 15% of bystanders intervene.
   c. Those that choose to intervene are successful more than 80% of the time.
   d. When bystanders intervene, they can change the dynamics of a situation within 10 seconds.

2. Ask students to journal a response to the facts that were written down in their CASS Journals. Are any of these facts shocking? Why? Do these facts help students feel more empowered to be an upstander?

3. Students may share their responses, but are not required to.

Action

1. Ask students to write in their CASS Journals which of the six interventions they feel most comfortable with and try to use that intervention before the next class meeting.
## Interventions for Upstanders

### During the Aggressive Act:

<table>
<thead>
<tr>
<th>Publicly support the target.</th>
<th>Publicly stand up to the aggressor.</th>
<th>Get help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Change the topic of conversation.</td>
<td>• Tell the aggressor to “Make it Right.”</td>
<td>• Yell for help.</td>
</tr>
<tr>
<td>• Say something nice about the target.</td>
<td>• Say you do not like the actions of the aggressor and ask the aggressor to stop.</td>
<td>• Quickly get an adult.</td>
</tr>
<tr>
<td>• Don’t laugh; leave!</td>
<td>• Say, “That’s not funny.”</td>
<td>• Bring attention of other bystanders to what is going on.</td>
</tr>
<tr>
<td>• Walk away from the aggressor with the target.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### After the Aggressive Act:

<table>
<thead>
<tr>
<th>Privately support the target after the incident.</th>
<th>Privately talk to the aggressor after the incident.</th>
<th>Get help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Say: “I’m sorry that happened to you.”</td>
<td>• Say: “I really don’t like what you did there.”</td>
<td>• Find an adult.</td>
</tr>
<tr>
<td>• Walk beside the target.</td>
<td>• Ask the aggressor why they behaved like they did.</td>
<td>• Talk to other bystanders who chose not to intervene.</td>
</tr>
<tr>
<td>• Ask the target to discuss their feelings and empathize with the target.</td>
<td>• Tell the aggressor to “Make it Right.”</td>
<td></td>
</tr>
</tbody>
</table>

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Thumbs Up Stand Up

Suggested Grade Levels: All

Note: This may seem like a game for younger students, but we have found the older students enjoy it just as much – if not more!

Objectives
- Students will share strategies for standing up for each other.

Assessment
- Students will provide a statement that supports a target or discourages an aggressor.

CASS Norms
- We protect each other.

Materials
- Bystander Strategies Printable

Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

Introduction
1. Tell students that today they will literally get the opportunity to stand up and practice protecting each other through a fun twist on a classic school game.
2. Briefly review bystander strategies (you can ask students to name them or take Hang the Bystander Strategy Printables in a prominent place within the classroom so that students can reference them during the game if needed.

Interaction
1. Choose a few class members (up to a quarter of the class) to play “targets.” The targets will stand at the front of the room and the remained of the students will be “bystanders.” The teacher will be the “aggressor.” (Remember, students never role play as aggressors!)
2. The bystanders will put their heads down on their desks, covering their eyes with their left arm. The bystander’s right hand will sit on the top corner of their desk with their thumbs sticking up. The aggressor will read a Peer Aggression Situation Card (included in the appendix) while the targets move through the class. Each target will press down the thumb of one bystander.
3. When each target has selected a bystander, they will return to the front of the room. The bystanders that have been chosen will stand up. Each bystander then has to act as an upstander for one of the targets in front of them. They can say something to the aggressor, remove the target from the situation, or try to diffuse the aggression with humor – the strategy they choose is up to them, but they cannot use the same strategy as another bystander in this round.

4. After each bystander has had a chance to stand up for the target, the bystanders get a turn to act as the targets and the game starts again for another round.

Reflection

1. Ask students to reflect in their CASS Journals on one of the following prompts:
   a. Draw a picture of an upstander who stood up for you today.
   b. Draw a picture of how you feel when you are an upstander.
   c. Is it always easy to stand up for someone? What prevents you from standing up for others sometimes?
   d. Does practicing bystander strategies really help you feel more prepared to be an upstander in real life? Why or why not?

Action

1. Action plan with your students a way to use one (or more) of the bystander strategies when they see peer aggression.
More Ideas for Protecting Each Other

Activities:
- Practice saying assertive statements in a full length mirror. Notice facial expressions and body language.
- Have a creative comeback contest. Comebacks cannot be aggressive, but instead must be strong, assertive statements. See who can come up with the best statements that would be usable in an actual aggressive situation.
- Build a bulletin board called, “A leg to stand on.” Feature a large pirate figure in the center missing his signature peg leg. Have students design peg legs with assertive strong statements to give the pirate a leg to stand on to help him stand up for himself.
- Teach the saying, “Don’t Laugh, Leave.”
- Encourage Youth Ambassadors to support students in becoming Upstanders.
- Use the “Types of Bystanders” handout (See the School Coordinator’s Digital Supplement CD) to help discuss the different types of bystanders.
- For additional activities, see the Ophelia Project’s RAISE: Boys Curriculum and It Has a Name: Relational Aggression Curriculum and use the lessons titled The Bystander: You Can Make a Difference.

Picture Books:
- *Stand Tall Molly Lou Melon* by Patty Lovell
- *The Bully Blockers Club* by Teresa Bateman

Chapter Books
- *Chrissa Stands Strong* by Mary Casanova
- *The Hundred Dresses* by Eleanor Estes (focus on the character of Maddie who vows to never stand by and do nothing again when someone is hurt)

Role Plays:
- Use any situation card in the appendix.
- Do the same role play multiples times using different strategies to allow students an opportunity to find what they are the most comfortable with!

Discussion Prompts:
- Is it always easy to stand up for yourself?
- How can you build the confidence to stand up for yourself?
- What is your favorite strategy for standing up for yourself?
- What strategy would you like to work on?
- Is it always easy to stand up for yourself?
- How can you build the confidence to stand up for yourself?
- What is your favorite strategy for standing up for yourself?
- What strategy would you like to work on?
**Handout: Interventions for Targets: Standing Up for Myself**

<table>
<thead>
<tr>
<th>During the Aggressive Act</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Deflect the situation.</strong></td>
<td><strong>Stand up to the aggressor.</strong></td>
<td><strong>Get help.</strong></td>
</tr>
<tr>
<td>• Change the topic of conversation.</td>
<td>• Say you do not like the actions of the aggressor and ask him to stop.</td>
<td>• Yell for help.</td>
</tr>
<tr>
<td>• Walk away from the aggressor.</td>
<td>• Say, “That’s not funny.”</td>
<td>• Seek the help of an adult nearby.</td>
</tr>
<tr>
<td>• Use humor to diffuse the aggression. Try to “laugh it off.”</td>
<td>• Remind the aggressor of possible consequences.</td>
<td>• Ask a friend to support you.</td>
</tr>
<tr>
<td>• Remain cool.</td>
<td>• Yell for help.</td>
<td></td>
</tr>
<tr>
<td>• Yell for help.</td>
<td>• Seek the help of an adult nearby.</td>
<td></td>
</tr>
<tr>
<td>• Walk away from the aggressor.</td>
<td>• Ask a friend to support you.</td>
<td></td>
</tr>
<tr>
<td>• Use humor to diffuse the aggression. Try to “laugh it off.”</td>
<td>• Research positive interventions online or at the library.</td>
<td></td>
</tr>
<tr>
<td>• Say you do not like the actions of the aggressor and ask him to stop.</td>
<td>• Talk to an adult.</td>
<td></td>
</tr>
<tr>
<td>• Say, “That’s not funny.”</td>
<td>• Anonymously report the incident to your school, community group, or even local law enforcement.</td>
<td></td>
</tr>
<tr>
<td>• Remind the aggressor of possible consequences.</td>
<td>• Ask a friend for support.</td>
<td></td>
</tr>
<tr>
<td>• Remain cool.</td>
<td>• Call a helpline.</td>
<td></td>
</tr>
<tr>
<td>• Yell for help.</td>
<td>• Research positive interventions online or at the library.</td>
<td></td>
</tr>
<tr>
<td>• Seek the help of an adult nearby.</td>
<td>• See if you school offers peer mediation.</td>
<td></td>
</tr>
</tbody>
</table>

**After the Aggressive Act:**

<table>
<thead>
<tr>
<th>Reflect on the situation and plan positive solutions.</th>
<th>Talk to the aggressor after the incident.</th>
<th>Get help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Journal about what happened. Make an action plan on how you would like to handle the situation should it happen again.</td>
<td>• Say: “I really don’t like what you did there.”</td>
<td>• Talk to an adult.</td>
</tr>
<tr>
<td>• Brainstorm with a friend how you can stand up for yourself. Role-play some actions to gain confidence.</td>
<td>• Ask the aggressor why they behaved as they did.</td>
<td>• Anonymously report the incident to your school, community group, or even local law enforcement.</td>
</tr>
<tr>
<td>• Talk to an adult.</td>
<td></td>
<td>• Ask a friend for support.</td>
</tr>
<tr>
<td>• Anonymously report the incident to your school, community group, or even local law enforcement.</td>
<td>• Call a helpline.</td>
<td>• Research positive interventions online or at the library.</td>
</tr>
<tr>
<td>• Ask a friend for support.</td>
<td>• See if you school offers peer mediation.</td>
<td></td>
</tr>
</tbody>
</table>
**Handout: Interventions for Upstanders: Protecting Others**

### During the Aggressive Act

<table>
<thead>
<tr>
<th>Support the target.</th>
<th>Stand up to the aggressor.</th>
<th>Get help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Change the topic of conversation.</td>
<td>- Say you do not like the actions of the aggressor and ask the aggressor to stop.</td>
<td>- Yell for help.</td>
</tr>
<tr>
<td>- Say something nice about the target.</td>
<td>- Say, “That’s not funny.”</td>
<td>- Quickly get an adult.</td>
</tr>
<tr>
<td>- Don’t laugh; leave!</td>
<td>- Remind the aggressor of possible consequences.</td>
<td>- Bring attention of other bystanders to what is going on.</td>
</tr>
<tr>
<td>- Walk away from the aggressor with the target.</td>
<td>- Distract the aggressor from the target.</td>
<td></td>
</tr>
<tr>
<td>- Use humor to diffuse the situation.</td>
<td>- Yell for help.</td>
<td></td>
</tr>
</tbody>
</table>

### After the Aggressive Act:

<table>
<thead>
<tr>
<th>Support the target after the incident.</th>
<th>Talk to the aggressor after the incident.</th>
<th>Get help.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Say: “I’m sorry that happened to you.”</td>
<td>- Say: “I really don’t like what you did there.”</td>
<td>- Talk to an adult.</td>
</tr>
<tr>
<td>- Walk beside the target.</td>
<td>- Ask the aggressor why they behaved as they did.</td>
<td>- Anonymously report the incident.</td>
</tr>
<tr>
<td>- Ask the target to discuss their feelings and empathize with the target.</td>
<td>- Ask the aggressor to “Make it Right.”</td>
<td>- Talk to other bystanders who chose not to intervene.</td>
</tr>
<tr>
<td>- Role play with the target to practice how you or he could handle the situation next time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do not glorify or pass along details of the incident.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Handout: Interventions for Aggressors: Making it Right**

<table>
<thead>
<tr>
<th>Step for Making it Right</th>
<th>Why Do It</th>
<th>How to Do It</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apologize with sincere words or actions.</td>
<td>It is important to let the person know that you feel badly for hurting them. This also allows the aggressor to own her behavior and be accountable for it.</td>
<td>• Sincerely say, “I’m sorry,” “I feel bad about what I did,” or another phrase that acknowledges regret for the hurtful action. • Say what you are sorry for. This shows you realize what you did. • Look the person in the eye. • Use compassionate posture and tone of voice. • Fix or replace something you broke. • Return something you stole or used without permission.</td>
</tr>
<tr>
<td>2. Accept any consequences without complaining.</td>
<td>Simply put: Do the crime, serve the time. For some behaviors, a time out or loss of privileges may be necessary. For others, the consequence may be taking the time to explain what was done improperly. Other consequences can include a role play activity to act out a better solution to the situation that does not involve the mistake. Note that a consequence is not a punishment – it is the result of a mistake and lets the aggressor know the severity of his actions.</td>
<td>• Do not beg or bargain for a lesser consequence. • Do not cry or whine about the consequences. • Do not insist others serve consequences or share in blame. • Own your behavior, and own the consequences that go along with it.</td>
</tr>
<tr>
<td>3. Let the target and bystanders know you will try to avoid this mistake again.</td>
<td>Some children figure out that all they have to do is say “sorry” and can just keep doing the same thing repeatedly. This is not acceptable.</td>
<td>• Say, “I am going to try my best to not do this again.” • Ask for help in coming up with alternate ways for handling a situation. • Avoid people and places that encourage you to misbehave. • Charge someone to help you recognize the mistake as you are making it again.</td>
</tr>
</tbody>
</table>
Appendix A: Pro-social Skills

To help students keep their school safe, they need to take the time to develop pro-social skills. Pro-social skills are the abilities necessary to be aware of the thoughts and feelings of others, experience empathy, and to choose behaviors that benefit those around you. Once norms have been created and implemented, the next step is to integrate them into your ongoing curriculum by developing the pro-social skills that will support the normative beliefs of your class.
<table>
<thead>
<tr>
<th>Pro-social Skills for School Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Saying “please” and “thank you.”</td>
</tr>
<tr>
<td>2. Dealing with fear appropriately.</td>
</tr>
<tr>
<td>3. Dealing with aggression appropriately.</td>
</tr>
<tr>
<td>4. Rewarding oneself.</td>
</tr>
<tr>
<td>5. Asking questions.</td>
</tr>
<tr>
<td>6. Accepting consequences of behavior.</td>
</tr>
<tr>
<td>7. Successfully coping with conflict.</td>
</tr>
<tr>
<td>8. Accepting responsibility for behavior.</td>
</tr>
<tr>
<td>9. Listening.</td>
</tr>
<tr>
<td>10. Successfully dealing with losing.</td>
</tr>
<tr>
<td>11. Responding to failure.</td>
</tr>
<tr>
<td>12. Successfully dealing with mistakes.</td>
</tr>
<tr>
<td>14. Following directions.</td>
</tr>
<tr>
<td>15. Making friends.</td>
</tr>
<tr>
<td>16. Understanding others’ feelings.</td>
</tr>
<tr>
<td>17. Compromising with peers.</td>
</tr>
<tr>
<td>18. Coping with aggression from others.</td>
</tr>
<tr>
<td>19. Cooperating with peers.</td>
</tr>
<tr>
<td>20. Accepting not getting one’s own way.</td>
</tr>
<tr>
<td>21. Seeking attention appropriately.</td>
</tr>
<tr>
<td>22. Waiting one’s turn.</td>
</tr>
<tr>
<td>23. Accepting the answer “no.”</td>
</tr>
</tbody>
</table>

Emotional Literacy.

Emotional literacy is the ability to accurately use words to describe feelings and emotions. Often students have a limited vocabulary when trying to describe how they are thinking and feeling in a social situation. If we are to attend to the social development of students, it is important to take time to expand and enrich their vocabulary of feelings.

Activities:
- Identify feelings beyond happy and sad.
- Build a word wall of feelings.
- Use the emotion charts (think of the posters with multiple smiley faces) and ask students to identify how they are feeling when they enter the classroom or when they are dealing with a problem.
- Use a continuum that ranges from feeling ok to not ok. Have students plot on the continuum where their emotions lie.
- Model describing your feelings. “When you share with others, I feel excited and happy because I know we are using our positive normative beliefs to guide our actions.”
- Have students look in a hand mirror and tell them to make facial expressions to match emotion words as you call them out. For example, say “angry” and have students make angry faces. Try to do this without having them make any sounds!
- Give students a simple sentence and have them say it using different tones of voice and speeds of speech to convey different emotions. Try happy, excited, angry, sarcastic, etc.

Picture Books:
- *Josh’s Smiley Faces: A Story About Anger* by Gina Ditta-Donahue

Chapter Books:
- *Phoenix Rising* by Karen Hesse

Role Plays:
- Have cards with different emotions written on them. Then, have students choose a card and portray the emotion during a role play. Have the audience members try to identify the target emotion.

Discussion Prompts:
- Can you describe how you are feeling right now? Are there times when it is hard to describe how you are feeling?
- Which emotion do you feel the most? Why?
- How can you tell what emotion you are experiencing?
- What events trigger different emotions?
- What makes you happy? What makes you sad? Angry? Scared? Excited?
Empathy and Perspective Taking.

Empathy can be defined in two ways: (1) the awareness of another person’s thoughts, feelings, and intentions and (2) the ability or tendency to be vicariously aroused by the affective state of another person (Hoffman, 1984, cited in Kaukiainen et al., 1999). With your students, you want them to be able to understand how another person is feeling in a given situation. A critical part of empathy is **perspective taking** which is the ability to view a situation from the mindset of another person. As students build their emotional literacy in identifying their own emotions, expand these skills to identify the emotions in others (empathy) and to look at situations from differing points of view (perspective taking).

**Activities:**
- Look at photographs or pictures of faces cut out from magazines. See how many different emotions your students can identify just by reading faces.
- Write captions for the pictures from the above example that reflect the emotions of those within the photos.
- Write simulated journal entries from the perspective of another person.
- Have students complete the suggested emotional literacy exercises above as if they were another person (a classmate, parent, character in a story, etc…)

**Picture Books:**
- Any of the Arthur books by Marc Brown
- *The Mixed Up Chameleon* by Eric Carle (ask why the chameleon would want to be like the other animals – what do the other animals represent?)

**Chapter Books:**
- *Jacob Have I Loved* by Katherine Paterson
- *To Kill a Mockingbird* by Harper Lee
- *Walk Two Moons* by Sharon Creech

**Role Plays:**
- Role plays to develop empathy take place more in the processing of the role play than the actual role play itself. Assign “emotion detectives” in the audience to spot a specific emotion. (Ex: 1 student looks for anger, 1 student looks for fear) Then ask the detective to state the “clues” that lead them to their conclusion.
- Another variation of this is to have a group of students look for the same emotion, but then seek to understand it through discussion and perspective taking.

**Discussion Prompts:**
- How can you tell what others are feeling?
- What clues do you look for when trying to empathize or take the perspective of another person? Tone of voice? Body language? Anything else?
- Is it easy to see things from someone else’s perspectives?
Civility

Civility is showing positive regard for others in accordance with the normative beliefs of a group. Politeness, basic manners, and respect are all important aspects of civility. As with all of the pro-social skills, modeling is an essential component of teaching civility. Be sure to show respect for all of the members of your school community in addition to modeling good manners. This is another skill that many adults expect students to come fully equipped with as they enter school, but be mindful that not all homes emphasize civility or the use of manners.

Activities:

- Go back to basics with manners. Encourage students to say “please” and “thank you” often. Practice situations in which these phrases will be used.
- Teach students the appropriate way to greet others. “Good morning/afternoon” and “How are you today,” are essential phrases. Additionally, teach students appropriate responses: “I am well today. How are you?” or “I’m having a rough day. Can you help me?”
- Encourage manners in the cafeteria: use of a napkin, chewing with one’s mouth closed, cleaning up after oneself.
- Practice taking turns with your students. Many students, especially young ones, expect to always go first or get repeat turns before all students have had a chance. Try these phrases:
  - “Some days you are the leader, some days you are the follower. It is important for everyone to be both!”
  - “I only have 3 turns for students to come up to the board. If I don’t call on you, it does not mean I don’t like you or don’t want to see what you can do, it just means I ran out of turns.” (This statement was invaluable to me when I taught preschool!)
  - “I need a volunteer to take papers to the office who has never done this before.”
- Show students how to hold a door open for the person behind them or designate a door holder for the entire class.
- Make a senses chart for civility or respect. Encourage students to list what civility looks like, sounds like, feels like. (If you can stretch it to include taste and smell go for it! In workshops, we have had students say civility tastes like sharing a dessert or smells like a clean classroom.)

Picture Books:

- Manners by Aliki
- Richard Scarry’s Please and Thank You Book by Richard Scarry

Chapter Books:

- To Kill a Mockingbird by Harper Lee
Role Plays:
- Practice opportunities for manners.
- Practice how to remind others who forget to use manners without being rude or sassy.

Discussion Prompts:
- Why are manners important?
- What is civility? What is respect? Why are they necessary?
- What is being polite?
Kindness

Frequent attention to pro-social norms creates a learning environment where it is cool to be kind. Reinforce the norms in the ways you interact with your students: Notice when students demonstrate the positive normative beliefs. Catch them being good friends and partners. Both in class and in private, let students know what you have seen and thank them for it.

Look for opportunities to write notes praising student’s efforts: These messages can be attached to homework assignments, report cards, or progress reports. The surprise positive note from a teacher is a powerful way to reinforce pro-social behavior.

Activities:
- Talk about “random acts of kindness” and have students define what they might be.
- Pay it forward is a powerful practice in building a climate of caring. Have students try to do one kind act for someone else when someone has been kind to them.
- Pick a goal of the number of acts of kindness, and when it is reached, celebrate with a party in class.
- Plan an activity where students write complimentary notes to each other. Then share them with the class.
- Create a kindness chain. Write kind acts that your students have done for each other on slips of paper and link them together to make a chain. See how far kindness can reach – literally!

Picture Books:
- *The Giving Tree* by Shel Silverstein

Chapter Books
- Most stories in the Chicken Soup for the Soul Series

Role Plays:
- Demonstrate ways to be kind and share a positive interaction in everyday situations.

Discussion Prompts:
- How do you feel when someone is kind to you?
- Is it easy to be kind? It is something you have to try hard for or does it come naturally?
- What does kindness look like? Sound like? Feel like?
Appendix B: Cyberbullying and Digital Citizenship

The Ophelia Project believes that creating a safe online climate involves teaching students strategies for safely using technology. Keeping students from using technology, social media, and online communication is not practical in today’s wired society. Additionally, beginning to address cyberbullying at the high school and middle school levels are too late. Students are approaching computers very early on in their academic careers and using them for communication and social networking. Digital citizenship should be addressed at ALL grade levels, acknowledging that it is never too early to begin learning how to be safe online.

The Ophelia Project recognizes there are six core concepts to master in an effort to create safe cyber climates: peer aggression, empathy, communication, anonymity, empowerment, and privacy. Through development of the Normative Beliefs students in CASS schools are already well learned in peer aggression (knowing the shared language and how to identify aggression), empathy (acknowledging the emotions of others), and empowerment (standing up for yourself and others or seeking adult intervention). Thus, for a CASS school to address cyberbullying, the three core concepts to concentrate on are: communication, anonymity, and privacy.

In addition to the basic lessons here, it is strongly recommended to use “CyberCool: 15 positively powerful lessons to teach digital citizenship and stop cyberbullying” which is available from The Ophelia Project. There are also lessons about cyberbullying in It Has a Name: Relational Aggression and RAISE Boys: Reduce Aggression, Increase Self-Empowerment.
**Online Communication**

*Suggested Grade Levels: 2-8*

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Students will identify the differences between in-person and online communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Students will create a Venn-Diagram showing the differences between in-person and online communication.</td>
</tr>
<tr>
<td>CASS Norms</td>
<td>We can talk about aggression with adults.</td>
</tr>
</tbody>
</table>
| Materials  | Venn Diagram Template  
|           | Guidelines for Face-to-Face Discussions (p. 20)  
|           | Guidelines for Internet Discussions (p. 20) |
| Recollection | 1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out. |
| Introduction | 1. Ask students if they have ever sent an email, text message, Facebook status, or Twitter update (tweet). If students have not done any of the above, ask if they know anyone who does use these things (parents, siblings, friends, etc.). Explain that based on how we send a message, we have different ways of communicating. |
| Interaction | 1. Show students a Venn Diagram and tell students that one side will be for Face-to-Face Communication and the other for Cyber-Communication. The center section should be for elements of communication that exist regardless of the context.  
|            | 2. For older students, go over the Guidelines for Discussions that are on page 20 of this manual. Ask students why they think the differences exist. |
| Reflection | 1. Have students answer one of the following prompts in their CASS Journals:  
|            | a. Why are their differences between what you write
online and what you say to someone’s face?
b. Can online conversations and face-to-face conversations have the exact same words? Does this mean they carry the same meaning? Why or why not?
c. How do you change your communication style online? Should you?

Action

1. Action plan a way to effectively use online communication between now and the next class meeting.
# Online Anonymity

*Suggested Grade Levels: All*

## Objectives
- Students will assess the impact of anonymous commentary.

## Assessment
- Students will write an anonymous kind comment to another member of their class.

## CASS Norms
- We treat everyone with respect and civility.

## Materials
- Paper
- Crayons / Markers / Colored Pencils

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Ask students if they have ever gotten a message where they did not know who sent it. A message with an unknown author is anonymous. What kinds of feelings does that kind of message carry? Fright? Apprehension? Enjoyment? Confusion?

## Interaction
1. Have each student write their name at the top of the piece of paper. Then, collect the papers and mix them up.
2. Redistribute the papers so that each student gets a different students’ name on the top of their new paper.
3. Each student must right or draw a nice message to the person whose name is on the paper. The writer cannot sign their name or leave any identifying marks so that the message remains anonymous.
4. Collect the papers again and pass them onto their original owners.
5. Ask students to read their messages. Next ask students: How do you feel? What emotions are going through you right now?
6. Now ask students, what if the message was not nice? What if you did not know who wrote a mean message? How does that change anonymity?
Reflection

1. Have students answer one of the following prompts in their CASS Journals:
   a. Draw a beautiful picture featuring your name.
   b. Should you always sign your name to what you write?
   c. Why is it important to always have ownership of what you write online?
   d. You may have heard the phrase, “If you don’t have something nice to say, don’t say it at all.”
      Sometimes online it goes more like: “If you don’t have something nice to say, say it anonymously.”
      Why do people use anonymity to hide behind their words and action online?

Action

1. Action plan a way to discourage anonymity online.
2. Action plan a way for students to remember to always sign their name to what they produce whether it is schoolwork or online behaviors.
# Online Privacy

*Suggested Grade Levels: 5-8*

## Objectives
- Students will identify the need for online privacy.

## Assessment
- Students will create a list of information that is not safe to share online.

## CASS Norms
- We treat everyone with respect and civility.

## Materials
- Phone book or school directory
- Photo album

## Recollection
1. Ask students to read their action plan from last class meeting. Have students share in small groups how they carried out their action plan or what prevented them from carrying it out.

## Introduction
1. Show students a phone book or school directory and a photo album. Ask if they can identify what these items are for.
2. Explain that some information and photos can be shared with the world, other things should be kept private.

## Interaction
1. Have students make a list of things that they can upload online or share via social media. This list can include, photos, videos, name, birthday, address, phone number, email address, etc.
2. Go through each item and discuss if it is safe to share online publically, with only certain people, or not at all. Discuss dangers/implications of oversharing online.
3. Reinforce that online privacy keeps students safe from online predators and also from cyberbullying.

## Reflection
1. Ask students to respond to one of the following prompts in their CASS Journals:
   a. Why is online privacy important?
   b. What can you do to better ensure online privacy?
**Action**

1. Action plan a way for students to monitor and limit the amount of personal information they share online.
Digital Citizenship Contract

As a responsible member of my school community and a safe online social climate, I agree to abide by the following regulations when online both in and out of school:

1. I understand that computer usage is a privilege, not a right. My usage can be limited or revoked at any time for just cause. However, my school and my parents acknowledge that my use of the computer is essential for developing skills necessary for school and adult life and they will not limit or revoke my usage unless absolutely necessary.

2. If my parents allow me to have a cell phone, it will remain off and in my backpack or locker during regular school hours. My phone’s primary purpose is to ensure my safety on the way to and from school. Social usage of my phone can be revoked by my parents for just cause.

3. I will never provide any of the following information online: school and grade level, home address, phone number, or a location where I will be at a given time. I realize that providing any of this information can endanger my well-being.

4. I will never agree to meet someone whom I have met online in person. Again, this can endanger my well-being.

5. I will provide access to any online social networking profiles that I have to my parents who have the right to view, censor, and delete the content of this profile if they feel it is necessary. At the same time, my parents will respect my right to privacy and they will treat my online interactions in the same way they would a live or telephone conversation.

6. I will not “friend” or “follow” my teachers or other adults in the school on social media sites, recognizing their right to a private life outside of school and establishing boundaries between students and teachers. I can, however, join online groups that include these adults with the permission of both my parents and my school.

7. I will not delete the computer’s history or cache at home or at school.

8. I will not delete my cell phone’s call log or message history.

9. I will abide by The Ophelia Project’s Guidelines for Internet Discussions.

10. I will not cyberbully. I will not use the computer or cell phone to hurt, harm, or harass anyone. This includes people who I know as well as strangers.

11. If I am cyberbullied or a witness to cyberbullying I will take a screenshot of the cyberbullying, save it, and then immediately inform a trusted adult.

12. I am aware that cyberbullying, regardless of where it takes place, has consequences that may be enforced by my parents, my school, and/or law enforcement.

We all agree to the above statements and recognize the importance of this contract as a way to ensure safe and civil usage of the computer and cell phone. The terms of this contract can be amended with agreement from all parties who sign below.

Child: ________________________________

Parent/Guardian: ____________________________

Teacher: _________________________________

Date: _________________________________

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More Ideas for Cyberbullying and Digital Citizenship

Activities (separated by core concept):

**Peer Aggression**
- Identify ways the students cyberbully. Share personal stories if applicable.
- Compare and contrast traditional bullying and cyberbullying.
- Research the legal ramifications of traditional bullying and cyberbullying.
- Define the “Infinite Bystander Effect.” (See the Peer Aggression Glossary in this manual.) Compare bystanders in traditional bullying and cyberbullying.

**Empathy**
- Define “Empathetic Disconnect.” (See the Peer Aggression Glossary in this manual.) Discuss how the empathetic disconnect in online communication makes it easier for cyberbullying.
- Discuss emotional reactions to what is seen online, whether written or audio/visual.

**Communication**
- Practice writing texts, tweets, and other short forms of cyber communication.
- Identify emoticons and netspeak abbreviations though matching or vocabulary games.
- Discuss proper format for email with salutations, signatures, and tone.
- Experiment with reading written statements in different tones of voice to demonstrate who different readers can interpret what is written.
- Create an emoticon and netspeak dictionary. Distribute it within the school.

**Online Anonymity**
- Discuss the use of the “Hide Your Name” option on FormSpring. Why do students use it? Why shouldn’t they use it?
- Ask students: Why do students make fake accounts and try to portray someone their not?
- Have a discussion with students: Are there sometimes when anonymity is a good thing? When are these times? When in anonymity bad?

**Empowerment**
- Define a specific protocol for reporting cyberbullying.
- Learn ways to remove cyberbullying from social media sites.
- Practice online strategies for upstanders.

**Online Privacy**
- Watch videos on YouTube to learn about safety and privacy on Facebook (search: “Facebook” or “Twitter” and browse their sponsored channels).
- View the following CommonCraft video: [http://www.commoncraft.com/protecting-reputations-video](http://www.commoncraft.com/protecting-reputations-video). Discuss with students the importance of reputation both on and offline.
- Lead discussions with your class about the need for online privacy. Come up with a list of questions students can ask themselves before they post online: “Would I want everyone (parents, grandparents, religious leader, teacher, principal, neighbor, etc.) to see this? Could I get into trouble? Is this legal? Etc.”
Picture Books:
- The Ophelia Project has yet to find some good literature resources that deal with Cybebullying! If you can help out, please let your school coordinator know what you have found!

Chapter Books:
- The Ophelia Project has yet to find some good literature resources that deal with Cybebullying! If you can help out, please let your school coordinator know what you have found!

Role Plays:
- Someone is text messaging you from a number that you do not know. The messages are threatening and cruel.
- Someone wrote on your Facebook wall: “You smell horrible. No one likes you.”
- You receive an anonymous Formspring question: “How does it feel to be so ugly.”
- You witnessed cyberbullying and want to tell someone about it, but do not want adults to see what has been posted online about you as well.
- A comment you wrote online was interpreted as cyberbullying. How do you make it right?
- You were tagged in an inappropriate photograph online. What do you do?

Discussion Prompts:
- How is online life different from real life? Should there be a difference?
- What is more harmful: traditional bullying or cyberbullying? Why?
- Why do youth cyberbully?
- Do you feel cyberbullying is a crime? Should it be?
- Does what happens online stay online?
- Should schools get involved in cyberbullying problems if it happened off of school property?
- What factors make cyberbullies feel more protected from accountability?
- How can you hold others accountable for their actions in a cyber-environment?
- Do CASS Normative Beliefs apply to online environments? Why or why not?
Appendix C: Peer Aggression Glossary

- **Accountability**: an understanding and acceptance of ownership for behavior
- **Agent of change**: a person who actively encourages and engages others to examine the status quo and move in another direction.
- **Aggression**: behaviors that are intended to hurt or harm others
- **Aggressor**: the person who chooses to hurt or damage a relationship
- **Alliance**: a relationship between two or more people with an intention to exclude or act aggressively towards another person
- **Alternative Positive Behavior (APB)**: A suggestion for a more socially acceptable behavior aligned with positive normative beliefs that will serve as a replacement for a negative behavior
- **Assertive**: a calm and firm position regarding a belief
- **Belief**: something one accepts as true or real; a firmly held opinion or conviction.
- **Bullying**: a real or perceived imbalance power, with the more powerful child or group attacking those who are less powerful
- **Bummer**: a situation that is not particularly desirable but is not aggressive in its nature
- **Bystander**: A person who is not an aggressor or target but witnesses aggression
- **Civility**: showing positive regard for others in accordance with the normative beliefs of a group
- **Clique**: an exclusive peer group
- **Conflict resolution**: Process by which issues arising from a disagreement or clash between ideas, principles, or people are settled
- **Consequence**: A positive or negative outcome resulting from a choice or decision
- **Covert aggression**: behaviors in which the perpetrator manipulates other to attack or harm the target person, instead of doing so him/herself
- **Cyberbullying**: willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices
- **Emotional literacy**: the ability to accurately use words to describe feelings and emotions
- **Emotions**: The outward and inward expression of a person’s state of mind based upon personality, mood and temperament that influence relationships and must be appropriately managed
- **Empathetic disconnect**: The inability to sense the emotions and feelings of the receipt of a message; specifically applies to cyber-communication
- **Empathy**: the awareness of another person’s thoughts, feelings, and intentions
- **Exclusion**: a form of relational aggression where a person or group of people do not permit someone to be a part of a peer group; can be intentional or unintentional
- **Forgiveness**: the process of concluding resentment, indignation, or anger as a result of a perceived offense, difference, or mistake, and/or ceasing to demand punishment or restitution
- **Friendship**: a relationship between peers who generally like each other
- **Gossip**: an aggressive or untruthful statement shared about another person
- **Hostile Attribution Bias (HAB)**: the tendency to perceive hostile intent on the part of others even when it is really lacking
- **Indirect aggression**: behaviors harming a target by rejection or exclusion
• **Infinite bystander effect:** The idea that anyone online can be a bystander to a cyberbullying incident

• **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

• **Making it right:** an apology or any restorative action to repair a relationship and reestablish civility between the aggressor and the target

• **Mentorship:** a developmental relationship in which a more experienced person helps a less experienced person develop in a specified capacity

• **Minority:** a group of people who share a characteristic that is not representative of the larger population

• **Normative beliefs:** self-regulating beliefs about the appropriateness of a social behavior

• **Overt aggression:** harming others through physical aggression, verbal threats, or instrumental intimidation

• **Perspective taking:** the ability to view a situation from the mindset of another person

• **Pro-social skills:** the abilities necessary to be aware of thought and feelings of others, feeling concern and empathy for them, and acting in ways that benefit others

• **Physical aggression:** harm and control through physical damage or by the threat of such damage

• **Proactive aggression:** deliberate aggressive behavior that is controlled by external reinforcements

• **Protective factors:** Actions and situations that promote healthy behaviors and decrease the chance of engagement in risky behaviors

• **Reactive aggression:** an angry, defensive response to frustration or provocation

• **Relational aggression:** harming others through purposeful manipulation and damage of their peer relationships

• **Relationships:** Connections and interactions with others that may be positive or negative

• **Revenge:** a response to an aggressive act in which a target assumes the role of aggressor and makes a former aggressor a target

• **Rule:** a principle or statement that governs behavior

• **Rumors:** false information about a person spread to a number of other people

• **School climate:** the quality and character of student life

• **Sexting:** The act of sending sexually explicit messages or photos electronically, primarily between cell phones

• **Silent treatment:** refusing to acknowledge someone in an effort to embarrass, hurt, or exclude

• **Self-confidence:** a positive awareness and belief in one’s abilities to complete a task

• **Silent treatment:** refusing to acknowledge someone in an effort to embarrass, hurt, or exclude

• **Social norm:** Shared pattern of beliefs or behaviors within a group

• **Stereotype:** an exaggerated approximation of the average behaviors or beliefs of a group of people who share a similar trait; can be based on gender, race, ethnicity, religion, sexual orientation, or other traits

• **Support:** People or organizations providing active help and/or encouragement

• **Target:** the person who is aggressed upon

• **Teasing:** a harmless way of joking around between friends

• **Taunting:** a hurtful, aggressive statement often implying the taunter has power over the taunted
- **Upstander**: Individual who recognizes the victimization of others and chooses to act on their behalf; a bystander who positively intervenes to come to the aid of a target
- **Verbal aggression**: a communication intended to cause psychological pain to another person, or a communication perceived as having that intent
Appendix D: Action Plans

Action plans are a wonderful way to bridge the gap between skill practice and skill usage. The Ophelia Project has found that participants in our programs can be quite effective with skills and strategies in a controlled setting or role play, but choose not to use these skills in “real life.” Challenge members of your group to plan a way to use what they now know outside of the learning environment. It is extremely important to follow up and reflect upon any written action plans. Hold participants accountable by setting a date for follow up and then reflecting on the reasons for success (or lack of success) with the action plan.

**Action Plan Template**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Topic or Skill:</td>
<td></td>
</tr>
<tr>
<td>Action Plan Steps:</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Intended goal / result:</td>
<td></td>
</tr>
<tr>
<td>Resources I need to achieve my goal:</td>
<td></td>
</tr>
<tr>
<td>People who can help or support me:</td>
<td></td>
</tr>
<tr>
<td>Date for follow up:</td>
<td>Goal achieved? □ Yes □ No</td>
</tr>
<tr>
<td>Why do you think you were successful or unsuccessful?</td>
<td></td>
</tr>
</tbody>
</table>
## Action Plan Walk-Through

<table>
<thead>
<tr>
<th>Name: Students’ Names</th>
<th>Date: Today’s Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic or Skill: Choose a dynamic of aggression or Normative Belief</td>
<td></td>
</tr>
<tr>
<td>Action Plan Steps:</td>
<td></td>
</tr>
<tr>
<td>1. Break the plan into manageable steps, ideally 3-5 no more than seven.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
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</tbody>
</table>

**Intended goal / result:** What do you hope to accomplish? What do you want to do? (Sometimes it is a good idea to start here and then complete the rest of the plan.)

**Resources I need to achieve my goal:** Are there any books or websites that can help you? What about materials such as art supplies?

**People who can help or support me:** Ambassador facilitators, teachers, parents, administrators are great resource people. Or, this can be friends and fellow Ambassadors. The important to thing to stress is that there are people who can help you reach your goal and want to see you succeed.

**Date for follow up:** Choose a reasonable amount of time to complete the goal.

**Goal achieved?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

To be completed at follow up – be honest!

**Why do you think you were successful or unsuccessful?**

This is important to process! Celebrate your success and the reasons why you were able to be successful! If you were unsuccessful, revamp your plan and extend your follow-up date.

### Action Plan Example
<table>
<thead>
<tr>
<th>Name: Sixth Grade Class A</th>
<th>Date: December 14, 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic or Skill:</strong> Protecting Each Other</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan Steps:</strong></td>
<td></td>
</tr>
<tr>
<td>1. See an aggressive situation.</td>
<td></td>
</tr>
<tr>
<td>2. Choose a strategy for intervention.</td>
<td></td>
</tr>
<tr>
<td>3. Try intervention strategy to protect a target.</td>
<td></td>
</tr>
<tr>
<td><strong>Intended goal / result:</strong> Protect a target of peer aggression.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources I need to achieve my goal:</strong> Courageous Kid Interventions Handout (to review strategies or practice)</td>
<td></td>
</tr>
<tr>
<td><strong>People who can help or support me:</strong> My teacher, my friends, my parents</td>
<td></td>
</tr>
<tr>
<td><strong>Date for follow up:</strong> January 13, 2012</td>
<td>Goal achieved? ☐ Yes ☒ No</td>
</tr>
<tr>
<td><strong>Why do you think you were successful or unsuccessful?</strong></td>
<td></td>
</tr>
<tr>
<td>• I did not witness any peer aggression.</td>
<td></td>
</tr>
<tr>
<td>• I was too afraid to intervene.</td>
<td></td>
</tr>
<tr>
<td><strong>Solutions:</strong> Role play more strategies to gain comfort with them and identify behaviors as aggressive / non-aggressive. Have a “buddy” to help you intervene if possible. Create a longer time for next follow up.</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix E: Peer Aggression Situation Cards

<table>
<thead>
<tr>
<th>You receive a Formspring question: “What does it feel like to have no friends?”</th>
<th>Someone egged your house and left a note saying, “Now your house stinks too!”</th>
<th>Facebook Photo Comment from John Smith: You look awful! UGLEE!!!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instant Message from anonymous user: “When’s the last time you showered. I can smell you across town.”</td>
<td>Text message from Mary, a classmate: “If you hear about a party at my house, don’t come. You’re not invited.”</td>
<td>Note on your locker: EVERYONE HATES YOU! GO HOME!</td>
</tr>
<tr>
<td>You walk down the hall and one of the “popular” kids throws a slushie in your face.</td>
<td>You get beat up while walking home from school.</td>
<td>You get a Facebook invitation to attend “Kick a Ginger Day.” There are over 12,000 confirmed attendees. You have red hair and freckles.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>You receive an email from an unknown address with a list of reasons why you are a terrible person.</td>
<td>You receive phone calls from an unknown number all night, but when you answer the caller hangs up.</td>
<td>A picture of your face has been photoshopped over a nude model and then printed and distributed all over school. You have no idea who started it.</td>
</tr>
<tr>
<td>Your best friend just started hanging out with someone else more than you.. She says you cannot be her friend any more.</td>
<td>Usually you are picked last for teams in gym class. Today, Oliver asks the teacher if they have to pick you at all because you are such a horrible player.</td>
<td>No one eats the cupcakes you brought to school for your birthday because Alex says your house is full of bugs and is dirty.</td>
</tr>
<tr>
<td>At Christmas time, you are made fun of for celebrating Hanukkah.</td>
<td>Every time you get on the bus, one of the other students trips you in the aisle.</td>
<td>The boy behind you in Art class always pulls your ponytail. Today, he pulled so hard you cried.</td>
</tr>
<tr>
<td>Every time you walk by a group of girls they whisper and laugh.</td>
<td>You enter a room and someone says, “Stupid just walked in.”</td>
<td></td>
</tr>
<tr>
<td>Every time you try to sit at a table in the library, someone tells you the seat is saved for someone else.</td>
<td>Every time you try to sit at a table in the library, someone tells you the seat is saved for someone else.</td>
<td></td>
</tr>
<tr>
<td>You start giving a speech in a student council election debate but someone starts booing. The rest of the students join in.</td>
<td>Britney takes your toys from you during play time and hides them.</td>
<td>Christopher asked Rocky to video him as he picks on you. The video is uploaded to Chris’ YouTube account.</td>
</tr>
</tbody>
</table>
Blank Peer Aggression Situation Cards
<table>
<thead>
<tr>
<th><strong>Appendix F: Upstander Strategy Cards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do not laugh when someone is being made fun of</strong></td>
</tr>
<tr>
<td><strong>Change the subject</strong></td>
</tr>
<tr>
<td><strong>Back someone up who is being mistreated and trying to stand up for themselves</strong></td>
</tr>
<tr>
<td><strong>Let an aggressor know that you do not like what they are doing</strong></td>
</tr>
</tbody>
</table>
Appendix G: Tips for Teachers When Dealing with Aggression

How should teachers react when children tell them about aggression? What can a teacher do to be “trustworthy”? What mistakes should teachers avoid that make kids choose not to seek a teacher’s advice?

It is important to understand that many students find it very difficult to ask a teacher for help. They may not trust the teacher. They may be afraid he will call her parents or tell the bully or make things worse. They are all afraid that if anyone finds out they went to a teacher they will be further victimized. You can be the kindest more caring teacher in the school and still meet with this resistance. How to break down this resistance:

1. Repeatedly let students know that your door is always open. If they have a problem with aggression they can:
   a. Ask for a conference
   b. Write a note in the suggestion box asking for help
   c. Have a parent call them to ask for help

2. At the first meeting ask the student to tell his/her story. Listen fully. Let him finish the whole story without asking questions. Say how sorry you are that this happened. Then ask a few pivotal questions to get an idea how serious this is: Was there more than one aggressor? Who saw this happening? Does anyone but you know about this? Has it happened before? Have you told anyone else? Do your parents know about this? Do you see this happening to other kids in the school?

3. It’s important to identify the bystanders who may have witnessed this behavior. If you feel this needs to go further than a helpful counseling session you need to confirm what happened by calling in the witnesses and fully expecting they must tell you the truth.

4. Shame is a common result of aggression—even seemingly insignificant teasing or name calling. A child can easily imagine that everyone listening to a taunt agrees with the aggressor. If a child is excluded she might easily believe it is her fault, that no one likes her. When a child comes to you about aggression you need to let her know that there is nothing about her that deserves aggression. Remind her of her internal assets and how valuable you think she is.

5. If you can handle this incident do. Once you have confirmation from witnesses, talk to the aggressor. Do not bring the target and aggressor together. This only happens when the aggressor is ready to make it right.

6. When you speak with the aggressor your goal is for him to take responsibility for his actions and make it right. If he doesn’t you will call his parents and ask for their help. If that doesn’t work you will refer him to disciplinary staff.

**Mistakes to Avoid:** overreacting, blaming the target, dismissing the issue, not getting the facts from witnesses, expecting students to resolve issues themselves, putting dealing with the problem off on someone else, underscoring the severity of the issue, bringing the issue in front the whole class and embarrassing a target
All teachers who are facilitating class meetings must be provided with this checklist which they are required to complete and submit for review at the Quarterly Leadership Team Meetings. For every lesson, the teacher should write the date it was completed as well as any comments regarding the lesson and suggestions for if that lesson were to be taught again. Lesson titles that are filled in on the checklist are required to be taught first. After these key lessons have been taught, then teachers should complete at least two additional lessons for each normative belief. These titles should be filled in the blank lines under each belief. If time allows at the end of the school year, additional lines have been provided at the end of the checklist.

### Learning Normative Beliefs

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date Completed</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to CASS Norms</td>
<td></td>
<td></td>
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<tr>
<td>Seeing CASS Norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Slogan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you need?</td>
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</tbody>
</table>

**We treat everyone with respect and civility.**

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date Completed</th>
<th>Comments / Suggestions</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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</table>
### We talk about aggression with other people.

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date Completed</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles in Aggression</td>
<td></td>
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<tr>
<td>Levels of Aggression and Bullying</td>
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<td></td>
</tr>
<tr>
<td>Story Writing Class Meeting Template</td>
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<tr>
<td>My “Go To” Adults</td>
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</table>

### We know when behaviors have crossed the line into aggression.

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date Completed</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Continuums Class Meeting Template</td>
<td></td>
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</tbody>
</table>
### We make it right after we make a mistake.

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date Completed</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oops! A Story about Accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it Right to Make it Right?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### We protect each other.

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Date Completed</th>
<th>Comments / Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing Tall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a Bystander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming an Upstander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Date Completed</td>
<td>Comments / Suggestions</td>
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