Title: The Five Critical Steps for Addressing Peer Aggression - Step One: See Peer Aggression

Length: 4 hours

Event Description: This training module provides early childhood professionals with a basic understanding of observing peer aggression along with basic tools for classification regarding the type of aggression and its intensity. Strategies for observing aggression will be discussed.

Knowledge Area and Topic Code: K1 (02), K2 (21, A2: Social Culture Development)

Core Body of Knowledge Competency Level: Level 1

Learning Objectives:
- Discuss adult and youth myths about peer aggression.
- List currently observed behaviors in childcare/preschool setting that are aggressive.
- Define aggression
  - Overt vs. covert
  - Proactive vs. reactive
  - Physical, verbal, relational
- Distinguish levels of aggression and bullying
  - Define bummer, bullying, violence, abuse
- Define specific dynamics of aggression included in each type
  - Relational aggression: exclusion, cliques, alliance building, eye rolling, silent treatment/ignoring
  - Verbal aggression: taunting, name calling, written/drawn aggression
  - Physical aggression: hitting/ punching/ pinching, pushing /shoving, kicking / tripping, damage to property
- Role play and discuss what does RA look like in early childhood?
- Brainstorm ideal locations and times for observing peer aggression

Target Audience: Center-based practitioners

Age Emphasis: Preschool

Presentation Techniques: lecture, large group discussion, small group discussion, role play, brainstorming

References: The Ophelia Project The Five Critical Steps for Addressing Peer Aggression

Materials: Chart paper, markers

Handouts: The Five Critical Steps for Addressing Peer Aggression Overview and Research; Program Objectives and Assessment Overview; Aggression in Early Childhood; Levels of Aggression and Bullying; Peer Aggression Observation Log; Action Plan; Ophelia Project Program Assessment

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<table>
<thead>
<tr>
<th>Time</th>
<th>Content Outline</th>
<th>Presentation Methods</th>
<th>Handouts/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Introductions</td>
<td>Large Group Discussion</td>
<td>PPT slide 1</td>
</tr>
<tr>
<td></td>
<td>• Round robin introduction of instructor and participants</td>
<td>Have each participant state their name, role in early childhood education (director, teacher, aid, etc), center, and what they hope to learn in the Five Critical Steps framework</td>
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<tr>
<td>10 minutes</td>
<td>Overview</td>
<td>Lecture</td>
<td>PPT 2-3</td>
</tr>
<tr>
<td></td>
<td>• 5 Critical Steps framework</td>
<td>Explain the basis of The Five Critical Steps Framework:</td>
<td>Handout: Five Critical Steps for Addressing Peer Aggression Overview and Research</td>
</tr>
<tr>
<td></td>
<td>• Step One Objectives</td>
<td>Clearly identifying a problem is critical before trying to solve it.</td>
<td>Handout: Program Objectives and Assessment Overview</td>
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<td>Step One:</td>
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<td>Taking the time to clearly observe aggression is necessary before learning how to fix it. We must have the ability to closely examine the behaviors of ourselves and the children.</td>
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<tr>
<td>15 minutes</td>
<td>Discuss adult and youth myths about peer aggression</td>
<td>Large Group Discussion</td>
<td>PPT 4-5</td>
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<td>Guiding questions:</td>
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<td>• Are there any more to add to the list?</td>
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<td>• Why do these impressions exist?</td>
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<td>• How do these pre-conceived notions effect your classroom management?</td>
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<tr>
<td>30 minutes</td>
<td>List currently observed aggressive behaviors</td>
<td>Small Group Discussion</td>
<td>PPT 6</td>
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<tr>
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<td>Small groups 3-5 participants: List ways that people within your center hurt each other.</td>
<td>Chart paper and markers</td>
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<td></td>
<td></td>
<td>• Consider interactions adult/adult, child/child, adult/child</td>
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<tr>
<td></td>
<td></td>
<td>• Hurt can be:</td>
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<td></td>
<td></td>
<td>o Physical or emotional</td>
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<td>o Intentional or unintentional</td>
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<td>Come back to a large group and report lists. Compile one large list of hurtful behaviors / tactics</td>
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<tr>
<td>5 minute</td>
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<td>PPT 7</td>
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<tr>
<td>break</td>
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<td>Time</td>
<td>Activity Description</td>
<td>Activity Type</td>
<td>PPT/Handout</td>
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</tbody>
</table>
| 30 minutes | Define aggression  
- Overt vs. covert  
- Proactive vs. reactive  
- Physical, verbal, relational | Lecture | PPT 8-17 |
| 30 minutes | Distinguish levels of aggression and bullying  
- Define bummer, bullying, violence, abuse | Lecture and Large Group Discussion | PPT 18-19  
**Handout**: Levels of Aggression and Bullying |
| 5 minutes | | | PPT 20 |
| 60 minutes | Define specific dynamics of aggression included in each type  
- Relational aggression: exclusion, cliques, alliance building, eye rolling, silent treatment/ignoring  
- Verbal aggression: taunting, name calling, written/drawn aggression  
- Physical aggression: hitting/ punching/ pinching, pushing / shoving, kicking / tripping, damage to property  
**Role play and discuss what does RA look like in early childhood?** | Role Play and Large Group Discussion | PPT 21-23  
**Handout**: Aggression in Early Childhood |
### Culminating assignment overview:
Keep a peer aggression log for your classroom

### 30 minutes
**Brainstorm ideal locations and times for observing peer aggression**

**Lecture**
Pass out Peer Aggression Logs and look over all of the requirements.

Brainstorm times/places for ideal observation. Discuss ways to observe.

It is important for participants to understand that at this point, they will not be intervening or mediating the aggression (unless necessary). Strategies for intervention will be discussed in later program modules. The goal for now is to just observe and better gauge the frequency and types of aggression that are currently occurring in the center.

Each participant must fill out an observation log for at least 30 minutes a day for an entire week. Logs must be returned to instructor at the next learning module for Step Two: Teach the Language of Peer Aggression.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>PPT 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Handout: Peer Aggression Observation Log</td>
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</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th><strong>Wrap up:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Action Plan:</strong> What will you do with this knowledge?</td>
<td></td>
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<tr>
<td><strong>Program assessments</strong></td>
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<td><strong>Certificates</strong></td>
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</tbody>
</table>

**Large Group Discussion**
Have participants as a group create an Action Plan to determine how they will apply their new knowledge (i.e. using their Peer Aggression Observation Logs)

Provide program assessments to be returned to instructor

Certificates of attendance will be provided for all participants who were present for the entire module.

<table>
<thead>
<tr>
<th>Large Group Discussion</th>
<th>PPT 25</th>
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<tbody>
<tr>
<td>Handout: Action Plan</td>
<td></td>
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<tr>
<td>Ophelia Project Program Assessment</td>
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<td>Program Completion Certificates</td>
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</table>
Introduction

The Ophelia Project has established a mission to create a socially healthy environment through awareness, education, advocacy, and systems change. We believe 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.

The Five Critical Steps for Addressing Peer Aggression serves as a tool for anyone seeking to establish a safe social climate within schools. However, once familiar with the steps, it is easy to extrapolate them to other environments such as the home, sports, work environments, and any other environment where people come together.

Students who are preoccupied with managing negative social interactions are not available to learn. A middle school student who sits at home crying because her friends have excluded her from their weekend shopping trip is not able to concentrate on her homework. A boy who takes a circuitous route from Math class to English class each day to avoid being in the hallway with aggressive classmates is always late for class. The nervous teenager who spends hours each night on the Internet monitoring her Facebook wall has little time or energy left to work on her history paper.

Teachers know that when students are on edge during class, little work gets done. They describe “off days” when “something is in the air” and no one is on task. Many times this “something” is peer aggression. Teachers often find themselves dealing with aggression in a reactive manner without having all the information or strategies that they need.

Becoming pro-active is critical. Rather than reacting to incidents of peer aggression after they occur, students, teachers, and school administrators must work together to create a school culture that values cooperation, friendship, and a true appreciation of diversity.

The Five Critical Steps in the following pages describes a comprehensive approach to identifying peer aggression: seeing the behaviors, naming the behaviors, stating positive normative beliefs, fostering pro-social skills, and finally developing practical prevention and intervention strategies.
The Five Critical Steps

How often have you heard the expression “you have to look before you can see”? As educators, we often miss incidents of peer aggression because we are not aware of what is occurring in our classrooms, school buildings and communities. We have to look carefully and thoughtfully for negative behaviors before we can truly see what is happening and begin to address it. The following steps are a way to start:

1. See Aggressive Behaviors
   a. Expand your thinking to include all forms of overt and covert aggression
   b. Challenge your own normative beliefs
   c. Consider your past experiences
   d. Become a careful observer

2. Teach the Language of Peer Aggression
   a. Teach students the language of feelings and peer aggression
   b. Describe the behavior that you are observing and call it aggression

3. Emphasize Positive Norms
   a. Write down the norms and display them
   b. Hold your students accountable for demonstrating these norms
   c. Express your behavioral expectations to students clearly and frequently
   d. Model these norms in the way you structure and conduct your classes

4. Practice Pro-Social Skills
   a. Teach pro-social skills to enhance empathy, emotional intelligence, relationship building, and conflict resolution
   b. Develop intervention strategies to deal with peer aggression when it occurs
   c. Support and encourage the bystanders to speak out in appropriate ways
   d. Take advantage of teachable moments to reinforce the norms and integrate them into your lesson plans
   e. Reinforce the new behaviors in your day-to-day interactions with students, colleagues, and parents
   f. Integrate the concepts into your on-going curriculum. Teach students alternative positive strategies for dealing with conflict and friendship issues

5. Share What you Know
   a. Create school-wide policies and procedures to address peer aggression
   b. Make common school areas safer social environments
   c. Embrace opportunities to educate others in The Five Critical Steps

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Research Support for The Five Critical Steps

The systematic study of school climate has led to a growing body of research that attests to its importance in a variety of overlapping ways, including social, emotional, intellectual and physical safety; positive youth development, mental health, and healthy relationships; higher graduation rates; school connectedness and engagement; academic achievement; social, emotional and civic learning; teacher retention; and effective school reform (Cohen & Geier, 2010, p. 1).

The Ophelia Project exists to establish safe social climates and we lend a great deal of our expertise in aggression prevention, identification, and mediation to schools. All Ophelia Project curricula and programming is based on the latest research to provide schools with research-based strategies and solutions for creating a safe school. The Five Critical Steps for Addressing Peer Aggression is a model designed to empower school administrators and teachers as agents of change in developing positive social norms and a common language to prevent, identify, and mediate aggression.

Research from The Ophelia Project (2006) and other studies (see Bybee & Gee, 1982; Goldstein, Apter & Harootunian, 1984; Heydenberk, Heydenberk, & Tzenova, 2006; Olweus, 1993; Pietrzak, Petersen & Speaker, 1998.) have confirmed that aggression takes place more often in unstructured locations within schools including: the cafeteria, hallways, restrooms, the school bus, or playground. Also, The Ophelia Project (2006) states that “students report seeing relational aggression more regularly in ALL locations compared to physical aggression.” Knowing areas and situations in which aggression is more likely to happen can allow schools to adjust monitoring and supervisory efforts.

Once personnel within the school have become more aware of aggression and better monitor aggression, it is necessary to build a vocabulary to specifically identify aggressive behaviors. This “Language of Peer Aggression” should be developed with both adults and students in the school. This language is then infused with pro-social skills such as empathy development, intervention strategies, leadership qualities, personal reflection, and action planning.

Building emotional literacy and pro-social skills is a vital, and often overlooked step in the process of creating a safe social climate. According to Heydenberk, Heydenberk, and Tzenova (2006), “Unfortunately, learning the conflict resolution steps alone often does not change student attitudes or behavior. A balanced approach that includes activities to increase affective vocabulary and empathy and that promotes skill development may, in the long run, be an efficient use of school time by reducing time spent on conflicts, increasing school attachment and achievement,” (p. 67).

According to Nixon and Werner (2010), a systemic approach to aggression prevention and intervention is supported by research (see Greenberg, et al., 2003; Nation et al., 2003; Weissberg, Kumpfer, & Seligman, 2003) and these approaches are, “generally whole-school or universal
approaches that involved addressing aggression as a group process supported by members of the school community,” (p 607). Thus, in a school-wide systemic model, schools address the overall way that aggression is perceived and dealt with. The guiding infrastructure for this concept is the normative beliefs held by all members of the school community regarding peer aggression. Nixon and Werner further suggest that changing students’ normative beliefs is critical when predicting changes in relational aggression over a period of time. Their research (Nixon & Werner, 2010; Werner & Nixon, 2005) strongly supports a systemic approach aimed at changing the normative of beliefs of students as the means for reducing relational aggression and victimization.

Once schools identify the positive normative beliefs that they wish to promote in the school community, they need to accordingly structure their disciplinary codes and the consequences for disciplinary measures to reflect the adoption of these beliefs. “Schools in which students report that the rules are fair and the discipline is consistently managed experience less disorder, regardless of the type of school and community,” (Gottfredson, Gottfredson, Payne, & Gottfredson, 2005, p. 435). All schools have discipline policies, but it is the structure of the policy and the students’ perception of the policy that makes it effective. Gottfredson and colleagues go on to discuss the importance of student perception of fairness and consistency in the structure and enforcement of the policy, and also the importance of the clarity in how the discipline policy is written. The policy should be based upon the positive normative beliefs that are held in consensus by all members of school community and consistently reinforced in a supportive manner encouraging right action between all persons in the school – adult and youth.

Traditional school disciplinary policies have a list of inappropriate or undesirable behaviors accompanied by a list of consequences. Policies may include zero tolerance, restorative justice, or a complex system of consequences that may consists of demerits, detentions, suspensions, and expulsions. When creating a climate focused on safety and order within a school, Skiba and Peterson (2000) state, “harsh and punitive disciplinary strategies have not proven sufficient to foster a school climate that can prevent the occurrence of school violence. Rather, a broader perspective, stressing early identification, comprehensive planning, prevention, and instruction in important social skills is necessary…” (335). Thus, a policy focused on proactive, rather than reactive discipline is more effective when creating a safe social climate within a school.

Another point brought up by Gottfredson and colleagues (2005) is that, “although most schools employ many different strategies to prevent problem behaviors, approaches that emphasize individual deficits (such as counseling and instructional programs) are considerably more common than attempts to alter the psychosocial climate or the quality of interactions among people in the school. It appears that school personnel operate more on the basis of an individual-deficit theory of problem behavior causation than on the basis of a theory of environmental influences,” (p. 437). Thus, it seems that school staff members are more likely to blame “bad kids” than “bad norms.”
Discussion of the Research:

It is evident that when designing a school discipline policy, school administrators must ensure the policy is clearly and consistently constructed and enforced. Many schools start with discipline policy creation when determining schoolwide behavioral management. In the Five Critical Steps, however, writing the discipline policy is the final, not first, step. Prior to the construction of the policy, schools need to take steps to first identify and name the behaviors they do not want to see and then teach the skills to develop the behaviors they do want to see.

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 negatively permeates the social climate of a school and that most schools are mandated to have specific consequences for physical aggression, usually being zero tolerance. 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 (Ophelia Project, 2006). By not intervening, we have allowed the aggression become a normative expectation in our schools. Using The Five Critical Steps, you are able to challenge negative norms about aggression in our schools. Aggression is not “just a phase” or “something everyone deals with.” It is a preventable and manageable behavior within schools. The Ophelia Project, through The Five Critical Steps for Addressing Peer Aggression, will help you create a comprehensive plan for preventing, identifying, and mediating aggression within your school.
References


## Ophelia Project / YMCA of Erie

### 5 Critical Steps for Addressing Peer Aggression

*To establish a safe social climate in an early childhood setting through systemic change.*

#### Student Objectives

<table>
<thead>
<tr>
<th>Student Objectives</th>
<th>Assessment Measure</th>
<th>Assessment Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate a significant reduction in relationally aggressive behaviors.</td>
<td>Peer Aggression Observation Log</td>
<td>After Step One Training: daily.</td>
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<tr>
<td>2. Students will develop and practice pro-social skills.</td>
<td>Lesson plans and reflection</td>
<td>After Step Four Training: twice weekly</td>
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#### Staff Objectives

<table>
<thead>
<tr>
<th>Staff Objectives</th>
<th>Assessment Measure</th>
<th>Assessment Frequency</th>
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</thead>
<tbody>
<tr>
<td>Staff will use each of the Five Critical Steps for Addressing Peer Aggression.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Staff will be able to effectively identify aggressive behaviors including relational aggression, physical aggression, and verbal aggression.</td>
<td>Peer Aggression Observation Log</td>
<td>After Step One Training: daily.</td>
</tr>
<tr>
<td>b) Staff will be able to teach students to identify the type and level of aggression observed as well as identify the aggressor, target, and any bystanders in each aggressive incident.</td>
<td>Lesson plans and reflections</td>
<td>After Step Two Training: twice weekly</td>
</tr>
<tr>
<td>c) Staff will list positive normative beliefs to guide behavior in the early childhood environment.</td>
<td>Normative beliefs bulletin board</td>
<td>After Step Three Training: Once</td>
</tr>
<tr>
<td>d) Staff will demonstrate pro-social behaviors and guide student development of the behaviors.</td>
<td>Lesson plans and reflections</td>
<td>After Step Four Training: twice weekly</td>
</tr>
<tr>
<td>e) Staff will facilitate a parent program to share the 5 Critical Steps and also prepare a parent newsletter.</td>
<td>Parent Program Outline</td>
<td>After Step Five Training: At least one but hope to continue quarterly</td>
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**Following program implementation, all participants will be given a program evaluation.**

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Aggression in Early Childhood

Aggression is defined as behavior intended to hurt or harm others. Below is a list of commonly observed types of aggression and examples of what these types of aggression look like in an early childhood setting. The three main types of aggression, relational, verbal, and physical, are highlighted with dynamics of each type of aggression listed below with a definition and examples.

<table>
<thead>
<tr>
<th>Type of Aggression and Definition</th>
<th>Example</th>
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<tbody>
<tr>
<td><strong>Relational Aggression:</strong></td>
<td>Looks like:</td>
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</tbody>
</table>
| Harming others through purposeful manipulation and damage of their peer relationships | - Rolling of eyes or looking upward in annoyance  
- Shrugging of shoulders dismissively  
**Sounds like:**  
- Exaggerated sigh  
- “Ugh” or other noise of disgust |
| **Eye Rolling / Exasperation:** | Looks like: |
| A dismissive movement of the body (usually of the eyes) that shows disgust or annoyance | - Not allowing someone to sit near you  
- Not permitting someone to play in the same area or with the same friends  
- Refusing someone to participate in the same activity or experience  
**Sounds like:**  
- “You can’t sit here.”  
- “You can’t play with us.”  
- “You’re not invited to my birthday party.”  
- “You can’t have a play date at my house.”  
- “You’re not my friend.”  
- “Boys/girls only.” |
| **Exclusion:**                  | Looks like: |
| 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 | - A group of children circling or standing at odds with a target  
- A child gathering up a group to rally against someone  
**Sounds like:**  
- “You’re my friend, not his.”  
- “We don’t like…”  
- “Don’t be friends with …”  
- “He’s (ugly/different/smelly) so don’t play with him.” |
| **Alliance Building:**          | Looks like: |
| A relationship between two or more people with an intention to exclude or act aggressively towards another person | |
| Clique: An exclusive peer group | Looks like:  
| - A group of friends who only plays with each other and refuses other an opportunity to join in | Sounds like:  
| - “We only play with each other.”  
| - “You’re not our friend.”  
| - “We’re best friends and you’re not our friend.” |
| Silent Treatment / Ignoring: Refusing to acknowledge someone or answer them in a conversation | Looks like:  
| - Turning away from someone  
| - Putting hands over ones ears  
| - Pursed lips with an angry face | Sounds like:  
| - Nothing – it’s the silent treatment! |
| Physical Aggression: Harm and control through physical damage or by the threat of such damage. | Punching / Slapping / Pinching: An aggressive movement of the hand, fist, or fingers that makes contact with a target with the intention of causing physical harm | Looks like:  
| - Punch  
| - Slap  
| - Karate-style chop  
| - Pinching  
| - Twisting (of the arm, hair, etc) |
| Pushing / Shoving: An aggressive movement with both hands to move a target away from the aggressor with the intention of causing physical harm | Looks like:  
| - Push  
| - Shove |
| Kicking / Tripping: An aggressive movement of the foot or leg that makes contact with the target with the intention of causing physical harm | Looks like:  
| - Kick  
| - Trip |
| Damage to property: Aggressively inflicting a change on an object | Looks like:  
| - Breaking  
| - Flipping  
| - Smashing  
| - Slamming  
| - Scratching  
| - Stealing / hiding |
| Verbal Aggression: A communication intended to cause psychological pain to another person, or a communication perceived as having that intent | Taunting: A hurtful, aggressive statement often implying the taunter has power over the taunted; Often dismissed that the target is oversensitive or misinterpreting a joke although the intention is to be hurtful | Sounds like:  
| - “You’re a baby.”  
| - “I’m just kidding!”  
| - “Can’t you take a joke?”  
| - “Oh come on!”  
| - “What the heck?”  
<p>| - “You’re gonna lose!” (Usually sing-song) |</p>
<table>
<thead>
<tr>
<th>Drawn / written aggression:</th>
<th>Looks like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A picture or written statement that insults or</td>
<td>• Caricature-style or exaggerating drawing to hurt</td>
</tr>
<tr>
<td>embarrasses another person; can be done by</td>
<td>or embarrass someone</td>
</tr>
<tr>
<td>hand or digitally</td>
<td>• Insulting notes / drawings / writings</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Name Calling:</th>
<th>Sounds like:</th>
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<tbody>
<tr>
<td>A word or statement directed at someone to</td>
<td>• “These are boy things!”</td>
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<tr>
<td>cause them emotional / psychological harm;</td>
<td>• “Tomboy”</td>
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<tr>
<td>includes comments in the following categories:</td>
<td>• “Stop acting like a girl/sissy/wuss!”</td>
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<tr>
<td>- Gender based</td>
<td>• “Girls/boys only!”</td>
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<tr>
<td></td>
<td>• “Gay” (this has been observed in preschool aged children; even if they do</td>
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<td>not know its exact meaning, they know it is hurtful)</td>
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<tr>
<td>- Race / ethnicity based</td>
<td>Sounds like:</td>
</tr>
<tr>
<td></td>
<td>• Any racial/ethnic slur</td>
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<tr>
<td></td>
<td>• “Your people / people like you …”</td>
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<tr>
<td>- Religion based</td>
<td>• “You’re not like me/us!”</td>
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<td></td>
<td>Sounds like:</td>
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<tr>
<td></td>
<td>• Any remark using religion as harmful or insulting</td>
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<tr>
<td>- Physical appearance based</td>
<td>• Can apply to insulting religious attire such as a head covering or modest</td>
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<tr>
<td></td>
<td>clothing</td>
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<tr>
<td>- Ability based</td>
<td>• Not as common in early childhood but it has been observed</td>
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<td></td>
<td>Sounds like:</td>
</tr>
<tr>
<td></td>
<td>• “Ugly.”</td>
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<td></td>
<td>• “Fatso.”</td>
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<td></td>
<td>• “Shorty.”</td>
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<td></td>
<td>Sounds like:</td>
</tr>
<tr>
<td></td>
<td>• “Stupid.”</td>
</tr>
<tr>
<td></td>
<td>• “Retard.”</td>
</tr>
<tr>
<td></td>
<td>• “Idiot.”</td>
</tr>
<tr>
<td></td>
<td>• “Clumsy.”</td>
</tr>
<tr>
<td></td>
<td>• “Slowpoke.”</td>
</tr>
<tr>
<td></td>
<td>• “Dummy.”</td>
</tr>
</tbody>
</table>
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.
# Peer Aggression Observation Log

*Complete one sheet each day per classroom for an entire month. Minimum observation time is 5 minutes. Please note the observation sheet is two pages long.*

### Observation Date:

### Observation Start Time: ___________  Observation End Time: ___________

### Observer:

### Observer’s Position:

- [ ] Teacher
- [ ] Assistant Teacher
- [ ] Supervisor
- [ ] Independent Evaluator

*Co-observation is required at least once a week. Observer and co-observer should complete their own observation logs and may compare after the observation is completed. Any changes based on the other observation log should be highlighted.*

### Co-Observer:

### Co-Observer’s Position:

- [ ] Teacher
- [ ] Assistant Teacher
- [ ] Supervisor
- [ ] Independent Evaluator

### Location of observation:

### Group Dynamics Observed:

- [ ] Free play indoor
- [ ] Free play outdoor
- [ ] Snack / mealtime
- [ ] Nap / rest / quiet time
- [ ] Structured activity (whole group):
- [ ] Structured activity (small group):
- [ ] Transition:
- [ ] Other:

### Age of Students:

- [ ] 3
- [ ] 4
- [ ] 5
- [ ] Other:
Peer Aggression Observation Log

Please keep a tally of any and all aggressive situations that you observe. Even a brief interaction that lasts a few seconds and is quickly ignored or resolved should be counted. You simply want to see how often aggression occurs. If a single event is can be checked for two or more types of aggression, please do so and also note it in the comments area below the chart. Do not intervene unless absolutely necessary to preserve the safety of students.

<table>
<thead>
<tr>
<th>Relational Aggression</th>
<th>Verbal Aggression</th>
<th>Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Rolling</td>
<td>Taunting</td>
<td>Punching / Slapping / Pinching</td>
</tr>
<tr>
<td>Exclusion</td>
<td>Name Calling</td>
<td>Pushing / Shoving</td>
</tr>
<tr>
<td>Alliance Building</td>
<td></td>
<td>Kicking / Tripping</td>
</tr>
<tr>
<td>Cliques</td>
<td>• Race / ethnicity based</td>
<td>Damage to property</td>
</tr>
<tr>
<td>Silent Treatment / Ignoring</td>
<td>• Religion based</td>
<td>Other (explain)</td>
</tr>
<tr>
<td>Other (explain)</td>
<td>• Physical appearance based</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ability based</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drawn / written</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other (explain)</td>
<td></td>
</tr>
</tbody>
</table>

Comments: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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# Action Plan Template

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<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?</td>
</tr>
<tr>
<td>Why do you think you were successful or unsuccessful?</td>
<td></td>
</tr>
</tbody>
</table>
**PQAS MODULE TEMPLATE**

**Title:** The Five Critical Steps for Addressing Peer Aggression - Step Two: Teach the Language of Peer Aggression

**Length:** 4 hours

**Event Description:** This training module provides early childhood professionals with a vocabulary for describing incidents of peer aggression. Roles within aggression will be defined based on how an individual reacts and engages in the aggression. Strategies for helping students define the roles in aggression and a format for teaching the roles to students will be discussed. The continuum tool will be demonstrated as a means for helping students identify the severity of their behaviors and the need for determining acceptable vs. unacceptable behaviors.

**Knowledge Area and Topic Code:** K1 (02), K2 (13, A2: Social Culture Development), K3 (31)

**Core Body of Knowledge Competency Level:** C1 and C2

**Learning Objectives:**
- Recap observed behaviors from Step One
- Define roles in aggression
  - Aggressor
  - Target
  - Bystander
    - Courageous kid
    - Passive onlooker
    - Silent supporter
    - Assistant aggressor
- Discuss why bystanders choose different roles
- Distinguish between acceptable and unacceptable behaviors on a continuum
- Create a lesson plan to teach The Language of Peer Aggression to your students

**Target Audience:** Center-based practitioners

**Age Emphasis:** Preschool

**Presentation Techniques:** lecture, large group discussion, small group discussion, role play, brainstorming, demonstration

**References:** The Ophelia Project *The Five Critical Steps for Addressing Peer Aggression*

**Materials:** *Just Kidding* and *My Secret Bully* by Trudy Ludwig; *One of Us* by Peggy Moss; *Hands are Not for Hitting* by Martine Agassi and *Words are Not for Hurting* by Elizabeth Verdick

**Handouts:** Action Plan, Blank Continuum, Lesson Plan Template (2), Ophelia Project Program Assessment

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<table>
<thead>
<tr>
<th>Time</th>
<th>Content Outline</th>
<th>Presentation Methods</th>
<th>Handouts/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td><strong>Introductions</strong></td>
<td>Have each participant state their name, role in early childhood education (director, teacher, aid, etc) and one thing that they observed during their last assignment.</td>
<td></td>
</tr>
</tbody>
</table>
| 30 minutes | **Recap Step One**                       | Look at the action plan that was developed at the close of Step One. Briefly discuss what was observed since the first training. Guiding questions:  
• What did you see during your observations?  
• What surprised you?  
• How did what you recorded on the log align with your expectations? Was there more/less aggression?  
• Can you draw any conclusions?  
• Would you consider your goal achieved?  
• Why/why not? | PPT 25  
Handout: Action Plan from previous session |
| 10 minutes | **Overview**                             | Having a language to describe what we observe is the next step. Using the common vocabulary allows for clear description of aggression. Not only do adults need to have a clear way to talk about aggression, but children do too. Step Two gives the language to adults and the tools to teach it to children. | PPT 26                                   |
| 25 minutes | **Define the roles in aggression**       | Break into small groups. Provide each group with a children’s book. Have the group read the book together and then identify the roles in aggression for each character. Have each group present a short (30 seconds or less) role play to show an incident of aggression from the story and then have members of the audience identify the roles in aggression. | PPT 27  
Children’s literature:  
• *Just Kidding* by Trudy Ludwig  
• *My Secret Bully* by Trudy Ludwig  
• *One of Us* by Peggy Moss  
• *Hands are Not for Hitting* by Martine Agassi  
• *Words are Not for Hurting* by Elizabeth Verdick |
<p>| 5 minute break |                                  |                                                                                     | PPT 28                                   |</p>
<table>
<thead>
<tr>
<th>20 minutes</th>
<th>Define types of bystanders</th>
<th>Lecture, Brainstorming, Small Group Discussion, Large Group Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Assistant aggressor</td>
<td>Overview the four types of bystanders on slide 27</td>
</tr>
<tr>
<td></td>
<td>• Passive onlooker</td>
<td>Break into four small groups and brainstorm and make a list of reasons why students fall into these roles and what motivates someone to choose one role over another?</td>
</tr>
<tr>
<td></td>
<td>• Silent supporter</td>
<td>Have each group share their ideas with the whole group.</td>
</tr>
<tr>
<td></td>
<td>• Courageous kid</td>
<td>Discuss the 15-80-10 rule as a large group. Why are courageous kids so successful? Why do students still choose not to be courageous kids?</td>
</tr>
<tr>
<td></td>
<td><strong>Discuss why bystanders take on different roles.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>45 minutes</th>
<th>Distinguish between acceptable and unacceptable behaviors on a continuum</th>
<th>Demonstration, Small Group Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Respect vs. Aggression</td>
<td>Demonstrate the procedure for creating a continuum using the example Respect vs. Aggression. The acceptable behavior is placed on the left side of the continuum where it is green. The unacceptable behavior is placed on the right side of the continuum where it is red. In between is a grey area where behaviors are contingent upon interpretation and can vary from person to person. In this area is &quot;the line&quot; which represents the point at which a behavior becomes unacceptable. As a group, list examples of appropriate examples for the behavior &quot;Respect&quot; and also for the inappropriate behavior &quot;Aggression.&quot; Determine at which point do our behaviors cross the line.</td>
</tr>
<tr>
<td></td>
<td>• Teasing vs. Taunting</td>
<td>Break into three small groups and have a each group complete a continuum for one of the following word pairs: Respect vs. Aggression, Teasing vs. Taunting, Touching vs. Hitting, and Telling vs. Tattling.</td>
</tr>
<tr>
<td></td>
<td>• Touching vs. Hitting</td>
<td>Have each group present their continuum to the large group as if they were presenting it to students. They can be creative as they like in the presentation.</td>
</tr>
<tr>
<td></td>
<td>• Telling vs. Tattling</td>
<td></td>
</tr>
</tbody>
</table>

| 5 minute break | | PPT 35 |

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| 45 minutes | Create a lesson plan to teach the language of peer aggression to students. | Demonstration | Guided demonstration of how to properly fill out the lesson plan template and document each of the individual items. The reflection sheet, while easy to neglect to fill out after a lesson, is highly important because it is here that the participant self-assesses the lesson as well as determines the appropriate course for follow-up. Individualized application of skill Each participant will create a lesson plan to teach the language of peer aggression to 3-5 year old students. | PPT 36-37 Handout: Lesson Plan Template |
| 30 minutes | Share Lesson Plans | Demonstration | Each participant will provide an overview of their lesson plan that has been created. After all plans have been presented, the facilitator will collect them and give them to a member of the support staff to copy while the participants are completing the Wrap Up portion of the training module. Each participant will leave with a copy of every plan developed during this module. None |
| 15 minutes | Wrap up:  
- Action Plan: What will you do with this knowledge?  
- Program assessments  
- Certificates | Have participants as a group create an Action Plan to determine how they will apply their new knowledge (i.e. using the Lesson Plans that were developed today); Participants should teach at least two lessons and bring the completed lesson plan template with reflection sheet to the next session. Provide program assessments to be returned to instructor Certificates of attendance will be provided for all participants who were present for the entire module. | PPT 38 Handout: Action Plan Handout: Ophelia Project Program Assessment Program Completion Certificates |
Blank Continuum

• When does it go from fun and playful to hurtful and mean?
Five Critical Steps Lesson Plan Template

Design a lesson to teach to your class. Fill out a Lesson Reflection after the lesson has been taught.

| Date: ____________________________ |
| Lesson Designed by: ____________________________ |
| Lesson Facilitated by: ____________________________ |
| Lesson Observed by (name/ title or role): ____________________________ |

### Topic:

| Student Knowledge / Skill Level: |
| ☐ Introduction ☐ Exploration / Development ☐ Practice / Re-teaching |

### Group Size (number of students):

| ☐ Individualized (0-2) ☐ Small Group (3-8) ☐ Large Group (9+) |

### Time allotted for lesson:

| ☐ 0-5 minutes ☐ 5-10 minutes ☐ 10-15 minutes ☐ 15-20 minutes |

### Strategies Used:

| ☐ Role Playing ☐ Discussion ☐ Storytelling |
| ☐ Literary Connections ☐ Music ☐ Reflection |
| ☐ Rewinds ☐ Continuum ☐ Other: |

### Vocabulary:

| ☐ Aggression ☐ Aggressor ☐ Assistant Aggressor |
| ☐ Bully ☐ Bullying ☐ Bystander |
| ☐ Civility ☐ Courageous Kid ☐ Emotions |
| ☐ Empathy ☐ Exclusion ☐ Friendship |
| ☐ Hitting ☐ Kindness ☐ Making It Right |
| ☐ Manners ☐ Passive Onlooker ☐ Respect |
| ☐ Responsible ☐ Sharing ☐ Silent Supporter |
| ☐ Telling ☐ Teasing ☐ Target |
| ☐ Taunting ☐ Tattling ☐ Taking Turns |
| ☐ Other: _______ |

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Materials / Resources:

Introduction:

Activity:

Closure:
Five Critical Steps Lesson Reflection

Was the lesson effective?  □ yes  □ no  □ unsure

Explain the strengths of this lesson:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Explain the weaknesses of this lesson:

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

What would you do differently if you taught this lesson again?

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

How can you continue to reinforce this topic?

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

What topics would be helpful to follow up this lesson?

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

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## Action Plan Template

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

**Title:** The Five Critical Steps for Addressing Peer Aggression - Step Three: Emphasize Positive Normative Beliefs

**Length:** 1.5 hours (90 minutes)

**Event Description:** This training module provides early childhood professionals with a basic understanding of normative beliefs within the classroom and how to develop a list of core beliefs for their students. The distinction between norms and rules will be emphasized. Participants will develop a plan to create a list of beliefs for their classroom with their students and then design a bulletin board to display their beliefs.

**Knowledge Area and Topic Code:** K2 (21, A2: Social Culture Development), K3 (31)

**Core Body of Knowledge Competency Level:** Level 1 and Level 2

**Learning Objectives:**
- Define normative beliefs
- Distinguish norms from rules; provide examples of each
- Discuss expectations for positive normative beliefs to be used in classrooms
- Model strategies for developing and operationally defining positive normative beliefs with students

**Target Audience:** Center-based practitioners

**Age Emphasis:** Preschool

**Presentation Techniques:** lecture, large group discussion, brainstorming

**References:** The Ophelia Project *The Five Critical Steps for Addressing Peer Aggression*

**Materials:** Chart paper, markers, 3x5 note cards

**Handouts:** Action Plan, Lesson Plan Templates (completed from last session), Normative Beliefs, Blank Lesson Plan Template
<table>
<thead>
<tr>
<th>Time</th>
<th>Content Outline</th>
<th>Presentation Methods</th>
<th>Handouts/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td><strong>Introductions</strong></td>
<td>Have each participant state their name, role in early childhood education (director,</td>
<td>Handout: Action Plan from previous session</td>
</tr>
<tr>
<td></td>
<td>• Round robin introduction of instructor and participants</td>
<td>teacher, aid, etc) and one thing that they observed during their last assignment.</td>
<td>Handout: Completed Lesson Plan Templates and Reflections from previous session</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Recap Step Two</strong></td>
<td><strong>Large Group Discussion</strong> Look at the action plan that was developed at the close</td>
<td>PPT 38</td>
</tr>
<tr>
<td></td>
<td>• Follow up on Action Plan</td>
<td>of Step Two. Briefly discuss the implementation of the lesson plans that had been</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reflect upon lesson plans that were taught</td>
<td>taught.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Guiding questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How did the lesson plans go?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Did the students understand the language of peer aggression? Why / why not?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What would you change if you taught the lessons again?</td>
<td></td>
</tr>
<tr>
<td>30 minutes</td>
<td><strong>Define Normative Beliefs</strong></td>
<td><strong>Lecture</strong></td>
<td>PPT 39-43</td>
</tr>
<tr>
<td></td>
<td><strong>Distinguish norms from rules; provide examples of each</strong></td>
<td>Have participants list on a note card any rules or statements that are posted in</td>
<td>3x5 Notecards</td>
</tr>
<tr>
<td></td>
<td><strong>Discuss expectations for positive normative beliefs to be used in</strong></td>
<td>their classroom to tell students how to behave. Place this cards to the side.</td>
<td><strong>Handout</strong>: Normative Beliefs</td>
</tr>
<tr>
<td></td>
<td>classrooms</td>
<td>Define normative beliefs and provide examples. Go over the chart comparing norms and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>rules.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Large Group Discussion</strong></td>
<td>**Ask each participant to classify the statements that are written on their note</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>cards. Do they have more norms or rules?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Which are more positive – norms or rules?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Why do classrooms need both?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• How does stating positive norms help set a tone for your classroom environment?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create a list of positive normative beliefs that would be developmentally appropriate</td>
<td></td>
</tr>
</tbody>
</table>
| 5 minute break | Small Group Discussion and Demonstration  
Model strategies for developing and operationally defining positive normative beliefs with students | PPT 44 |
| --- | --- | --- |
| 30 minutes  
Wrap up:  
- Action Plan: What will you do with this knowledge? Create a list of positive normative beliefs for your classroom; design a bulletin board showing these beliefs  
- Program assessments  
- Certificates | Large Group Discussion  
Have participants as a group create an Action Plan to determine how they will apply their new knowledge (i.e. creating a list of normative beliefs with students and displaying that list on a bulletin board or poster within the classroom!)  
Provide program assessments to be returned to instructor  
Certificates of attendance will be provided for all participants who were present for the entire module. | PPT 43  
Handout: Action Plan  
Handout: Ophelia Project Program Assessment  
Program Completion Certificates |
| 10 minutes  
Program assessments  
Certificates |  |  |

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Normative Beliefs

Norms are general guidelines for accepted and expected behaviors.

Ophelia Project Normative Beliefs:

- Aggression is everyone’s problem.
- We treat everyone with respect and civility.
- We are each accountable for our actions.
- After we make a mistake, we make it right.
- Adults help us deal with aggression.
- We protect each other.

Norms vs. Rules

<table>
<thead>
<tr>
<th>Norm</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression is everyone’s problem.</td>
<td>No fighting, hitting, name calling, or cyberbullying.</td>
</tr>
<tr>
<td>We treat others with respect and civility.</td>
<td>If you pass out party invitations in school, the whole class must be invited.</td>
</tr>
<tr>
<td></td>
<td>No name calling.</td>
</tr>
<tr>
<td></td>
<td>Hold the door open for the person behind you.</td>
</tr>
<tr>
<td>Adults help us deal with aggression.</td>
<td>Report aggression to your teacher immediately.</td>
</tr>
</tbody>
</table>

Choosing Your Norms

- What behaviors do you want to see?
- Focus on 3-5 norms for your students.
- Choose broad, general statements that are easily understandable.

Strategies to Teach Norms:

- Make a senses chart to show how different norms look, sound, or feel like.
- List behaviors that follow the norm and behaviors that do not follow the norm.
- Practice behaviors that follow normative beliefs.
- Reinforce students with praise when they follow a norm.
- Correct students when they do not follow a norm by restating normative beliefs.
- Role play following norms and violating norms.
- Read a story that gives examples of norms.
### Five Critical Steps Lesson Plan Template

*Design a lesson to teach to your class. Fill out a Lesson Reflection after the lesson has been taught.*

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Designed by:</td>
<td></td>
</tr>
<tr>
<td>Lesson Facilitated by:</td>
<td></td>
</tr>
<tr>
<td>Lesson Observed by (name/ title or role):</td>
<td></td>
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</tbody>
</table>

**Topic:**

**Student Knowledge / Skill Level:**
- Introduction
- Exploration / Development
- Practice / Re-teaching

**Group Size (number of students):**
- Individualized (0-2)
- Small Group (3-8)
- Large Group (9+)

**Time allotted for lesson:**
- 0-5 minutes
- 5-10 minutes
- 10-15 minutes
- 15-20 minutes

**Strategies Used:**
- Role Playing
- Discussion
- Storytelling
- Literary Connections
- Music
- Reflection
- Rewinds
- Continuum
- Other: __________

**Vocabulary:**
- Aggression
- Aggressor
- Assistant Aggressor
- Bully
- Bullying
- Bystander
- Civility
- Courageous Kid
- Emotions
- Empathy
- Exclusion
- Friendship
- Hitting
- Inclusion
- Kindness
- Making It Right
- Manners
- Passive Onlooker
- Respect
- Responsible
- Sharing
- Silent Supporter
- Taking Turns
- Target
- Taunting
- Tattling
- Teasing
- Telling
- Other: __________
Materials / Resources:


Introduction:


Activity:


Closure:
Five Critical Steps Lesson Reflection

Was the lesson effective?  ☐ yes  ☐ no  ☐ unsure

Explain the strengths of this lesson:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain the weaknesses of this lesson:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would you do differently if you taught this lesson again?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you continue to reinforce this topic?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What topics would be helpful to follow up this lesson?
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
### Action Plan Template

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic or Skill:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan Steps:</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td><strong>Intended goal / result:</strong></td>
<td></td>
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<tr>
<td><strong>Resources I need to achieve my goal:</strong></td>
<td></td>
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<tr>
<td><strong>People who can help or support me:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date for follow up:</strong></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>
</tbody>
</table>
Title: The Five Critical Steps for Addressing Peer Aggression - Step Four: Practice Pro-Social Skills

Length: 1.5 hours (90 minutes)

Event Description: This training module provides early childhood professionals with an introduction to key pro-social skills for preschools and provides demonstration of strategies for teaching pro-social skills.

Knowledge Area and Topic Code: K1 (02), K2 (21, A2: Social Culture Development)

Core Body of Knowledge Competency Level: Level 2

Learning Objectives:
- Define and list pro-social skills
  - Identify emotions in oneself and others
  - Develop friendships
  - Practice negotiation and compromise
  - Take turns and share
- Create lesson plans using the following strategies for teaching pro-social skills
  - Role playing
  - Discussion
  - Storytelling
  - Literary connections
  - Music
  - Reflection
  - Continuums
  - Rewinds

Target Audience: Center-based practitioners

Age Emphasis: Preschool

Presentation Techniques: lecture, large group discussion, brainstorming

References: The Ophelia Project The Five Critical Steps for Addressing Peer Aggression

Materials: Chart paper, markers, yarn, tape, 3 construction paper smiley faces (😊🙂😄)

Handouts: Action Plan; Lesson Plan Templates (completed from last session); Lesson Plan Template (Blank); Pro-Social Skills for Early Childhood; Strategies for Teaching Pro-Social Skills; SAMPLE Lesson Plan Pro-Social Skills; Ophelia Project Program Assessment

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<table>
<thead>
<tr>
<th>Time</th>
<th>Content Outline</th>
<th>Presentation Methods</th>
<th>Handouts/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td><strong>Introductions</strong></td>
<td>Have each participant state their name, role in early childhood education (director, teacher, aid, etc) and one thing that they observed during their last assignment.</td>
<td>None.</td>
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<tr>
<td>10 minutes</td>
<td><strong>Recap Step Three</strong></td>
<td><strong>Large Group Discussion</strong></td>
<td><strong>PPT 46</strong></td>
</tr>
<tr>
<td></td>
<td>• Follow up on Action Plan</td>
<td>Look at the action plan that was developed at the close of Step Three. Briefly discuss the implementation of creating classroom norms.</td>
<td><strong>Handout</strong>: Action Plan from previous session</td>
</tr>
<tr>
<td></td>
<td>• Reflect upon lesson plans that were taught</td>
<td>Guiding questions:</td>
<td><strong>Handout</strong>: Completed Lesson Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What was the process of determining normative beliefs with your students like?</td>
<td>Templates and Reflections from previous session</td>
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<td></td>
<td></td>
<td>• Describe your bulletin board.</td>
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<td></td>
<td>• How has establishing positive normative beliefs within your classroom impacted student behavior?</td>
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<tr>
<td>25 minutes</td>
<td><strong>Define and list pro-social skills</strong></td>
<td><strong>Lecture</strong></td>
<td><strong>PPT 47-48</strong></td>
</tr>
<tr>
<td></td>
<td>• Identify emotions in oneself and others</td>
<td>Briefly overview each skill using the descriptions on the handout.</td>
<td><strong>Handout</strong>: Pro-Social Skills for Early Childhood</td>
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<tr>
<td></td>
<td>• Develop friendships</td>
<td><strong>Small Group Discussion and Role Play</strong></td>
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<tr>
<td></td>
<td>• Practice negotiation and compromise</td>
<td>Break into 4 groups and assign a skill for each group to develop as a role play and perform.</td>
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<td></td>
<td>• Take turns and share</td>
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<tr>
<td>5 minute break</td>
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<td><strong>PPT 49</strong></td>
</tr>
<tr>
<td>35 minutes</td>
<td><strong>Create lesson plans using the following strategies for teaching pro-social skills</strong></td>
<td><strong>Demonstration</strong></td>
<td><strong>PPT 50</strong></td>
</tr>
<tr>
<td></td>
<td>• Role playing</td>
<td>Demonstrate the Pro-Social Skills Lesson Plan with the participants. Point out how between the lesson and the suggested follow up activities, all of the strategies except the rewinds are completed.</td>
<td><strong>Handout</strong>: SAMPLE Lesson Plan Pro-Social Skills</td>
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<tr>
<td></td>
<td>• Discussion</td>
<td><strong>Individualized application of skill</strong></td>
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<td></td>
<td>• Storytelling</td>
<td>Have each participant develop a lesson plan for a pro-social skill using at least two different strategies with recommended follow-ups using at least four more strategies. The facilitator will collect plans and give them to a member of the support staff to copy</td>
<td></td>
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<tr>
<td></td>
<td>• Literary connections</td>
<td><strong>Materials</strong>: Yarn, tape (for sticking yarn to walls), 3 construction paper faces with smile, frown, and straight mouths</td>
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<tr>
<td></td>
<td>• Music</td>
<td><strong>Handout</strong>: Strategies for Teaching Pro-Social Skills and Conflict Management</td>
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<tr>
<td></td>
<td>• Reflection</td>
<td></td>
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<tr>
<td></td>
<td>• Continuums</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Rewinds</td>
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</tbody>
</table>
while the participants are completing the Wrap Up portion of the training module. Each participant will leave with a copy of every plan developed during this module.

| 10 minutes | **Wrap up:**  
|            | - **Action Plan:** What will you do with this knowledge?  
|            | - **Program assessments**  
|            | - **Certificates**  
|            | **Large Group Discussion**  
|            | Have participants as a group create an Action Plan to determine how they will apply their new knowledge (i.e. developing and using lesson plans to teach pro-social skills)  
|            | Provide program assessments to be returned to instructor.  
|            | Certificates of attendance will be provided for all participants who were present for the entire module.  
|            | **Handout:** Lesson Plan Template  
|            | **Handout:** Action Plan  
|            | Ophelia Project Program Assessment  
|            | Program Completion Certificates  
|            | **PPT 51** |
Pro-Social Skills for Early Childhood

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.

Identifying emotions in myself and others

**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. **Empathy** is the awareness of another person’s thoughts, feelings (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).

Developing kindness and friendships

Kindness and friendship go hand in hand in a pro-social classroom. Teach your students that kindness is valued and should be shown to everyone. While students do not have to be friends with everyone, they do need to show everyone kindness. It is important to build a community within your classroom where all members feel respected, protected, and encouraged. Promoting kindness within your classroom teaches students an appreciation for others. Help students gain an understand of the appropriate ways to treat others and

Using civility and manners

**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.

Taking turns and sharing

Young children often have a hard time dealing with sharing. They have an innate need for immediate gratification and to declare possession. In a classroom environment, it is necessary to remind all children that the materials within the room are shared. Everyone should be granted fair access to toys, books, and resources. Teaching that sharing does not mean, “Give this to me now” and the importance of waiting for a turn are important pro-social milestones for young children.
Identifying Emotions in Myself and Others

Activities:
- Identify feelings beyond happy and sad and build a word wall of feelings with pictures.
- 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 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!
- Look at photographs or pictures of faces cut out from magazines. See how many different emotions your students can identify just by reading faces.
- Captions for the pictures from the above example that reflect the emotions of those within the photos.
- 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:
- Josh’s Smiley Faces: A Story About Anger by Gina Ditta-Donahue

Role Plays:
- Tell a student an emotion to portray to his peers. Have the audience members try to identify the emotion.
- 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:
- 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 makes you happy? What makes you sad? Angry? Scared? Excited?
- How can you tell what others are feeling?
Developing Kindness and Friendships

Activities:
- Use any type of Icebreaker or “Getting to Know You” activity.
- Play games that encourage teamwork and cooperation.
- Use cooperative learning groups.
- 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 Rainbow Fish* by Marcus Pfister
- *Little Blue, Little Yellow* by Leo Lionni
- *My Friends* by Taro Gaomi
- *Do You Want to Be My Friend* by Eric Carle
- *The Brand New Kid* by Katie Couric
- *One of Us* by Peggy Moss
- *The Giving Tree* by Shel Silverstein

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

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 class 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 be friends with your classmates?
- Whose job is it to make this classroom feel friendly? What can you do?
- 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? Using Civility and 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 likes, 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
  - *Way to Be! Manners series* (includes: *Manners at School, Manners in Public, Manners in the Lunchroom, Manners at the Table*)

Role Plays:

- Practice opportunities for using manners: saying please and thank you, opening doors, letting others go first, etc.
- Practice how to remind others who forget to use manners without being rude or sassy.
- Role play being polite to others in a variety of situations: at a table, on the playground, at play indoors, during lessons, etc.

Discussion Prompts:

- Why are manners important?
- What is civility? What is respect? Why are they necessary?
- What is being polite?
- How can you encourage your friends to be civil?
- How do you feel when others are civil to you?
Taking Turns and Sharing

Activities:

- Pass an item around in a circle. Say the name of the person who is holding it and who they will give it to next. Allow the child a few moments to explore the item. When they are ready to pass it on, have them hand it to the next child. For example: “Christopher has the ball now. When his turn is over, he will pass it to Felicia. It is Felicia’s turn. Felicia has the ball now…” This exercise lets the children know that they will get a turn if they wait nicely for it. Praise students for sharing the item and also for waiting patiently.
- When waiting in line to wash hands or use the restroom, reinforce aloud what you are doing. “Jenna is waiting for her turn to wash her hands. We have to share the sink. Now Jenna may go and Brendan will be next.”
- Set a timer during free play. When the time goes off, students must stop immediately and then hand whatever they are playing with to someone else. This activity also helps with transitions!
- Ask students to decide how long they can play with a toy before they have to share it. Demonstrate how long 2 minutes feels, 5 minutes, etc. Reinforce that just because someone wants to share does not mean that you have to stop what you are doing. Instead, sharing means finish with an item and then hand it over in a reasonable amount of time.
- Provide limited resources for an activity and take advantage of the teachable moment to reinforce sharing! For example, provide only 3 crayons for 4 students to color with. Ask the students to brainstorm how they could make this situation work out (without breaking the crayons!).

Picture Books:

- Care Bears: The Day Nobody Shared by Nancy Parent
- Share and Take Turns by: Cheri Meiners
- It’s Mine! by: Leo Lionni
- Rainbow Fish by: Marcus Pfister

Role Plays:

- Role play asking a friend to share an item, and for that friend to nicely share what they have.
- Role play taking turns for any classroom procedure – getting materials, putting on coats, going to the restroom or water fountain, etc.
- Role play phrases that you can use to ask politely for a turn or to share an item.
- Rewind a role play in which someone grabs a toy and then tries again to share it.

Discussion Prompts:

- Is it hard to wait your turn for something? Why? What can you do to help you wait for your turn?
- How do you feel when someone asks you to share what you have? How do you feel when you want someone to share with you? Why is there a difference?
- What can you do to help others learn to share and take turns?
- Does someone always have to share with you? Why or why not?
- Can you always be first? Why is it good to let others go before you?
Pro-social Skills for School Success


1. Saying “please” and “thank you.”
2. Dealing with fear appropriately.
3. Dealing with aggression appropriately.
4. Rewarding oneself.
5. Asking questions.
6. Accepting consequences of behavior.
7. Successfully coping with conflict.
8. Accepting responsibility for behavior.
9. Listening.
10. Successfully dealing with losing.
11. Responding to failure.
12. Successfully dealing with mistakes.
14. Following directions.
15. Making friends.
16. Understanding others’ feelings.
17. Compromising with peers.
18. Coping with aggression from others.
19. Cooperating with peers.
20. Accepting not getting one’s own way.
21. Seeking attention appropriately.
22. Waiting one’s turn.
23. Accepting the answer “no.”
Five Critical Steps Lesson Plan Template

Design a lesson to teach to your class. Fill out a Lesson Reflection after the lesson has been taught.

Date: March 4, 2012

Lesson Designed by: Leigh Anne Kraemer-Naser (The Ophelia Project)

Lesson Facilitated by: ____________________________

Lesson Observed by (name/ title or role): ____________________________

Topic: Identifying Emotions in Myself and Others

Student Knowledge / Skill Level:

- Introduction
- Exploration / Development
- Practice / Re-teaching

Group Size (number of students):

- Individualized (0-2)
- Small Group (3-8)
- Large Group (9+)

Time allotted for lesson:

- 0-5 minutes
- 5-10 minutes
- 10-15 minutes
- 15-20 minutes

Strategies Used:

- Role Playing
- Discussion
- Storytelling

- Literary Connections
- Music
- Reflection

- Rewinds
- Continuum
- Other:

Vocabulary:

- Aggression
- Aggressor
- Assistant Aggressor
- Bully
- Bullying
- Bystander
- Civility
- Courageous Kid
- Emotions
- Empathy

- Exclusion
- Friendship
- Hitting
- Kindness
- Making It Right
- Manners
- Passive Onlooker
- Respect
- Responsible

- Sharing
- Silent Supporter
- Taking Turns
- Target
- Taunting
- Tattling
- Teasing
- Telling
- Other: _______________
Materials / Resources:
Long string or yarn, 3 Clothespins, Construction paper smiley face ☺, frowny face ☞, and straight face ☻

Introduction:
Sing the song, “If you’re happy and you know it” using the verses: If you’re happy and you know it, clap your hands; If you’re sad and you know, it cry boo-hoo; If you’re happy and you know it, shout hooray!

Activity:
Stretch a piece of yarn across the room long enough for all students to stand in a line along it. At one end of the line, using a clothespin, clip the smiley face. In the center, clip the straight face. At the other end, clip the frowny face. Tell students: “Think about how you are feeling today. Are you happy? Do you feel a little bit sad? Are you just feeling ok and fine? Happy and sad are emotions. Emotions are the ways that we feel. If you could think about how you are feeling today, stand under the line where your emotions are. If you are very happy, stand under the smiley face. If you are very sad, stand under the frowny face. If you are ok but just a little happy, stand on the happier side of the straight face. Ok – go!” Once all of the students have found a place, make generalizations about the emotions of the class.

Closure:
Tell the students that their emotions change all of the time. It is ok to move up and down this line. Some days we are happy. Some days we are sad. Some days, we’re just ok. Tell the students each day for the rest of the week, they can “check in” with their emotions by standing under this line and letting a grown up know how they are feeling.
Five Critical Steps Lesson Reflection

Was the lesson effective?  □ yes   □ no   □ unsure

Explain the strengths of this lesson:

________________________________________________________________________________________
________________________________________________________________________________________

Explain the weaknesses of this lesson:

________________________________________________________________________________________
________________________________________________________________________________________

What would you do differently if you taught this lesson again?

________________________________________________________________________________________
________________________________________________________________________________________

How can you continue to reinforce this topic?

1. Have students check in daily for at least a week along the emotion continuum.
2. Sing “If you’re happy and you know it” and have the students do the actions if they are experiencing that emotion.
3. Place a smaller emotion continuum in front of each chair at student tables. Provide students with a bingo chip or similar marker so they can mark their emotion on the continuum once they sit down.
4. Read Josh’s Smiley Faces: A Story About Anger by Gina Ditta-Donahue
5. Keep an emotion calendar. Have each student draw a face to show their emotions each day when they arrive and when they leave.
6. Role play facial expressions, statements, and body movements that would represent each emotion.
7. Discuss what makes people feel happy or sad.
8. Draw a picture of the time you felt happiest / saddest.

What topics would be helpful to follow up this lesson?

1. More emotion vocabulary such as angry, excited, frustrated, nervous, etc.
2. Identifying emotions in others.
Strategies for Teaching Pro-Social Skills and Conflict Management

<table>
<thead>
<tr>
<th>Skill Overview</th>
<th>Examples of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Role Playing:</strong> Acting out a situation or skill</td>
<td>• Practice assertive statements:&lt;br&gt;   ○ That’s not very nice.&lt;br&gt;   ○ I don’t like what you’re doing.&lt;br&gt;   ○ Be kind. (Or state other positive normative belief.)&lt;br&gt;   ○ Stop being mean!&lt;br&gt;• Practice telling adults about aggression:&lt;br&gt;   ○ Please help me!&lt;br&gt;   ○ Someone is hurting a friend.&lt;br&gt;   ○ My friend needs help.&lt;br&gt;• Give students different bystander roles and have students identify which ones are helpful</td>
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<tr>
<td>• Allows students to experience aggressive situations in a safe, structured environment</td>
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<tr>
<td>• Tell students what their role will be: bystander or target</td>
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<td>• Do not allow students to play as the aggressor! Have an adult narrate the aggressive incident and allow students an opportunity to resolve the situation.</td>
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<td>• Follow up all role plays with questions to help students understand and process the situation.</td>
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<tr>
<td><strong>Discussion:</strong> a structured conversation or question and answer session to explore opinions and ideas</td>
<td>• Follow up on story, role play, or actual event that has happened in the classroom with questioning&lt;br&gt;   ○ What did you notice?&lt;br&gt;   ○ How did it make you feel?&lt;br&gt;   ○ How would you act if that happened to you?&lt;br&gt;   ○ What did you think the (target/aggressor/bystander) was feeling?&lt;br&gt;   ○ If you could make this situation right, what would you do?</td>
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<tr>
<td>• Ask questions learn how students feel about different situations</td>
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<tr>
<td>• Gain an understanding of how the students interpret situations</td>
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<tr>
<td><strong>Storytelling:</strong> sharing a narrative about a situation for a specific purpose</td>
<td>• Allows students to share their own experiences with aggression:&lt;br&gt;   ○ Tell about a time that someone hurt your or made you feel badly.&lt;br&gt;   ○ Tell about a time that you helped a friend.&lt;br&gt;   ○ Tell a story about a time that you needed an adult to help you deal with a problem.&lt;br&gt;   ○ Tell a story about a time you felt happy, sad, angry, etc…</td>
</tr>
<tr>
<td>• Story can teach a specific skill or concept (roles in aggression, bystander strategies, helping strategies, emotional literacy, etc…)</td>
<td></td>
</tr>
<tr>
<td>• Story can help students connect and build a relationship with the storyteller</td>
<td></td>
</tr>
</tbody>
</table>
**Literary Connections**: using story to teach about aggression and pro-social skills
- Picture books
- Poems
- Comics
- Magazine or newspaper articles

<table>
<thead>
<tr>
<th>Literary Connections</th>
<th>Media and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step Four</td>
<td>4</td>
</tr>
</tbody>
</table>

- Read a story about an aggressive situation
- Read a story in which a character behaves in accordance with normative beliefs as an example
- Read a story in which a character violates normative beliefs as an opportunity for discussion or role play
- Do a choral reading or recitation of a poem

**Music**: using a song or rhythmic recitation to teach or reinforce a concept
- Singing
- Rapping
- Chanting

<table>
<thead>
<tr>
<th>Music</th>
<th>Media and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step Four</td>
<td>4</td>
</tr>
</tbody>
</table>

- Sing songs about aggression, identifying emotions, helping, protecting each other, etc.
- Create rhymes or raps
- Change the words to familiar songs to reinforce a concept

**Reflection**: allowing an opportunity for an individual to think critically about a situation
- Journaling
- Drawing pictures
- “Think about it” prompts
- Quiet / small group sharing

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Media and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step Four</td>
<td>4</td>
</tr>
</tbody>
</table>

- Write or draw about a time you experienced a similar situation
- Write or draw how you feel after hearing this story (or talking about this subject, etc)
- Tell one friend what you think about this experience
- Choose a small doll or stuffed animal and tell them how you feel or teach the animal what you learned today

**Continuums**: distinguishing between acceptable and unacceptable behaviors on a fluid, sliding scale
- Respect vs. Aggression
- Teasing vs. Taunting
- Tattling vs. Telling
- Touching vs. Hitting

<table>
<thead>
<tr>
<th>Continuums</th>
<th>Media and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step Four</td>
<td>4</td>
</tr>
</tbody>
</table>

- Ask students to plot their reactions to a situation on a continuum. Talk about the differences in perspective.
- Use continuums for emotions from happy to sad, content to frustrated, calm to angry.

**Rewinds**: allowing students an opportunity to replay a situation that had a negative outcome and create a positive outcome
- Can be used quickly and efficiently as a teachable moment
- Allows students to explore multiple outcomes for the same situation

<table>
<thead>
<tr>
<th>Rewinds</th>
<th>Media and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step Four</td>
<td>4</td>
</tr>
</tbody>
</table>

- Recreate a situation and have students try two or more positive outcomes when there is a disagreement among peers
- When students fail to act pro-socially, have them “rewind” their behavior so they are presented with another opportunity to exercise their pro-social skills
## Five Critical Steps Lesson Plan Template

*Design a lesson to teach to your class. Fill out a Lesson Reflection after the lesson has been taught.*

<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson Designed by:</th>
<th>Lesson Facilitated by:</th>
<th>Lesson Observed by (name/ title or role):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Topic: ______________________________

**Student Knowledge / Skill Level:**

- [ ] Introduction
- [ ] Exploration / Development
- [ ] Practice / Re-teaching

### Group Size (number of students):

- [ ] Individualized (0-2)
- [ ] Small Group (3-8)
- [ ] Large Group (9+)

**Time allotted for lesson:**

- [ ] 0-5 minutes
- [ ] 5-10 minutes
- [ ] 10-15 minutes
- [ ] 15-20 minutes

**Strategies Used:**

- [ ] Role Playing
- [ ] Discussion
- [ ] Storytelling
- [ ] Literary Connections
- [ ] Music
- [ ] Reflection
- [ ] Rewinds
- [ ] Continuum
- [ ] Other: __________________________

**Vocabulary:**

- [ ] Aggression
- [ ] Aggressor
- [ ] Assistant Aggressor
- [ ] Bully
- [ ] Bullying
- [ ] Bystander
- [ ] Civility
- [ ] Courageous Kid
- [ ] Emotions
- [ ] Empathy
- [ ] Exclusion
- [ ] Friendship
- [ ] Hitting
- [ ] Inclusion
- [ ] Kindness
- [ ] Making It Right
- [ ] Manners
- [ ] Passive Onlooker
- [ ] Respect
- [ ] Responsible
- [ ] Sharing
- [ ] Silent Supporter
- [ ] Taking Turns
- [ ] Target
- [ ] Taunting
- [ ] Tattling
- [ ] Teasing
- [ ] Telling
- [ ] Other: __________________________

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Materials / Resources:


Introduction:


Activity:


Closure:


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Five Critical Steps Lesson Reflection

Was the lesson effective?  □ yes  □ no  □ unsure

Explain the strengths of this lesson:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain the weaknesses of this lesson:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would you do differently if you taught this lesson again?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you continue to reinforce this topic?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What topics would be helpful to follow up this lesson?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
# Action Plan Template

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Topic or Skill:**

**Action Plan Steps:**

1. 

2. 

3. 

**Intended goal / result:**

**Resources I need to achieve my goal:**

**People who can help or support me:**

**Date for follow up:**

<table>
<thead>
<tr>
<th>Goal achieved?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

5

1 2 3 4

PQAS MODULE TEMPLATE

Title: The Five Critical Steps for Addressing Peer Aggression- Step Five: Share What You Know

Length: 1 hours (60 minutes)

Event Description: This training module provides early childhood professionals with an opportunity to develop student incentives and community outreach initiatives based upon the previous four training modules in The Ophelia Project’s Five Critical Steps. All participants will develop a parent evening program for their respective center.

Knowledge Area and Topic Code: K3 (31, 34), K5 (53)

Core Body of Knowledge Competency Level: Level 2

Learning Objectives:
- Discuss options for continuing to implement the first four critical steps:
  - Action planning
  - Talking to non-instructional staff
  - Create motivation for students
- Develop a parent program based on The Five Critical Steps

Target Audience: Center-based practitioners

Age Emphasis: Preschool

Presentation Techniques: large group discussion, brainstorming, small group discussion

References: The Ophelia Project The Five Critical Steps for Addressing Peer Aggression

Materials: Chart paper, markers,

Handouts: Action Plan(2), Lesson Plan Templates (completed from last session), Parent Program Outline

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<table>
<thead>
<tr>
<th>Time</th>
<th>Content Outline</th>
<th>Presentation Methods</th>
<th>Handouts/Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td><strong>Introductions</strong>&lt;br&gt;• Round robin introduction of instructor and participants</td>
<td>Have each participant state their name, role in early childhood education (director, teacher, aid, etc) and one thing that they observed during their last assignment.</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Recap Step Four</strong>&lt;br&gt;• Follow up on Action Plan&lt;br&gt;• Reflect upon lesson plans that were taught</td>
<td><strong>Large Group Discussion</strong>&lt;br&gt;Look at the action plan that was developed at the close of Step Four. Briefly discuss the implementation of the lesson plans that had been taught.&lt;br&gt;Guiding questions:&lt;br&gt;• What pro-social skills did you focus on?&lt;br&gt;• How did students react to the lessons?&lt;br&gt;• Have you noticed any differences</td>
<td>PPT 51-52&lt;br&gt;<strong>Handout</strong>: Action Plan from previous session&lt;br&gt;<strong>Handout</strong>: Completed Lesson Plan Templates and Reflections from previous session</td>
</tr>
<tr>
<td>15 minutes</td>
<td><strong>Discuss options for continuing to implement the first four critical steps:</strong></td>
<td><strong>Small Group Discussion</strong>&lt;br&gt;In small groups, discuss an action plan for sharing information within the people within the early childhood center: non-instructional staff, students.</td>
<td>PPT 53-54&lt;br&gt;<strong>Handout</strong>: Action Plan</td>
</tr>
<tr>
<td>20 minutes</td>
<td><strong>Develop a parent program based on The Five Critical Steps</strong></td>
<td><strong>Brainstorming, Large Group Discussion</strong>&lt;br&gt;As a group, brainstorm a topic to present at a parent night. Walk through the Parent Program Outline to create a basic plan for hosting a program to help parents reinforce the skills that are being taught in the classroom as part of the Five Critical Steps.</td>
<td>PPT 56&lt;br&gt;<strong>Handout</strong>: Parent Program Outline</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>Wrap up:</strong>&lt;br&gt;• Program Closing&lt;br&gt;• Program assessments&lt;br&gt;• Certificates</td>
<td><strong>Large Group Discussion</strong>&lt;br&gt;Summarize the entire program and share reflection on the entire experience since the first training module. Encourage participants to continue with instruction on aggression and pro-social skills.&lt;br&gt;Provide program assessments to be returned to instructor&lt;br&gt;Certificates of attendance will be provided for all participants who were present for the entire module.</td>
<td>PPT 56&lt;br&gt;<strong>Ophelia Project Program Assessment Program Completion Certificates</strong></td>
</tr>
</tbody>
</table>
Parent Program Outline

Design a program for parents at your center. Fill out a Reflection after the lesson has been taught.

Topic: ____________________________________________________________

Date / Time: ______________________________________________________

Strategies Used:

- Role Playing
- Discussion
- Storytelling

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Presenter:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic Overview:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction (storytelling, role playing, or discussion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrap Up / Things to Try At Home:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Parent Program Reflection

Was the program effective?  □ yes  □ no  □ unsure

Explain the strengths of this program:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Explain the weaknesses of this program:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would you do differently if you held this program again?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you continue to reinforce this topic for parents or share with parents how you are reinforcing it with their children?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What topics would be helpful to follow up this lesson? How will you follow up with parents?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Action Plan Template

<table>
<thead>
<tr>
<th>Name:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Topic or Skill:</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
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<td>Resources I need to achieve my goal:</td>
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<td>Date for follow up:</td>
<td>Goal achieved?</td>
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<tr>
<td>Why do you think you were successful or unsuccessful?</td>
<td></td>
</tr>
</tbody>
</table>
STEPS for Early Childhood Centers

YMCA of Erie
Leigh Anne Kraemer-Naser, M.Ed.
Education Specialist

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The Five Critical Steps

- A framework for addressing peer aggression
- Stimulates systemic change
- Builds capacity for adults to create safe social cultures

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Step One: See Peer Aggression

| 1 | 2 | 3 | 4 | 5 |

While the first step may seem to be the easiest, it is the most critical.

We are often tempted to jump ahead and try to solve problems once we recognize them, but careful observation and reflection are the keys to lasting changes.

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Adult’s Myths about Peer Aggression

- It is a part of childhood
- Children outgrow it by high school
- Girls are just mean little creatures (look at how women behave)
- Aggression toughens up boys
- We cannot do anything about it anyway
- It is a school’s job to deal with it

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Youth’s Myths about Peer Aggression

- Revenge is always justified
- If I confront someone she will retaliate
- It is never my business to get in the middle
- Gossip is just what people do
- I can get away with hurting others
- I just need to suck it up

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What do you see?

- In small groups, list ways people within your center hurt each other.
  - Adult / adult, child / child, adult / child
  - Intentional or unintentional
  - Physical or emotional
Take Five

- We will resume promptly in five minutes.

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Defining Aggression

Behaviors that are intended to hurt or harm others.

(Berkowitz, 1993; Brehm & Kassin, 1990; Gormly & Brodzinsky, 1993; Myers, 1990; Vander Zanden, 1993; cited in Crick & Grotpeter, 1995)

Aggression is a deliberate choice!

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Overt vs. Covert

Overt Aggression
- Harming others through physical aggression, verbal threats, instrumental intimidation. (Crick & Grotpeter, 1995)

Covert Aggression
- Behaviors in which the perpetrator manipulates others to attack or harm the target person, instead of doing so him/herself. (Björkqvist, Österman, & Lagerspetz, 1994)
Covert Aggression...

- Happens below our radar screen
- Leads parents to act defensive/uncooperative
- Is easy to lie about or deny
- Often happens within a group
- Cannot use zero tolerance
Why Covert Aggression?

“It makes me feel good, like I have power.”

“I can get away with it without teachers ever knowing.”

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Proactive vs. Reactive

Proactive Aggression
- Deliberate behavior that is controlled by external reinforcements (Crick & Dodge, 1996)
  
  *Example:* A girl is mad at another girl for being “more popular” so she spreads a sexual rumor about her to ruin her reputation.

Reactive Aggression
- An angry, defensive response to frustration or provocation (Crick & Dodge, 1996)
  
  *Example:* A child is being teased repeatedly in school and then becomes a teaser himself for protection.

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Some aggression we can see…

- Physical aggression is harm and control through physical damage or by the threat of such damage (Crick, Casas, & Ku, 1999)
- Physical aggression is easily identified. We can see one person hit another.
- Schools and law enforcement agencies have policies regarding physical attacks between people.

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Some aggression we can hear...

- **Verbal aggression** is a communication intended to cause psychological pain to another person, or a communication perceived as having that intent (Vissing, Strauss, Gelles, & Harrop, 1991).

- Verbal aggression can also be easy to identify. We can hear or read the abusive language.

- Again, there are legal ramifications for verbal aggression (libel/slander) and many schools also have policies for verbal attacks.

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But what about…

GOSSIP    TAUNTING
IT’S NOT JUST    NAME CALLING
KIDS BEING KIDS.”    ALLIANCE BUILDING
IT HAS A NAME:
EXCLUSION
RELATIONAL
AGGRESSION
CYBERBULLYING

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Relational Aggression

Harming others through purposeful manipulation and damage of their peer relationships.
(Crick & Grotpeter, 1995)
What do we know about RA?

- Relational aggression is not linked with socioeconomic status. **Children from all social classes use relational aggression.**
- It is important not to label relational aggression as "girl bullying." **Boys are also relationally aggressive.**
- Research indicates that girls are aggressive within their social circle and boys aggress outside their circle of friends.
- Children **as young as preschool** use relational aggression. ("You can’t come to my birthday party!")
Defining Bullying

According to Olweus (2008),

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.
Levels of Aggression and Bullying

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

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.

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 by the aggressor over the target

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

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Take Five

- We will resume promptly in five minutes.
Aggression in Early Childhood

- Relational Aggression
  - Eye Rolling / Exasperation
  - Exclusion
  - Alliance Building
  - Cliques
  - Silent Treatment / Ignoring

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Aggression in Early Childhood

- Physical Aggression
  - Punching / Slapping / Pinching
  - Pushing / Shoving
  - Kicking / Tripping
  - Damage to property

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Aggression in Early Childhood

- Verbal Aggression
  - Taunting
  - Drawn / written aggression
  - Name Calling
    - Gender
    - Race/ethnicity
    - Religion
    - Physical appearance
    - Ability

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Observing Peer Aggression

- Where / when should you observe?
  - Meal times
  - Free play
  - Hallways / Transition areas

- When should you observe?
  - Morning, afternoon, late in day

- How will you observe?
  - Proximity
  - No intervention (unless necessary)
## Action Planning

<table>
<thead>
<tr>
<th>Name: YMCA Staff</th>
<th>Date: Today!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic or Skill: See Peer Aggression</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>Intended goal / result: Observe peer aggression within our classroom</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>

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Step Two: Teach the Language of Peer Aggression

LANGUAGE IS POWER.
Roles in Aggression

**Aggressor**
- The person who chooses to hurt or damage a relationship
- The aggressor starts the gears turning

**Bystander**
- Person who is present at an event but not involved
- The bystander is spun along as a spectator

**Target**
- The person who is aggressed upon
- The target is turned and twisted by the actions of the aggressor

**Upstander**
- An individual who recognizes the victimization of others and chooses to act on their behalf
- The upstander stops the gears from turning

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Literary Connections

- Read the book aloud in your group.
- Identify the aggression by type (relational, physical, verbal)
- Identify the roles in aggression.
- Present an incident from the book as a role play.
- Audience members must guess the type of aggression and the roles.

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The Power of the Bystander

“In the end, we will not remember the words of our enemies, but the silence of our friends.”

- Martin Luther King, Jr.

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The 15-80-10 Rule

Only 15% of bystanders intervene.

When they do, they are successful over 80% of the time…

… within the first 10 seconds of the intervention.

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Take Five

- We will resume promptly in five minutes.

0:00

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

- We will resume promptly in five minutes.
Lesson Plan Template

Five Critical Steps Lesson Plan Template

Date:
Lesson Designed by:
Lesson Facilitated by:
Lesson Observed by (name/title or role):

Topic:

Student Knowledge/Skill Level:
- Introduction
- Exploration/Development
- Practice/Re-teaching

Group Size (number of students):
- Individualized (0-2)
- Small Group (3-8)
- Large Group (9+)

Time allotted for lesson:
- 0-5 minutes
- 5-10 minutes
- 10-15 minutes
- 15-20 minutes

Strategies Used:
- Role Playing
- Discussion
- Storytelling
- Literary Connections
- Music
- Reflection
- Rewinds
- Continuum
- Other

Vocabulary:
- Aggression
- Aggressor
- Assistant Aggressor
- Bully
- Bullying
- Bystander
- Compromise
- Courageous Kid
- Emotions
- Exclusion
- Friend
- Hitting
- Inclusion
- Kindness
- Lying
- Making It Right
- Manners
- Passive Onlooker
- Respect
- Responsible
- Sharing
- Silent Supporter
- Taking Turns
- Target
- Taunting
- Tatting
- Teasing
- Telling
- Other: [ ]

Materials/Resources:

Introduction:

Activity:

Closure:

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Lesson Plan Reflection

Five Critical Steps Lesson Reflection

Was the lesson effective?  ☐ yes  ☐ no  ☐ unsure

Explain the strengths and weaknesses of this lesson:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What would you do differently if you taught this lesson again?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How can you continue to reinforce this topic?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What topics would be helpful to follow up this lesson?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
<table>
<thead>
<tr>
<th>Name: YMCA Staff</th>
<th>Date: Today!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic or Skill: Teach The Language of Peer Aggression</td>
<td></td>
</tr>
</tbody>
</table>

Action Plan Steps:
1. 
2. 

Intended goal / result: Teach two lessons to my students about the roles in peer aggression or using a continuum.

Resources I need to achieve my goal:

People who can help or support me:

Date for follow up: 

Goal achieved? ☐ Yes ☐ No

Why do you think you were successful or unsuccessful?

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A major effort needed to create a safer school is to change normative beliefs of children and adults regarding aggression and consequences.
Reform the Norm!

- Norms are general guidelines for accepted and expected behaviors.
- Stating positive normative beliefs lets your students know exactly what you expect from them.
Aggression is everyone’s problem.
We treat everyone with respect and civility.
We are each accountable for our actions.
After we make a mistake, we make it right.
Adults help us deal with aggression.
We protect each other.
## Norms vs. Rules

<table>
<thead>
<tr>
<th>Norm</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggression is everyone’s problem.</td>
<td>No fighting, hitting, name calling, or cyberbullying.</td>
</tr>
<tr>
<td></td>
<td>If you pass out party invitations in school, the whole class must be invited.</td>
</tr>
<tr>
<td>We treat others with respect and civility.</td>
<td>No name calling.</td>
</tr>
<tr>
<td></td>
<td>Hold the door open for the person behind you.</td>
</tr>
<tr>
<td>Adults help us deal with aggression.</td>
<td>Report aggression to your teacher immediately.</td>
</tr>
</tbody>
</table>

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Choosing Your Norms

- What behaviors do you want to see?
- Focus on 3-5 norms for your students.
- Choose broad, general statements that are easily understandable.

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Take Five

- We will resume promptly in five minutes.
Strategies to Teach Norms

- Make a senses chart to show how different norms look, sound, or feel like.
- List behaviors that follow the norm and behaviors that do not follow the norm.
- Practice behaviors that follow normative beliefs.
- Reinforce students with praise when they follow a norm.
- Correct students when they do not follow a norm by restating normative beliefs.
- Role play following norms and violating norms.
- Read a story with examples of norms.

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Name: YMCA Staff  

Date: Today!

**Topic or Skill:** Emphasize Positive Normative Beliefs

**Action Plan Steps:**

1.  

2.  

**Intended goal / result:** Develop with my students a list of positive normative beliefs for our classroom and create a bulletin board to display the new beliefs.

**Resources I need to achieve my goal:**

**People who can help or support me:**

**Date for follow up:**

**Goal achieved?**

- Yes
- No

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

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Step Four: Practice Pro-Social Skills

Teachers create the social climate in their classrooms. Therefore, they can intentionally create one that fosters pro-social behaviors.

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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.

- Identify emotions in myself and others
- Developing kindness and friendships
- Using civility and manners
- Taking turns and sharing

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Take Five

- We will resume promptly in five minutes.
Strategies for Teaching About Peer Aggression

- Role Playing
- Discussion
- Story telling
- Literary connections
- Music
- Reflection
- Continuums
- Rewinds

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<th>Name: YMCA Staff</th>
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<tr>
<td>Topic or Skill:</td>
<td>Practice Pro-Social Skills</td>
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<td>Action Plan Steps:</td>
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<tr>
<td>1.</td>
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Intended goal / result: Teach at least one lesson per week to reinforce a pro-social skill.

Resources I need to achieve my goal:

People who can help or support me:

Date for follow up: | Goal achieved? | Yes | No |

Why do you think you were successful or unsuccessful?

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Step Five: Share What You Know

Take your new knowledge and skills beyond the classroom.

Share what you know with parents, students, and your community.

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Going Beyond

- Use action plans!
- Approach non-instructional staff
  - Other YMCA employees
  - Volunteers / Aides
  - Bus Drivers
- Create motivation for students
  - “Pep-rallies” for courageous kids
  - Courageous kid awards or stickers
  - Bulletin boards
  - Art contests

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<tr>
<td>Topic or Skill:  Share What You Know</td>
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**Action Plan Steps:**

1.  
2.  

**Intended goal / result:** Sharing information about The Five Critical Steps with non-instructional staff or students.

**Resources I need to achieve my goal:**

**People who can help or support me:**

**Date for follow up:**

**Goal achieved?** □ Yes □ No

**Why do you think you were successful or unsuccessful?**
Teach parents the Five Critical Steps

- Parent nights
- Study Circles and Discussion Groups
- Newsletters or brochures