Kids Helping Kids

Elementary Curriculum

Grades 4-5

Kids Helping Kids instills normative beliefs in fourth and fifth grade students that foster cooperation, respect and effective conflict resolution. Kids will gain an understanding of relational aggression, develop pro-social behaviors and help create a safe social climate. Kids Helping Kids also promotes awareness of relational aggression among parents, educators and administrators.

Lesson 1
What Does It Mean to Be a Friend?

Lesson 2
How Do We Treat our Classmates and Friends?

Lesson 3
Stop, Look and Listen

Lesson 4
Relational Aggression Hurts

Lesson 5
Look Inside

Lesson 6
Resist Relational Aggression

Lesson 7
Just Do It, The Right Thing

Lesson 8
Make a Difference

Lesson 9
Change the School Culture

Lesson 10
Reflecting on Relational Aggression
Kids Helping Kids
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Introduction

Kids Helping Kids culminates in an awareness building campaign developed by students.

In schools today, aggression among peers has become the norm. Not surprisingly, lessons that teach friendship building are a rarity in most curricula. When aggression occurs, it not only impacts children’s social and emotional well-being; it also makes it difficult for children to focus on academic learning.

As adults who work with children, we can appreciate the importance of nurturing, caring friendships that act as excellent support systems in our lives. We therefore understand how important friendships are in the lives of the children we teach.

Elementary school is a crucial time in a child’s life, and it is imperative that students learn normative beliefs that foster cooperation, respect and effective conflict resolution. The great need for this kind of education is a key motivating factor of The Ophelia Project®, and the force behind the creation of this curriculum, which promotes awareness of peer aggression among parents, educators, administrators and most importantly, children.

This curriculum targets elementary grades four and/or five. The focus is to:
- Define peer aggression with a special emphasis on relational aggression
- Help students share personal experiences, when appropriate
- Identify the three major roles in peer aggression: aggressor, target and bystander or kid in the middle
- Create a safe social climate by teaching children pro-social behaviors

The goal in implementing this curriculum is that students will be empowered to begin to deal with aggression and feel that their classroom is a socially and emotionally safe environment in which to learn.

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What is relational aggression?
Aggression and victimization among children and adolescents is considered to be one of the most serious problems plaguing youth today. Although estimates vary, most studies indicate that approximately 10% to 15% of children are severely bullied by peers; many more children experience victimization at a lower, but nonetheless painful, level of severity.

Relational aggression is behavior that is intended to hurt someone by harming his or her relationships with others. This kind of behavior is often covert and subtler than physical bullying, and requires careful observation by both students and teachers. The way in which students use their relationships to hurt one another through aggression may include all or some of the following behaviors:

- Exclusion
- Building alliances
- Teasing and put-downs
- Spreading rumors and gossip
- Covert physical aggression
- Cyberbullying

Overt aggression is defined as physical bullying or other harassment that can be easily seen by others. The bully physically or verbally attacks a classmate who may or may not be part of his/her social circle. Overt aggression is often easier for others to identify and includes:

- Any form of physical aggression, including threats
- Name calling based on race, religion, gender or sexual orientation
- Verbal abuse including put-downs and sexual harassment
- Taunting

Peer aggression can happen in different ways—it can be either overt, covert or a combination of the two.

Until recently, it was widely accepted that boys were more aggressive than girls and that boys were more likely than girls to be victims of
aggression. As a consequence of this, the majority of intervention efforts in schools have been targeted at modifying boys’ aggressive behaviors.

However, researchers have recently shown that girls engage in just as much aggression as boys. Importantly, the expression of aggression among girls is different from that of boys. Both boys and girls use verbal aggression, such as verbal insults, but the nature and content of verbal assaults are likely to differ for boys and girls. Whereas boys are more likely to engage in physical forms of aggression, girls are more likely to use more covert forms of behavior that harms others by damaging or manipulating their social relationships through relational aggression (Crick & Grotpeter, 1995).

All forms of peer aggression are hurtful and harmful. Too often peer aggression is written off as “boys will be boys” or “that’s how girls act.” Research shows, however, that peer aggression has a negative impact on self-esteem, one’s ability to form and create friendships and one’s sense of belonging. All of these, in turn, have a significant impact on a student’s academic life.

How can this curriculum help you address relational aggression?
Research has shown that children begin to use relational aggression during the preschool years, and even at this young age, girls appear to engage in relational aggression more frequently than boys. Moreover, relational aggression is as powerful and frequent a social behavior as physical aggression through the middle school years. That is, some children consistently use relational aggression in their social interactions, despite changes in classroom environments from year to year.

In order to address aggression’s complex and deep-rooted influence over middle school students, it is critical for parents, teachers and the students themselves to be proactive. Rather than reacting to incidents of peer aggression after they occur, students and teachers can work to create a school culture that values cooperation, true appreciation of diversity, tolerance and friendship.

Many schools today know that peer aggression is a serious problem, but only a few have the vision, resolve, leadership and support to work towards systemic change. Schools know how to promote the beliefs, norms and behaviors needed for students to learn academically. The same kind of skills and focus can be applied to changing social climate in classrooms … within every school where peer aggression is a problem there is a set of social norms that allows aggression to take place. Once we recognize what is actually happening, we can begin the long-term process of changing children’s normative beliefs and social behaviors.
When addressing relational aggression, it is equally important to understand that our relationships occur in a context … in a culture. Schools create their own culture in the ways that they address social cliques and competition, and the ways students and teachers are expected to interact. The goal is to promote safe social and emotional climates that foster pro-social behaviors and minimize destructive, aggressive behavior. A culture can always change, but such a shift takes time, patience, persistence and a shared vision among both students and teachers.

Relational aggression is prevalent and powerful. Without sustained prevention/intervention efforts, this learned behavior will NOT “go away” on its own. Prevention remains the most effective intervention program. Children and adolescents need to be taught how to establish and maintain healthy relationships and peer interactions. What children learn and tolerate during these early years becomes their “training ground” for future adult relationships.

**Introducing the Curriculum to Parents**

To change the culture of a school and introduce new norms, parents need to be involved and informed. A letter of introduction to parents is included at the end of the unit. Schools may decide to hold parent meetings or discuss groups before, during or after the curriculum is presented in class.
Before You Begin

Objectives

The objective of this curriculum is to create a safe social climate for all children by:

- Promoting non-aggressive pro-social behavior throughout the school
- Encouraging children to express their feelings in appropriate, healthy ways
- Equipping each child with strategies and skills, s/he needs to protect his/herself and others in a healthy, constructive manner
- Providing opportunities for children to develop alternative solutions to conflicts

Pro-Social Norms

To create a safe classroom, normative beliefs, or norms, held by students and adults need to be challenged and changed.

Norms are expected or accepted rules for behavior. To change the culture in a school, everyone needs to agree on a set of pro-social normative beliefs. These normative beliefs are based on the premise that everyone participates in and is responsible for creating a safe social climate. Every teacher, student, staff member, bus driver and parent is responsible for implementing the norms in order to create a school environment that promotes pro-social behaviors and discourages all forms of peer aggression.

To help students understand normative behaviors, teachers should put them into a historical context (e.g., share how social norms have changed in a teacher’s lifetime). For example, there was a time when:

- People threw trash out of their cars on the highway; now there are laws to prevent this behavior
- It was considered “cool” for adults to smoke; today people are more aware of the medical risks and fewer people smoke
- Cars did not have seat belts; now all cars have them, along with safety seats for infants and children

The major goal is to change normative beliefs and therefore change behavior. Beliefs
**predict behavior.** The more likely a person is to believe that certain behaviors (such as sarcasm, teasing, excluding, humiliating) are okay, the more likely s/he is to produce those behaviors or to tolerate them in others. As students, teachers, administrators and parents intentionally replace negative peer aggressive behaviors with pro-social normative behaviors, the climate of the school begins to transform into a kinder, more supportive environment. The pro-social norms that we share with schools are found below. These norms can be adapted by schools and posted throughout the building. Encourage students to offer other examples.

### Safe Learning Climate Norms

These norms are integrated into the lessons:

- Every one of us participates in creating a safe social climate
- 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
- Aggression is everyone’s problem

In addition, **Kids Helping Kids** promotes these empowering beliefs in children by emphasizing they understand that:

- I can make a choice to care about other people as well as myself
- I have the ability to contribute to a positive solution
- I can solve problems without bullying my peers or engaging in relational aggression

Accepting these norms is the first step toward changing the culture of each school. The next step is to create a school-wide Code of Conduct that specifies the types of behaviors that are acceptable and unacceptable.

### Curriculum Implementation

The lessons in **Kids Helping Kids** are designed to be presented in a sequential, ten-day unit. The Ophelia Project® has seen schools be most successful when they choose
to deliver the lessons over a longer period of time—perhaps one or two lessons per week. **Kids Helping Kids** can be implemented in either fourth or fifth grade. To be most effective, it is best to teach the unit to the entire grade.

### Integration

The Ophelia Project® designed **Kids Helping Kids** to be integrated into any number of school programs. It works well to offer the lessons through the health education program, or by the classroom teacher. In some schools, the lessons can be delivered by the counselor as part of a proactive friendship-building curriculum. We recommend that the classroom teacher participates with the counselor.

This curriculum is designed to teach students skills they will use inside and outside the classroom. The goal is that they transfer what they learn in the class to situations that they encounter during the remainder of their days. One of the best ways to accomplish this is to develop a plan to continue reinforcing the unit concepts throughout the year. Secondly, inform the students of this plan and ask them to suggest situations that make the information more meaningful. Finally, conduct a student-organized awareness campaign to make others see that relational aggression is not acceptable.

The key to the success of this curriculum is the students’ behavior after the unit is over.

### Lesson Plans

The lesson plans have been designed to make it as easy as possible for teachers to prepare for and teach the lessons effectively. Each lesson contains:

- A lesson number and title
- Learning objectives
- Materials needed to teach the lesson: from the curriculum, from the school and from each teacher’s own materials
- Worksheets or handouts to reproduce
- Procedure: how to teach the lesson
Pre and Post Measures

Kids Helping Kids includes one questionnaire in both the first and last lessons to serve as pre and post measurement. Teachers may want to add additional questions to the survey. The questionnaire serves several purposes and can:

- Give teachers an idea of how their students initially view the issues to be addressed in the unit
- Measure any changes in students’ attitudes from the beginning to the end of the unit
- Serve as a basis of comparison between one class and another

Teachers should feel free to add additional questions to the questionnaire.

Confidentiality

Many times throughout this unit, students are asked to share their stories of relational aggression. Some students are comfortable with this, others are not. It is our feeling that no one should be forced to comment and that everyone should be given the chance to “pass.” It is important that the curriculum reach all children, and for that reason it is recommended that ground rules are introduced and followed, such the following:

- Respect people’s privacy keeping a NO NAMES policy, (e.g., “I know some one who.. ”)
- Pass if you do not wish to speak
- Let others have a chance to speak and without interruption

Journal of Reflections

Journal writing is an excellent way for students to record their feelings and reflections. If you choose to do journal writing, be sure to establish basic privacy rules, such as:

- Only teachers can read a student’s entry
- Journals are kept in a safe place at school
Extension Exercises

The extension exercises are optional and can be used to reinforce the key concepts of the lesson or to allow students the opportunity to reflect upon the concepts presented.
Materials List

Supplemental Materials

List of materials needed to teach the lesson:

- Sample parent letter
- Bulletin board ideas
- Recommended resources list
- Review of the research

Bulletin Board Ideas

- Make a bulletin board with the button graphic of the world in the center
- Post the pledge surrounded by student illustrations

Lesson Materials

The resources for each lesson are simple, easy to find materials. Below is the list of resources needed for each lesson.

Lesson One

- Essential Question 1
- Kids Helping Kids questionnaire
- Make Guidelines or Ground Rules poster

Lesson Two

- Essential Question 2
- Poster board “puzzles”
- Poster board markers

Lesson Three

- Reflection Activity 1 and Class Pledge
Essential Question 3

I Can Make a World of Difference buttons

Rules for Brainstorming poster or transparency

Physical, Verbal, Relational labels

Relational aggression definition

Chalkboard or chart paper

Lesson Four

Essential Question 4

Aggressor, kid in the middle, target definitions

Reflection Activity 2

Relational aggression story cards

Six feet of ribbon

Lesson Five

Essential Question 5

Aggressor, Kid in the Middle, Target labels

Poster of the Pledge

Reflection Activity 3

Two pieces of fabric, each a different color

Cards with Velcro backing

Lesson Six

Essential Question 6

ABC’s of Problem Solving chart

Reflection Activity 4

Role play cards

Lesson Seven
• Essential Question 7
• Yes, No, Not Sure labels
• Solution Bookmark template

Lesson Eight
• Essential Question 8
• Pair of sunglasses (ask each child to bring in a pair of sunglasses)
• Feelings handout
• Sample of an x-ray

Lesson Nine
• Essential Question 9
• Invitations to the presentation and other publicity

Lesson Ten
• Essential Question 10
• Reflection Activity 5
• Kids Helping Kids post-test
Essential Questions

Post each question on the wall or board during the lesson.

Each lesson has an essential question that drives the lesson. One school recommended that each essential question be printed on a different piece of colored paper and displayed around the room during and after the unit.

The essential questions are:

Lesson 1: What is a friend?
Lesson 2: How do we treat our classmates and friends?
Lesson 3: What can you do to help kids feel better?
Lesson 4: Who does relational aggression affect?
Lesson 5: What might Emily be thinking and feeling?
Lesson 6: What choices do you have when you see someone’s feelings being hurt?
Lesson 7: What is the difference between assertive and aggressive behavior?
Lesson 8: How are you feeling today? How might you know how your classmate is feeling?
Lesson 9: How can school be a safe place to be?
Lesson 10: What did you learn about relational aggression that you never knew before this unit?
# Kids Helping Kids Questionnaire

Read each question and circle the response that best shows how you feel.

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<tbody>
<tr>
<td>1. Excluding others, spreading rumors, leaving someone out on purpose are all examples of relational aggression.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>2. It is OK to leave others out or talk about kids behind their backs if they deserve it.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>3. It is important to share my feelings with the person who has hurt me.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>4. Kids who ask adults or older kids to help if someone is hurting them are babies.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>5. It is not my responsibility to help other kids if I am not involved.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>6. If I just ignore someone who is hurting my feelings, he/she will eventually go away.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>7. People act in mean ways because they don’t feel good about themselves.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>8. It is tattling to tell on a kid who is hurting someone else (for example, making fun of them and/or leaving them out).</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>9. If a kid hurts you, it is OK to try and get back at them and hurt them.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>10. People who are often the targets (for example, of name calling, exclusion) may hurt for a short time, but they will get over it soon.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
<tr>
<td>11. When a friend or classmate has done something that you do not like, you should tell them how you feel.</td>
<td>1 Disagree</td>
<td>2 Not Sure</td>
</tr>
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What Does It Mean to Be a Friend?

NOTE TO THE TEACHER: Friendships change. They evolve. Sometimes they end. How can we teach children to grow within their friendships, to make room for new friends and to sometimes leave old friends behind? How can we teach them to interact with peers, even those they may not like, with respect and civility?

It is important to acknowledge that children will not always like each other. They select their friends much in the same way as adults do; they look for qualities that complement their own and characteristics such as trust, empathy, companionship and fun. A child’s own personality and temperament will affect his or her choice of friends. Quiet, shy children may select someone like themselves, or someone who can help them become more outgoing. Bossy children usually look for followers, and kind children often look for someone they can help.

We can help children learn that they are able to develop friendships with many different kinds of people and in different parts of their lives. For example, they can become friends with teammates, members of a scout troop, youth group, dance classes, etc.

The first two introductory lessons frame the discussion about building friendships before shifting the focus to relational aggression. If your class has used The Ophelia Project’s curriculum, Let’s Be Friends, the students have explored some of these issues. You may want to use them for review, or omit them altogether.
Lesson 1

Classmates and Friends

Objectives:
Students will:

• Complete the Kids Helping Kids questionnaire
• Define the terms “friend” and “classmate”
• Look at characteristics that friends and classmates have in common
• Explore ways in which classmates can become friends

Essential Question:
What is a friend?

Materials:

• Kids Helping Kids questionnaire
• Make Guidelines or Ground Rules poster to be used for each of these lessons in this unit (see the section on confidentiality on page 11)

Procedure:
Pre-questionnaire: Distribute the student evaluation questionnaire before the lesson; review the directions and have each student answer questions as honestly as possible. Collect, review, and save for comparison at the end of the unit.

The questionnaires will be used at the end of this lesson. It is helpful to find some way to identify each child’s survey so you can compare it to the one they complete at the end of the unit. One way to do this is to have students number them using a key that only you know.

Introduce and establish ground rules for use in the entire unit (see page 8) and assign
the students to small groups of three or four.

Ask each group to make a list of characteristics that define a “friend” (for example, someone who is kind, loyal, likes to do fun things, etc.). Give students five to ten minutes to compile their lists.

Ask each group to make a list of characteristics that define “classmate.” For example, someone who has the same teacher, lives in the same neighborhood, etc. Give students five minutes to compile their lists.

Draw a large Venn diagram on the board. Ask students if they are familiar with this type of diagram and review the way it works. Label one circle Classmate and the other Friend. Rotate through the small groups asking each to share its lists. As students offer their examples, ask them:

- Where does each characteristic belong: under Friend, Classmate or both?

Characteristics common to both are written in the intersecting part of the diagram. After adding all student comments to the diagram, lead a discussion with the following questions:

- Why is it sometimes difficult to define what makes a friend or a classmate?
- What does this tell us about friendships?
- How can a classmate become a friend?

As you summarize the activity, include the following points:

- Classmates can become friends when they identify a shared attitude or interest with you
- It is possible to enjoy your classmates, even if you don’t consider them friends
- There is something you can learn and appreciate about each of your classmates
- When you get to know your classmates, you may find that they really are your friends
- Whether or not your classmates are your friends, in this class we will treat each other with respect and civility

**Closure:**

End the activity by creating definitions of friendship, respect and civility. Ask the
students for their input. Here are some examples:

- Friendship: A partnership where two people can count on each other
- Respect: Courteous regard for people’s feelings
- Civility: Treating someone with respect, being polite, being a good citizen

**Extension:**

Students can discuss or write about friendship using the prompt: *I am a good friend because* …
Lesson 2

How Do We Treat our Classmates and Friends?

Objectives:
Students will:

- Explore the qualities they look for and value in a friend
- List and recognize ways in which friends can relate positively to each other
- Discuss the qualities that they do not like in others
- Agree on how they will treat all peers
- Create Code of Conduct

Essential Question:
How do we treat our classmates and friends?

Materials:
- Poster board “puzzles”: Cut a large piece of poster board into puzzle pieces. Write one of the characteristics of a friend on each piece. Make enough puzzles so that the students can put them together in groups of three to four students. Each puzzle can contain a different set of characteristics. Include a few blank pieces that students can write on during the activity.
- Poster board and markers
- Definitions of respect and civility

Procedure:
Divide the class into small groups and give each group a puzzle. The puzzle pieces
have the following characteristics of a good friend written on them:

- Good listener
- Fun to go places with
- Loyal
- Trustworthy
- Kind
- Encourages me try new things
- Encouraging
- Makes me feel good about myself
- Dependable
- Complimentary
- Similar interests

Each puzzle should have at least three blank pieces. Tell the class that you will explain the role of the blank pieces later.

Give the students time to complete the puzzles. Have each group read the word or phrase on each puzzle piece and list all of them on the board.

Ask the class what the words describe: characteristics of a good friend. Give each group a few minutes to fill in the blank pieces with other qualities that describe a good friend.

Point out that no one person will have all of these qualities. Have the students suggest situations where they might become friends with someone based on only a few of these qualities; for example, someone who is:

- Loyal, a good listener and trustworthy would be a friend with whom to share emotions, concerns and private thoughts
- Fun to go places with may share a single interest with you, such as a particular sport or after-school club
- Outside your immediate group of friends, but who encourages you to explore and try new things. This might be an older friend, sibling, cousin or neighbor.
Summarize the discussion by telling the class: you can have different friends for different reasons; it is important to know who you can trust and not trust; that it is okay to like some things about friends and not others, etc. You can also have friends from different parts of your life (e.g., teammates, youth groups, scouting, art, karate, dance classes, etc.)

Next, ask the class: “What do others say or do that discourages you from becoming their friend?” Brainstorm these qualities either in a large group or in pairs. Have the students share their responses and be sure the following traits are included:

- Judgmental
- Critical
- Uncaring
- Sarcastic
- Betrays your confidence
- Never has time for you
- Makes you feel inferior
- Plays favorites among friends
- Excludes you from activities
- Teases and makes fun of you
- Doesn’t share their things

Review the definitions for friendship, civility and respect. Tell the students: “We need to agree on how we will treat each other in class, and outside of class. You do not have to like everyone, or be everyone’s friend, but you do need to treat everyone with respect and civility.” This will be our “Code of Conduct.” Have the class brainstorm what this would be like, making sure the following are included:

- Speak kindly: no teasing, taunting or sarcasm
- Listen to other students when they speak: respect their right to have an opinion that is different from yours
- Give everyone a chance to share their ideas and suggestions during class and in group work
• Make sure everyone has an assignment during group work so no one is left out of the activity

• When partners are assigned by the teacher, do not groan or make faces if the partner is not your friend—try to find one thing that you can learn from that partner during the activity

• Avoid behaviors that are hurtful because they exclude others, for example: Talking about your birthday party in front of those you are not inviting; asking a friend to sit with you at lunch, but ignoring the friend standing next to him/her

**Closure:**
Share the Code of Conduct or compare students’ ideas with the existing list of class rules. Create posters that can be displayed in the classroom. It is also useful to send a copy home to parents or as a school-wide newsletter.

**Extension:**
Have students do a literature search in small groups and select three books with friendship themes. From the books students create a list of qualities that they value in their friends. They can also share the books and their lists with each other.
Lesson 3

Stop, Look and Listen: What is it? Who does it hurt?

Objectives:
Students will:

- List behaviors that occur when friends hurt friends
- Categorize the behaviors into three groups: physical, verbal or relational
- Define physical, verbal and relational aggression
- Discuss their experiences with different types of aggression
- Acknowledge that peer aggression is a problem in school

Essential Question:
What can you do to help kids feel better?

Materials:
- Reflection Activity 1 and Class Pledge
- Essential Question 3
- I Can Make a World of Difference buttons
- Rules for Brainstorming poster or transparency
- Physical, Verbal, Relational labels
- Relational Aggression Definition transparency
- Chalkboard or chart paper

Procedure:
Distribute the buttons. Prior to meeting for this lesson, distribute “cool” buttons to
only a few students (any special trinket can be used in place of the button). For example: Give the buttons to all students wearing sneakers or without glasses. You might do this earlier in the day. Do not call attention to the buttons or answer any questions as to why you are distributing them.

Note: As part of the closure for this lesson you will discuss the fact that only some students had buttons and you will relate this example of exclusion to relational aggression.

Display the essential question for this lesson and select a student to read the question aloud. All students should be thinking of the answer to these questions as the lesson proceeds.

Rules for brainstorming:
1. All answers are welcome.
2. Do not comment on or judge anyone’s response.
3. Jump on the idea train—piggybacking is permitted; adding onto someone else’s idea is okay.
4. We like lots of ideas.
5. Keep them coming!

Ask students to brainstorm all the ways that kids can help each other. Then, brainstorm all the ways kids can hurt other kids. Write down the responses on the chalkboard or chart paper, or have individual students respond on paper, and then have the class read the list aloud. Allow a maximum of five minutes for brainstorming.

After everyone has had a chance to respond, suggest that the list can be divided into three categories. Use the following three headings: **physical** (e.g., pushing and hitting), **verbal** (e.g., teasing and name calling), and **relational** (e.g., exclusion, silent treatment) aggression. Ask students to decide where each item on the list goes.

Expand upon relational aggression by sharing its definition and relevant examples. Suggested questions include:

- What does it mean to be in a relationship?
- Does anyone know what aggression is?
These questions will engage students to further understand that relational aggression is the use of relationships to hurt others. Tell the class that over the next few weeks, all forms of covert (hidden) aggression, with a special emphasis on relational aggression, will be discussed.

Ask the students:

- Has anyone in this classroom ever experienced or seen others involved in relational aggression?

Allow for students to share stories as time permits; emphasize that NO NAMES should be used. If no student volunteers to tell a story, you can relate a personal experience or refer to the role playing cards in lesson 4.

If there is time, pass out survey sheets to all children and ask them to complete the survey with yes/no responses. Let all children know that their responses are confidential and they should not put their names on them.

Collect the surveys and shuffle responses. Redistribute surveys so that each child has someone else’s survey. Read three or four of the questions out loud and ask each child to stand if they have a common answer that illustrates relational aggression. Point out to the class that this is a way to see how different types of aggression have affected our class.

**Closure:**

1. Ask students to respond to the essential question.

2. Revisit the buttons and discuss the fact that only some students had them. Ask the class: How did it feel if you did not get one? How did you feel if you did receive one?

3. Relate this example of exclusion to relational aggression. For example, exclusion, being different, being singled out because of how you look, etc.

4. Pass out a button to everyone to show unity and a commitment to helping and actively supporting each other in the classroom and the school.

5. Students can write responses on Reflection Activity 1 OR work in groups of five to discuss the answers and then come together to share them in the larger group.
Introduce and recite the *Helping Others* pledge. *Note:* This pledge is long. Feel free to work with your class or school to develop a shorter version. Students can commit to practicing the pledge every day. You might start each lesson by reciting the pledge. Some teachers have recited the pledge at the beginning of their morning meetings.

**Extension:**

**Art**
You can ask students to make their own personal illustrated copy of the pledge.

**Extending Understanding**
Break into small groups to discuss the students’ experiences as they relate to relational aggression. Draw a picture, organize a skit, or write a short story to share with the class that demonstrates personal experiences.
Helping Others Pledge

I... 
pledge to include everyone when I am with my friends.

I... 
will stick up for others because it is the right thing to do.

I... 
will try every day to use kind words and actions.
You Make a World of Difference Buttons

You can Make a WORLD of DIFFERENCE!

You can Make a WORLD of DIFFERENCE!

You can Make a WORLD of DIFFERENCE!

You can Make a WORLD of DIFFERENCE!

You can Make a WORLD of DIFFERENCE!

You can Make a WORLD of DIFFERENCE!
Reflection Activity 1

During today’s lesson, some students were wearing buttons and some were not. Answer the following questions honestly.

1. Did you receive a button before class began?  
   Yes  
   No

2. If you answered yes, how did you feel to get a button when other students did not?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

3. If you answered no, and you did not receive a button before class started, how did this make you feel?

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
Lesson 4

Relational Aggression Hurts: We Each Play a Role

Objectives:
Students will demonstrate the ability to:

- Name the roles of the Aggressor, Kid in the Middle and Target
- Identify the effects of relational aggression
- Label their own behavior and attitudes (feelings) associated with relational aggression

Essential Question:
Who does relational aggression affect?

Materials:
Classroom copies of the following:

- Reflection Activity 2
- Essential Question 4
- Aggressor, Kid in the Middle, Target definitions
- Relational aggression story cards
- Six feet of ribbon or rope

Procedure:
Display the essential question for this lesson and select a student to read the question aloud. All students should be thinking of the answer to these questions as the lesson proceeds.

Ask two volunteers to come to the front of class. Hand them the six feet of ribbon or
rope. *Note:* Review basic safety rules about this game. Insist that it be a friendly game and that each student must stay within a square foot.

Ask the students to demonstrate a safe game of tug-of-war. Each volunteer should take one end of the ribbon and pull.

After this quick demonstration, discuss how it relates to the various roles in relational aggression. The more powerful student is like the aggressor and the student who lost is like the target. The aggressor pulls the target along. Now ask for three more volunteers. Ask each student to hold onto one loop that has been tied in the center of the rope or ribbon and play another simple game of tug-of-war (they are the kid in the middle).

*Note:* Give no further instructions on how to play with the kid in the middle. After the game of tug-of-war is finished, ask each person his or her reactions or feelings; discuss how the game changed by adding a kid in the middle. This is a good lesson to demonstrate in physical education class.

Explain to the class that in peer aggression, there are three main roles: the aggressor, the kid(s) in the middle and the target. Define each role:

- Aggressor: someone who physically, verbally or relationally hurts others
- Kid(s) in the Middle: a witness or bystander who can choose to help the target, help the aggressor or do nothing
- Target (victim): the person hurt by the aggressor

Ask for three more volunteers. Give each volunteer a label: target, aggressor and kid in the middle. Before the game begins, secretly tell the kid in the middle to help the aggressor. Play a safe game of tug-of-war and discuss with the class how this game was different than the others. Make the point that the kid in the middle did not do anything to help the target, and sided with the aggressor, which made him or her that much more powerful.

Continue with one more game of tug-of-war with three other volunteers. Before the game begins, secretly tell the kid in the middle to help the target overcome the aggressor. Emphasize that the game changed because the kid in the middle chose to help the target.

To demonstrate the power of the kid in the middle, add more kids to the tug of war
and process what happens. As each child is added, the direction and strength of the
target/aggressor relationship change depending upon the actions of the kids in the
middle. Thus, students can realize how the kid in the middle can be very powerful in
preventing or stopping relational aggression.

Revisit the stories of relational aggression that were shared in the previous lesson and
identify the roles in each story. Discuss how the impact of aggression on each person,
the classroom, and even the school.

Break the class into groups of three or four. Use the story cards included in the lesson
or ask students to use their own examples of relational aggression. One student
might write down an incident to share with the rest of the class. Discuss the
examples as a whole class when all the groups have finished. Teachers can write
down story cards that relate to the incidents in their students’ lives.

Closure:

Ask students to give their responses to the essential question. Distribute a reflection
worksheet to each student to be completed anonymously, DO NOT USE NAMES,
and encourage honesty! The questions ask if students have ever been the target,
aggressor or kid in the middle and to list words to describe how they felt. The
teacher may wish to have each student place their reflection activities in a folder or
file to review during the final reflection lesson.

Emphasize that it is common for a person to be a target in one situation and an
aggressor or kid in the middle in another. The roles can change. Note that for
bystanders it really isn’t an option to remain neutral. They are either supporting the
aggressor or the target; when students “do nothing” they are inadvertently supporting
the aggressor.

Reflection Questions:
Describe a time when …

- Someone said something that hurt your feelings
- Someone excluded you on purpose or said mean things behind your back
- You said or did something to hurt another person
- You saw or heard relational aggression and didn’t do anything about it
- You saw someone being hurt and did try to stop it
**Extension:**

Try a game of tug-of-war and have a group of kids play the role of kids in the middle. Discuss what would happen if the whole group spoke out in support of the target. This would demonstrate that often the kid in the middle is actually a group of people, like a lunch table group.

Use role plays to highlight the functions of the aggressor, kid in the middle and target. If possible, you can use older students as mentors to portray opportunities within each role. Make the point that kids in the middle need to get off the fence; that is, kids in the middle are either for or against relational aggression. Act out a scene where the kid in the middle does nothing to support the target. Ask the class how the kid in the middle who did nothing actually reinforced the aggressor. For example, if a kid sees someone being left out on purpose and chooses not to speak, s/he is actually endorsing the aggressor’s behavior.
Reflection Activity 2

Describe a time when …

1. Someone said something that hurt your feelings.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Someone excluded you on purpose or said mean things behind your back.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. You said or did something to hurt another person.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. You saw someone being excluded and you didn’t do anything about it.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. You saw someone being hurt and tried to stop it.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Relational Aggression Story Cards

Emphasize to students that these stories are true examples of students’ experiences with relational aggression. Teachers can write their own scenarios that are more reflective of their school environment.

**Story Scenario 1:**
Once there was a girl named Shannon. When she was in fifth grade, Rachel and Tanya started barking at her in the halls. At first she didn’t get it, but as it continued Shannon figured out what was happening—they were calling her a dog in front of everyone. If she turned around to look at them, they would act like nothing had happened. Shannon remembers that as the worst time in her life. Even after the barking stopped, she always felt like no one liked her and that she didn’t fit in. She pretended that everything was okay, but it never was. Two years later she changed schools.

Aggressor:  
Target:  
Kids in the Middle:

**Story Scenario 2:**
Jennifer went to a private school. She begged her parents to let her go to a public school for the seventh grade. All her neighborhood friends went to this school, especially her very best friend for the last six years. What she didn’t know is that her best friend didn't want her to go to her school. Her best friend was really popular and she didn’t want Jennifer to compete with her. So she pretended to be Jennifer’s friend, but behind her back she was turning all the other girls against her. Since Jennifer didn't know what was happening, she thought everyone hated her. It got so bad that when she came home from school, she locked herself in her room, crawled into her bed, and just cried. This happened day after day until her parents let her go back to the private school.

Aggressor:  
Target:  
Kids in the Middle:
**Story Scenario 3:**

During class one day, a group of students were sitting together talking when Hannah heard three older kids bullying another boy, Dave. At first she could hardly hear their harassment, but when Dave didn’t respond they became louder. Now everyone heard them, but the class pretended not to hear. Finally, they decided to throw spitballs at him and this was when Dave went to the teacher (a substitute) to complain. The substitute told them to stop, but they didn’t. Dave asked for a hall pass and raced out of the room. Hannah had been trying to ignore what was happening, but when she saw Dave leave she couldn’t take it anymore and so she stood up and yelled at the others. She pointed her finger at them and said, “This has got to stop. This has got to stop! Look at what you did to him! Look how you hurt him! Cut it out.” There was dead silence in the room. Then Hannah’s best friend started clapping. Then the entire class began clapping loudly for Hannah.

Aggressor:
Target:
Kids in the Middle:

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**Story Scenario 4:**

James was the kind of boy who loved being in plays and playing the piano more than playing sports, and that is how he spent much of his time after school. Most of his friends in the fourth grade were on the soccer team and really liked to win. In the early spring, the fourth graders started playing soccer in gym. James often missed the ball, and when he would get near it, his teammates would steal the ball from him. All the boys started laughing at James after gym and during recess. They began to call him “piano boy.” On the playground they would call him names and then run away from him; even some girls started calling him “piano boy”. When his classmates knew a teacher was around, they would just silently move their fingers like they were playing the piano. James started to get stomachaches after lunch so he didn’t have to go to recess and then started dreading going to school. After about a month of this taunting, his classmates decided to pick on someone else and left him alone. But the damage was done. James decided not to try out for the spring play and begged his mother to let him quit piano lessons.

Aggressor:
Target:
Kids in the Middle:
Lesson 5

Look Inside: What’s Really Going On?

Objectives:
Students will:

• Define and understand the reasons why the aggressor and target act the way they do.

• Identify other(s) feelings.

• Take on another person’s perspective.

• Show appropriate empathy toward another person (e.g., hand on shoulder, smile, words of encouragement, etc.)

Essential Question:
What might Emily be thinking and feeling?

Materials:
Classroom copies of the following:

1. Reflection Activity 3

2. Essential Question 5

3. Aggressor, kid in the middle, target labels

   • Poster of the Pledge

   • Two pieces of fabric, each one a different color

   • File cards with Velcro backing that will stick to the fabric (or use Post-it® notes)

   • Markers
**Procedure:**

Display the essential question for this lesson and select a student to read the question aloud. All students should be thinking of the answer to these questions as the lesson proceeds.

Ask for a volunteer to drape one piece of fabric over his or her shoulders and put a sign with the word aggressor around his or her neck.

Ask the class to think about why the aggressor acts the way s/he does. Write each reason or characteristic on a file card or Post-it® note. Students stick their cards onto the aggressor’s fabric. This illustrates what the aggressor looks like on the outside. Answers might include popular, cool, tough, mean, confident, etc.

*Note:* How can we expand students’ vocabulary of feelings so that they have the language to describe what is going on inside, and therefore, begin to address it? You can begin a feelings word wall in the classroom and add to it throughout the school year.

Next, carefully turn the fabric around and repeat the activity. This time ask for ideas of what the aggressor is like on the inside (feelings). What is the aggressor feeling and thinking? For example, sad and fearful (someone is picking on him or her), lonely, is afraid (of being picked on by others), seeks revenge, powerless, jealous, etc. Encourage students to use as many words beyond happy, sad and mad as they can. Make a list of these two areas of descriptors and post or attach the cards to poster board or the chalkboard.

Make the point that we can try to understand how someone might be feeling on the inside. This is called *empathy*. How someone acts on the outside may not match how someone really feels on the inside. Take time to explore this idea and come up with examples.

*Note:* You might spread out this activity over two days to maintain student interest.

Repeat this exercise with the fabric to explore the role of the target and then follow this by doing the kid in the middle. Complete the same activity with the laminated cards with Velcro. Place the students’ ideas on the cloth. This will show what the target looks like on the outside, for example, quiet, withdrawn, shy, weak and intimidated. Turn the cloth around and record how the target feels on the inside, for example, scared, hurt, nervous, insecure and upset. A kid in the middle might feel
scared, confused, frustrated, afraid to speak and powerless. Post the cards as above.

Explain that there are always two sides to a target, aggressor, and the kids in the middle. Often, we only look at the outside, but if we stop to think we begin to understand what makes the aggressor and target do what they do.

Ask students to look at the three posted lists of the thinking/feeling behaviors on the inside. What do they notice? Which words are the same in all three lists?

Ask the students to brainstorm the following questions and record responses on chart paper.

- How does feeling excluded, being the target of rumors, feeling powerlessness, or fear affect someone in class?
- How do these feelings get in the way of learning (for example, crying and hurt feelings stop a student from paying attention in class)?
- How does relational aggression affect our classroom, the school, your home (for example, fighting in the cafeteria, hallway behavior, intense sibling rivalry)?

Display the lists as a reminder to all students that relational aggression affects everyone. Display a poster-sized copy of the Helping Others pledge from lesson 3 and recite it again as a reinforcement that everyone needs to help. Then ask each student to sign his or her name on the poster. Brainstorm ways to help students support one another and hold each other accountable.

Note: At the start of the next lesson, ask students to report on keeping the Pledge. Teachers should role model the Helping Others pledge (e.g., “I saw Sara helping Karen open her locker when it was stuck”).

**Closure:**

Ask students to give their responses to the essential question.

**Extension:**

Distribute open-ended question worksheets:

- Today I learned that the aggressor may really feel …
• Today I learned that the target may feel…
• Today I learned that the kid in the middle can sometimes feel …
• One thing I will do differently this week to help someone is …
Essential Question 5

Use this illustration or an example that occurs frequently in the classroom.
Emily just left her friend Kira out on purpose so she would seem “cool” to Jill.

What might Emily be thinking and feeling?
Reflection Activity 3

1. Today I learned that the aggressor may be feeling …

2. Today I learned that the kid in the middle might be thinking …

3. Today I learned that the target might need help with …

4. One thing I can do to help someone this week is …
Lesson 6
Resist Relational Aggression: What can you do to be part of the solution?

Objectives:
Students will:

- Brainstorm various ways to address and deal with hurtful behaviors in more positive ways

Essential Question:
What choices do you have when you see someone’s feelings being hurt?

Materials:
Classroom copies of the following:

- Reflection Activity 4
- Essential Question 6
- ABC’s of Problem Solving chart
- Role play cards
- Chalkboard or chart paper

Procedure:
Display the essential question for this lesson and select a student to read the question aloud. All students should be thinking of the answer to these questions as the lesson proceeds.
Share a personal story of relational aggression or retell the following story as if it had really happened to a friend of yours (make it grade appropriate).

“One day when I was in grade school, I went to lunch, just like I did every day. I headed over to our usual table. I always sat with Gale, Sarah, Peter and Jim. Well, as I approached the table, Gale told me to find another table—I couldn’t sit there anymore. NO explanation, just ‘leave.’ I was totally embarrassed and had no idea what I had done wrong. When I tried to ask Gale why I had to sit at another table, she wouldn’t even look at me. The whole group ignored me as if I were invisible. Later that day, some of the other girls and boys, kids I thought were my friends, started to make fun of me and call me names. They made a big point of avoiding me and this continued for several weeks. I was totally devastated. I begged my mom to let me change schools. That is how bad it got; but she wouldn’t allow me to and had to drag me to school, crying each day. School became a nightmare for me!”

Explain to the class, “Today we will be acting out (or watching) several role plays. We will explore examples of relational aggression and brainstorm ways to alter this hurtful behavior. We will develop strategies to deal with relational aggression and identify resources/people that can help when we find ourselves involved in relational aggression.”

Explain that conflicts involve some kind of creative problem solving.

Note: This lesson works well when students have already had opportunities to participate in role play situations. If they have not, explain how a group might role play.

Display The ABC’s of Problem Solving chart:
- Ask, “What is the problem?”
- Brainstorm some solutions
- Choose the best one
- Do it
- Evaluate the solution

Choose a Role Play Option
- Role Play Option 1: Divide the class into groups of four and assign students to act out various relational aggression scenarios.
- Role Play Option 2: Recruit older students to perform the role plays in your
Option 1:
Distribute story cards (one scenario per group) and allow approximately five minutes for the groups to review and practice the role play.

Ask the first group to perform the role play for the class. Process the role play by asking the audience to describe what happened. Students should remain in character (staying focused on the feelings they would have) as each one is asked to answer the following questions. This may be difficult for children. The more practice they have with role plays, the better they will be about sharing how their characters think and feel.

When you ask the class what they saw happening in this scene, they will offer various interpretations. Explain that it is common for each of us to see things a little differently. Why might that be? (Each of us has different background experiences and feelings we bring to new situations. It is important to know that people see and feel things differently from us.)

Then proceed to the following questions. Ask each child to remain in character while you are processing their feelings and thoughts.

- **Target:** Can you tell us how that made you feel when …? What did you hope would happen?

- **Aggressor:** Can you describe what you were thinking about when you …? Can you describe how it made you feel when …?

- **Kid in the middle:** Can you describe what was going on inside you when you were watching …? If you could do something to make this situation better, what might it be?

Ask the class to work through the ABC’s of Problem Solving chart and begin to brainstorm new endings to the role plays. Emphasize the importance of the kid in the middle and target doing something to improve the situation. Also, encourage students to find a way to include the aggressor in the solution rather than turning on him or her. It is natural for students to turn into the aggressors and turn the aggressor into the next victim. How can their solutions prevent this from occurring? Encourage positive change from all perspectives.
The two major concepts of **Kids Helping Kids** are presented in this lesson. They are:

- The position of the kid in the middle has the potential to be the most influential. Discuss possible reasons why with the class.
- Courage is required to intervene and do the right thing. Point out that taking the easy way out (e.g., remaining silent and/or just going along with something) reinforces the aggressor.

Select the best solution and have the group perform the role play again with the new solution. Ask for feedback from the group. Repeat the process for the remaining groups.

*Note*: Taking the time to process the role play is the critical teaching piece of this experience.

This may be split into a two-day lesson if time allows.

**Closure:**

Review the various solutions mentioned during class. Make a list of possible actions that could be taken. This list will be used in lesson 7. Ask students to give their responses to the essential question.

Distribute reflection sheet 4. Students will respond to the following questions:

- If I watch someone get hurt and do nothing, I feel …
- A solution that I might be willing to try is …

**Extension:**

Ask students to think about what they learned today throughout the coming week and answer the following:

- The next time I am the kid in the middle I will …
The ABC’s of Problem Solving

A sk, “What is the problem?”

B rainstorm some solutions

C hoose the best one

D o it

E valuate the solution
Reflection Activity 4

1. A solution that I might be willing to try is…

2. A solution that I would NOT be willing to try is …

3. The next time I am the kid in the middle, I think I will …

4. If someone was being mean to me, I would want others to …
Role Play Scenarios

SPREADING A RUMOR:

Chantelle had been friends with John since they were in first grade. Now it is the beginning of fourth grade and Chantelle is doing very well at math while John is struggling. John tells the other kids that the only reason she is doing so well is that she is cheating. John tells everyone he has seen her look at other people’s papers. Chantelle has never cheated and she doesn’t understand why all the kids make faces at her and turn away when she asks them a question.

EXCLUDING A PERSON BECAUSE OF HIS/HER APPEARANCE:

There is a group of kids that always plays basketball during recess. They won’t let Andy play with them because he doesn’t have the right sneakers. He buys his sneakers at the local discount store instead of the “popular” shoe store in the mall.

INSTANT MESSAGING TO SPREAD FALSE INFORMATION ABOUT SOMEONE:

When Sara and Carlos get home from school they immediately get online and begin to IM their friends about what Brittany did during art class that day. To make it more interesting, they lie and exaggerate. They hope to convince everyone that what they are saying is really true.
FORMING A CLUB FOR KIDS WHO WEAR PARTICULAR CLOTHES:

There are seven girls who have decided to wear jeans every Monday, skirts every Wednesday and matching t-shirts every Friday. They made a pact not to tell anyone else; it will be their secret and they even decide to keep it from one of their friends who did something they didn’t like.

USING SOMEONE AS A PAWN IN A RELATIONSHIP TO GET A PERSON TO REJECT ANOTHER:

Marcy had always been friends with Taylor and they did everything together. One day, Taylor went to the mall to shop with Jade instead of Marcy. Marcy found out and was really upset. The next day at school, Marcy started to pretend that she wanted to be friends with another girl, named Olivia. She made plans to do things with Olivia just to make Taylor mad and jealous. Olivia was now excited to be friends with Marcy. She knew that Marcy was popular and now she could be, too. Taylor’s neighbor and good friend, Josh, knew what was happening, but didn’t know what to do.

USING SOMEONE FOR HIS OR HER HOMEWORK:

Ben was really good at fifth grade math, but he was often excluded from the football games played by his classmates at recess. Devon was always “in charge” of the football game and decided who could and could not play. Devon was pretty bad in math and told Ben that he could play if he could copy Ben’s math homework. Ben wanted so much to play that he decided to let Devon copy his homework even though he knew it was wrong. Jessica and Adam came up to Ben and Devon just as Devon started to copy the paper.

Make up your own scenarios.
Lesson 7

Just Do It, The Right Thing

What are your options?

Objectives:

Students will:

• Explore various solutions to address hurtful behavior
• Identify “helping” resources in their school, family and community
• Demonstrate and practice appropriate responses that the kid in the middle and target can use in aggressive situations

Essential Question:

What is the difference between assertive and aggressive behavior?

Materials:

Classroom copies of:

• Solution bookmark
• Essential Question 7
• Yes, No, Not Sure labels
• Role play cards from lesson 6
• Chart paper containing solutions created during lesson 6
• “I message” sheet

Procedure:

Note: If the “I message” is a new strategy for your students, we recommend dividing the lesson into two sessions. Teach or review the first lesson using “I messages.”.

Anticipatory Set: Display the essential question for this lesson and select a student to
read the question aloud. All students should be thinking of the answer to these questions as the lesson proceeds.

Explain to the class that in order to review the solutions discussed during the last lesson, they will play a game called What To Do? During this game, the teacher will ask the students to stand near their seats, listen to each question, and then move to the appropriate location in the classroom to indicate their answer.

Note: One side of the room is designated YES, the opposite side is designated NO, and the middle of the room represents NOT SURE.

Begin each question with, “When someone hurts your feelings, you should … ”

Note: The students will move to the designated part of the room depending on how they feel. It is not always necessary to comment on each answer, but note those students who selected the incorrect (or a different) answers so that it can be brought up later in the lesson.

- Lose control of your feelings (no)
- Tell a friend (yes)
- Find a way to get back at her/him (retaliate) (no)
- Use “I messages” (yes)
- Tell the teacher (yes)
- Stay home from school (no)
- Hit, push or kick the aggressor (no)
- Stand up straight, look the aggressor in the eye, and say in a firm, confident voice, “Leave me alone” (yes)
- Hunch over, hang your head, and try to look small so the aggressor won’t notice you (no)
- Tell your parents (yes)
- Threaten the aggressor (no)
- Stay calm (yes)
- Ignore the aggressor (yes)
• Tell a joke or say something funny (yes)
• Ask your friends for help (yes)

Add other phrases to this list.

Point out that one of the questions stated “Use I messages.” Explain what “I messages” are. Review this valuable information with the students:

• “I messages” are easy ways to communicate our wants, needs and feelings

• When using an “I message,” start with the word “I” and then clearly state how you feel (for example: I feel excluded or I am hurt)

• Next add what the other person did or is doing that made you feel that way (for example: I feel excluded when you don’t let me sit at the lunch table)

• Clearly and simply say why you feel this way (for example: I feel excluded when you don’t let me sit at the lunch table because we are friends)

• Finally, state what you want or need the other person to do (for example: I feel excluded when you don’t let me sit at the lunch table because we are friends; I need you to stop telling me where I can or cannot sit)

Write this format on a chalk board or white board to help students create their “I messages.”

| I feel________________________________________________________ |
| When you____________________________________________________ |
| Because I need______________________________________________ |

Discuss the difference between assertive and aggressive behavior. Assertive behavior clearly communicates a person’s needs without hurting anyone. Demonstrate various situations to show the critical difference between the two. Give students opportunities to practice during the week.

It can be useful to ask students to look up these terms in the dictionary. Adapted definitions include:
**Aggressive:** Tending toward violating (going against) the rights of another; attacking someone with your body, your words or with gestures (making faces, laughing, turning your back)

**Assertive:** Telling how you feel with confidence and without putting down another person

*Note:* This is a difficult concept for elementary students. They will need numerous examples, time and practice to help them see the distinction between assertive and aggressive. One way to explain the difference is that being aggressive usually focuses on YOUR needs, and NOT on the needs and feelings of others. When you are assertive, you are trying not only to be clear and straightforward, but are also taking everyone’s feelings and points of view into consideration.

Review the list of solutions created from the previous lesson and organize it into categories relating to the target, kid(s) in the middle, and the aggressor. Reinforce the fact that the kid in the middle plays a very powerful role in preventing and discouraging relational aggression. Encourage students to share times when they intervened in a situation that involved relational aggression. Praise them for their courage.

Below are suggested solutions that can be distributed:

**Solutions for the kid in the middle:**

- Remove the target from the situation; for example, pull them away and walk away; say, “Let’s go and sit at another lunch table”
- Speak up and stick up for the target. Remind the aggressor of the consequences of his or her behavior. For example, “John that sounds like taunting and taunting is not allowed” or “Remember, there is no seat saving in the cafeteria”
- Tell the aggressor you will not continue this friendship if he or she insists on such behaving aggressively. For example, “Hey, if you are going to continue to exclude my friend, Leah, I don’t think I can hang out with you this weekend”
- Use “I messages”
- Be assertive, not aggressive
- Demonstrate empathy to other children involved. For example, go up to the
target and tell him or her how sorry you are that this happened: “I can imagine how you feel. I would feel the same way if I wasn’t invited to the party”

• Say to the target, “Let’s not worry about what they are doing or saying and do our own thing”

• Talk it out. Find an adult with whom to discuss the situation. Identify helping resources in the school, family and community

• Stand near the target. Try using nonverbal solutions to calm the conflict. For example, take the target to lunch

• Refuse to join in. For example, “No, I don’t want to play if everybody can’t play this game”

• Walk away. Refuse to watch. When you walk away from the aggressor, s/he loses his power

• Use humor

• Change the subject. For example, “Hey, did you hear what Mrs. Jones did this morning?”

• Be a friend. Choose not to gang up on your friend

Solutions for the target:

• Say, “Stop it!”

• Say, “Leave me alone!”

• Talk it out. Find an adult with whom to discuss the situation. Identify helping resources in your school, family and community

• Stay calm

• Avoid the aggressor

• Keep a safe distance

• Walk away

• Join others

• Use “I messages”

• Use humor
• Don’t blame yourself; no one ever deserves to be picked on
• Don’t expect that kids will always treat you poorly

**Identifying resources for kids:** In addition to posting your lists of possible solutions, it is important to discuss which adults are available in the school to report to or just talk to about a situation.

• Is there a guidance counselor available?

• Should students tell the principal?

• How do you, as the teacher, encourage children to come to you when they need help? Do you often tell students to sit down or come back at a later time because you want to start a lesson or are busy? How do you really feel about tattling?

• How do we make it cool to seek help if a child needs it?

As children get older, they are less and less likely to report an incident as a kid in the middle or target. When they do reach out to an adult, it is typically a mother. Kids usually choose not to tell teachers because they are afraid that teachers will make it worse, that teachers won’t know what to do, that they don’t care, that they won’t take the complaint seriously or that they will be accused of tattling.

For these strategies to work your school needs to develop a reporting policy; students and teachers need to know whom to contact, when and for which reasons. Students need to know that confidentiality will be maintained and aggressors need to know the consequences of anti-social behaviors. Students need to learn the difference between tattling and telling:

• Tattling: If it will only get another child in trouble, don’t tell me

• Telling: If it will get you or another child out of trouble, tell me

• If it is both, I need to know

(Source: Barbara Coloroso, *The Bullied, the Bully, and the Bystander*)

**Closure:**

Ask students to give their response to the essential question: What is the difference between assertive and aggressive behavior? Present a particular scenario and tell the
students:

- An example of an assertive thing I could say is …
- An example of an aggressive thing I could say is …
- Distribute the Solutions bookmark and have the students list their favorite solutions

**Extension:**

Fishbowl Friday: Place a fishbowl in each classroom. Students write situations or concerns and place them in the fishbowl. Students are encouraged to either write anonymously or to sign their names. On Thursday night, the teacher reads through the papers and selects one or two to work on during Fishbowl Friday. Students are asked to role play a situation and try various solutions to the problem. In other cases, there is just a suggestion. This is a great way to apply the concepts in this program throughout the rest of the school year.
Using “I Messages”

*I feel ...*  
(name the emotion)

*When you ...*  
(state what the aggressor did)

*Because ...*  
(explain why you feel that way)

*I want you to ...*  
(tell the aggressor what you want them to do)

**Example:**
I feel excluded  
when you don’t let me sit at the lunch table  
because we are friends.  
I want you to stop telling me where I can or cannot sit at lunch.
Lesson 8

Make a Difference

What do they really feel?

Objectives:
Students will:

• Learn to empathize with the target
• Acknowledge their own and others’ feelings

Essential Question:
How are you feeling today? How might you know what your classmate is feeling?

Materials:
Classroom copies of:

• Sunglass template
• Feelings handout
• Essential Question 8
• Sample of an x-ray
• Pair of sunglasses or individual pair of sunglasses for each student (brought from home)
• Markers and/or crayons

Procedure:
Display the essential question for this lesson and select a student to read it aloud. All students should be thinking of the answer to these questions as the lesson proceeds.

Hold up an x-ray for the class to examine. Ask the class:
• What is an x-ray?

• Why does a doctor need to look at one?

Discuss with the class that an x-ray allows us to see inside the body, to view what is under our skin so a medical problem can be fixed. Without an x-ray, doctors would have a difficult time knowing what was wrong.

Tell the class: “Today we have a special pair of sunglasses that will help us look inside the target of relational aggression. These special ‘x-ray glasses’ will give each one of us a chance to see what the target is feeling. Let’s give them a try.” If you have actual sunglasses for each child, explain that they will be special x-ray glasses for the day.

Divide the class into groups of three or four and distribute a Feelings handout to the groups. Ask each group to brainstorm a list of synonyms for happy, sad, confused, mad and scared. Encourage them to use a thesaurus.

Bring the students together to share their lists. Pass out the Words that Describe Feelings handout with the class and emphasize that these are just some of the feelings people experience in many different situations. Explain that the goal is to select the feelings that the target might experience.

Begin by giving the x-ray sunglasses to one volunteer and explain that they will be playing a game called “How Does it Feel?” During the game the student wearing the x-ray sunglasses will respond first by naming a feeling that the target may be experiencing. Then pass the x-ray sunglasses to the next student in the group and ask for another feeling the target may have. Continue passing the glasses until everyone has had a chance to wear them and suggest a feeling.

**How Does it Feel?**

• How does it feel when Shannon is excluded from the lunch table where she has always sat with her friends?

• How does it feel when Starsha is made fun of because all of her friends decided to wear bandanas to school and they purposely didn’t tell her?

• Carlos and John are best friends. How does John feel when Carlos won’t allow him to be friends with the new boy in the class?

• How does it feel when Juan told the whole class that Diego cheated on his test when he actually didn’t cheat?
• How does it feel when Omar tells all of Nadia’s friends her secret?
• Continue with your own scenarios

Alternative Activity: Some fifth graders may find the x-ray glasses a little juvenile. You might ask students to use newspapers and magazines to make a collage displaying different kinds of emotions.

Another idea is to have students create a scenario that explains why a person looks a certain way in a picture. What happened? What is s/he feeling inside? Then ask students why and how they might know what that person is feeling. You could also have them imagine that they are wearing x-ray vision glasses instead of using actual glasses.

**Closure:**
Discuss the questions:

• Do students really need these special glasses to know what their peers might be feeling?
• How are we able to know what another might be feeling?

Suggested responses include looking at someone’s facial expression or body language, thinking about how you would feel in another person’s shoes, etc. Emphasize that the ability to recognize and identify with the feelings of others is called empathy.

**Extension:**
Explain to students that it is important that they use descriptive words rather than the common words students usually used to describe feelings, such as happy, sad, mad, glad, etc. Post the feelings list to begin a *Feelings Word Wall* and encourage students to select more descriptive words in their speaking and writing. Add a few of these words each week to your spelling or vocabulary lists.

Tell students:
• Imagine that you really did wear these glasses to lunch today (tomorrow)
• Describe what you would be able to see happening there
• What might you also see in the hallway before school?”
This is a very powerful experience that allows students to begin to identify and discuss some of the covert behaviors occurring around them.

Art Project:

- Continue to build the vocabulary of feelings with your students
- They can illustrate the words on paper or through sculpture
<table>
<thead>
<tr>
<th>Happy</th>
<th>Sad</th>
<th>Confused</th>
<th>Angry</th>
<th>Scared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excited</td>
<td>Gloomy</td>
<td>Troubled</td>
<td>Annoyed</td>
<td>Fearful</td>
</tr>
<tr>
<td>Thrilled</td>
<td>Tearful</td>
<td>Undecided</td>
<td>Mad</td>
<td>Afraid</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Tired</td>
<td>Unsettled</td>
<td>Hostile</td>
<td>Tense</td>
</tr>
<tr>
<td>Joyful</td>
<td>Worried</td>
<td>Distracted</td>
<td>Jealous</td>
<td>Threatened</td>
</tr>
<tr>
<td>Proud</td>
<td>Crushed</td>
<td>Awkward</td>
<td>Used</td>
<td>Uneasy</td>
</tr>
<tr>
<td>Loved</td>
<td>Unloved</td>
<td>Trapped</td>
<td>Hateful</td>
<td>Insecure</td>
</tr>
<tr>
<td>Valued</td>
<td>Upset</td>
<td></td>
<td>Frustrated</td>
<td>Shy</td>
</tr>
<tr>
<td>Cheerful</td>
<td>Ashamed</td>
<td></td>
<td>Controlled</td>
<td>Nervous</td>
</tr>
<tr>
<td>Grateful</td>
<td>Distant</td>
<td></td>
<td>Dominated</td>
<td>Unsure</td>
</tr>
<tr>
<td>Delighted</td>
<td>Discouraged</td>
<td></td>
<td>Resentful</td>
<td>Concerned</td>
</tr>
<tr>
<td>Alive</td>
<td>Unappreciated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peaceful</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Lesson 9

Change the School Culture

Objectives:
Students will:

• Create a collaborative project that expresses students’ creative approach to dealing with relational aggression

• Present their project to the rest of the school

Essential Question:
How can school become a safer place?

Materials:

• Essential Question 9

• Various materials to develop projects

Procedure:
Display the essential question for this lesson and select a student to read it aloud. All students should be thinking about the answer to this question as the lesson proceeds.

Explain that one way to help aggressors change their behavior is to make it clear that relational aggression will not be tolerated. When the majority of students present a united front against it, the aggressors lose their power.

Say to the students: “Today we will begin a campaign against relational aggression. We will recognize and celebrate each other’s strengths, to help instead of hurt each other.”

Examples of the projects include:

• Writing and performing songs, skits, raps, stories, poems, commercials and jingles (these selections are used in the school-wide presentation)
• Making murals, collages, posters school banners
• Making announcements over the P.A. system
• Writing articles for the school paper or Web site
• Planning a school wide relational aggression day or week
• Designing a multimedia presentation, video or game

Ask the class to brainstorm ways to help people become aware of relational aggression and how they can stop it.

What do students think younger children in the school should know?

How can the class communicate the message to other students that relational aggression is hurtful and should not be tolerated?

Allow individual students to make the important decisions about what types of projects to do. Be a facilitator, offer advice and support, and try to let their creativity direct them. Ask the art and music teachers for help!

When the projects are finished, ask students to share their projects with the class. Then plan the awareness building campaign for the school community by presenting the projects at an open house, parents’ night, or student assembly. Invite family members, members of the media, community members and, of course, the entire school, to see what the students have learned and how they feel about relational aggression.

This helps students see that they can make a difference with their own peers and within the larger school community by speaking out.

**Closure:**

Ask students to brainstorm responses to the essential question.

**Extension:**

Ask each student what s/he is willing to do personally to create a safer social climate at school. You might want students to record this and refer to it throughout the rest of the school year.
Lesson 10

Reflecting on relational aggression

Objectives:
Students will:
• Share two things they learned from their final project
• Complete the post-test questionnaire

Essential Questions:
What did you learn about relational aggression that you never knew before? What does it mean to be a friend?

Materials:
Classroom copies of:
• Essential Question 10
• Optional Question 10
• Reflection activity 4
• Kids Helping Kids post test
• Markers, crayons
• Construction paper

Procedure:
Anticipatory set: Display the essential question and select a student to read it aloud. All students should be thinking about the answer to these questions as the lesson proceeds.

State that many people enjoy discussing a book or movie with others; they like to
reflect on the good points, the parts they would change, what they liked and didn’t like. The class will reflect on the events of the past weeks when they learned about relational aggression.

Distribute the post-test questionnaire (same as the pretest questionnaire from lesson 1) and allow students enough time to complete it. Collect them and at a later date compare them to the first lesson’s responses.

Ask students to give their response to the essential question. What did you learn about relational aggression that you never knew before this unit?

**Closure:**
Distribute the Reflection sheet 5 to complete.

**Extension:**
When the final reflection sheet is completed, have the students make a reflection booklet (using construction paper and markers) combining all of the reflection sheets from the previous lessons.
**Kids Helping Kids Questionnaire**

Read each question and circle the response that best shows how you feel.

<table>
<thead>
<tr>
<th>Question</th>
<th>1: Disagree</th>
<th>2: Not Sure</th>
<th>3: Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Excluding others, spreading rumors, leaving someone out on purpose are all examples of relational aggression.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It is OK to leave others out or talk about kids behind their backs if they deserve it.</td>
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<tr>
<td>3. It is important to share my feelings with the person who has hurt me.</td>
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<tr>
<td>4. Kids who ask adults or older kids to help if someone is hurting them are babies.</td>
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<tr>
<td>5. It is not my responsibility to help other kids if I am not involved.</td>
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<tr>
<td>6. If I just ignore someone who is hurting my feelings, he/she will eventually go away.</td>
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<tr>
<td>7. People act in mean ways because they don’t feel good about themselves.</td>
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</tr>
<tr>
<td>8. It is tattling to tell on a kid who is hurting someone else (for example, making fun of them and/or leaving them out).</td>
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</tr>
<tr>
<td>9. If a kid hurts you, it is OK to try and get back at them and hurt them.</td>
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</tr>
<tr>
<td>10. People who are often the targets (for example, of name calling, exclusion) may hurt for a short time, but they will get over it soon.</td>
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<td></td>
</tr>
<tr>
<td>11. When a friend or classmate has done something that you do not like, you should tell them how you feel.</td>
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</tbody>
</table>
Reflection Activity 5

1. What did you learn by completing this unit on relational aggression?

2. What did you enjoy the most?

3. What would you like to change?

4. How would you rate this unit on relational aggression?
   - Fantastic
   - Fair
   - Good
   - Poor
   Why?

5. What would you like to see happen to make your school a safer place?
Dear Parents,

As adults, we often look back to our childhood and remember treasured friendships. As children, many of us recall nurturing and caring feelings for those friends. Our friends became an excellent support system then, as they do now.

In our schools today, aggression among peers has unfortunately become the norm. Negative interactions often replace the nurturing and caring feelings that are associated with friendship. Verbal, physical, and relational aggression have become everyday occurrences. A child whose best friend becomes angry, jealous or hurtful, has a difficult time absorbing any learning.

To help bring about an awareness of this aggressive behavior and to empower the children who are targets or “kids in the middle” and to reduce the number of instances of peer aggression, a special ten-lesson unit will be implemented in the fourth and/or fifth grade classrooms. The Kids Helping Kids unit is an elementary CASS: Creating A Safe School™ program created by The Ophelia Project® of Erie, Pennsylvania, and based upon the research of Charisse Nixon, Ph.D., Penn State-Behrend.

The Kids Helping Kids curriculum focuses on:

- Defining peer aggression with a special emphasis on relational aggression
- Helping students share personal experiences when appropriate
- Identify and understand the various roles of aggressor, target and kid in the middle
- Creating a safe social environment by positively affecting social behavioral norms.

The culminating activity is an awareness-building campaign against peer aggression that your children will develop and present to the school community.

It is our hope that by implementing the Kids Helping Kids program, students will be empowered to deal with peer aggression and will choose to take actions to create a safe social and emotional climate in their classrooms and school. Please feel free to contact us if you have any questions. Thank you for your support.

Teachers’ signatures

Sample letter to send home to parents
Recommended Resources

The following is a list of books in children’s literature that can be used to address specific social issues in the preschool and elementary classroom. Please note: Fourth and fifth graders may find the picture books too juvenile, but they will learn a lot if they are given the opportunity to read and discuss them with younger students.

Preschool and Elementary School Fiction


- Bosch, Carl. **Bully On the Bus**. Seattle: Parenting Press, 1998. For grades 2 through 5; Written in a "Choose Your Own Adventure" format, this book deals with a common problem faced by elementary school children.


- Burnett, Karen Gedig. **Simon's Hook: A Story About Teases and Put-Downs**. Felton, CA: GR Publishing, 1999. For grades 1 through 4; Simon experiences a "bad hair day" after his sister cuts out portions of his hair to remove some chewing gum. When his friends tease him, the boy rushes home in tears.

- Casely, Judith. **Bully**. New York: Greenwillow Books, 2001. For preschool through grade 3; Jack has begun to harass his friend Mickey - stealing part of his lunch, breaking his pencil, and tripping him. Mickey's parents and sister suggest ways to understand or rectify the situation.

- Clements, Andrew. **Jake Drake, Bully Buster**. New York: Aladdin, 2001. For grades 2 through 4; A fourth grader looks back over his years in school and his early experiences as a "bully magnet."


to avoid the challenge offered by the new kid in his class, "The Dozens," a duel of insults Bill doesn't want to join.


- DePino, Catherine. **Blue Cheese Breath & Stinky Feet: How To Deal With Bullies**. Washington, D.C.: Magination Press, 2004. Steve is picked on by a bully and is afraid things will get worse if he tells asks for help; his parents come up with a plan.

- Hoose, Phillip and Hannah Hoose. **Hey Little Ant**. Berkeley, CA: Tricycle Press, 1998. For preschool through grade 2; based on a song, this story has a message: respect all creatures and their right to live.

- Howe, James. **Pinky and Rex and the Bully**. New York: Aladdin, 1996. For grades 1 through 3; Pinky is forced into an identity crisis when his nickname and favorite color is deemed girlish by a bully.


- Lovell, Patty and David Catrow. **Stand Tall, Molly Lou Melon**. New York: G.P. Putnam's Sons, 2001. Molly Lou's self-assurance is put to the test when she moves to a new town, away from her friends and beloved grandmother.

- Ludwig, Trudy. **My Secret Bully**. Berkeley, CA: Tricycle Press, 2005. For grades 2 through 5; follows the story of two girls who have been friends since kindergarten, but lately one seems to be excluding and embarrassing the other in front of friends.


- Madonna. **The English Roses**. New York: Calloway, 2003. "Nicole, Amy, Charlotte, and Grace are all horribly jealous of Binah, the perfect, beautiful, smart,
kind girl who lives nearby. Even though they know Binah is lonely, she makes them sick."


- Moss, Peggy. **Say Something**. Gardiner, ME: Tilbury House Publishers, 2004. For kindergarten through grade 5; a young narrator describes different examples of bullying that she witnesses at school and on the bus, but remains silent.

- Munson, Derek. **Enemy Pie**. San Fransico: Chronicle Books, 2000. For kindergarten through grade 3; hoping that the Enemy Pie his father makes will help him get rid of his enemy, a little boy finds that instead it helps make a new friend.

- Naylor, Phyllis Reynolds. **King of the Playground**. New York: Aladdin, 1994. For preschool through grade 2; with his dad's help, Kevin overcomes his fear of the "King of the Playground."

- O'Neill, Alexis. **The Recess Queen**. New York: Scholastic Press, 2002. Mean Jean is the biggest bully on the school playground until a new girl arrives and challenges Jean's status as the recess queen.


- Polacco, Patricia. **Mr. Lincoln's Way**. New York: Philomel Books, 2001. Everyone thinks Eugene, the school bully, is trouble; but Mr. Lincoln, "the coolest principal in the whole world" is determined to reach the boy.

- Sachar, Louis. **The Boy Who Lost His Face**. New York: Dell Yearling, 1989. Ever since his best friend Scott dropped him to join a popular group, David feels certain he's been cursed.


**Elementary and Middle School Fiction**


- Levine, Gail Carson. *The Wish*. New York: HarperTrophy, 2000. When granted her wish to be the most popular girl in school, Wilma, an eighth grader, forgets that she will graduate in three weeks and her popularity will vanish.

- McCord, Pat Mauser. *A Bundle of Sticks*. Wethersfield, CT: Turtle Press, 2004. At the mercy of the class bully, fifth-grader Ben is sent to a Kajukenbo (martial arts) school, where he learns techniques to defend himself and embraces their peaceful philosophy.


- Shreve, Susan Richards. *Joshua T. Bates Takes Charge*. New York: Knopf, 1993. Joshua was once teased by the class bullies, but fears that the new kid in town will become the new target. For grades 4-7.


boys turn the tables on their tormentors but thus run the risk of becoming malicious themselves.


► Wilhelm, Doug. **The Revealers**. New York: Farrar, Straus, & Giroux, 2003. Three seventh graders team up and use their school Internet to reveal the amount of bullying taking place in their middle school.

► Zeier, Joan T. **Stick Boy**. New York: Atheneum, 2003. When a growth spurt in the sixth grade makes skinny self-conscious Eric a school misfit and victim of the class bully, he is led to befriend Cynthia, a proud and spirited African-American girl who is disabled.

**Books for Adults**

*Easing the Teasing*, Judy Freedman  
*Cliques: 8 Steps to Help Your Child Survive the Social Jungle*, Charlene Giannetti & Margaret Sagarese  
*The Bully, the Bulled, and the Bystander: From Preschool to High School, How Parents and Teachers Can Help Break the Cycle of Violence*, Barbara Coloroso  
*Odd Girl Out: The Hidden Culture of Aggression in Girls*, Rachel Simmons  
*Odd Girl Speaks Out: Girls Write about Bullies, Cliques, Popularity and Jealousy*, Rachel Simmons  
*Girl Wars: 12 Strategies that Will End Female Bullying*, Dr. Cheryl Dellasega & Dr. Charisse Nixon  
*And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence*, James Garbarino & Ellen DeLara  
*Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence*, Rosalind Wiseman
Web Site Resources for Adults

Bully Free Classroom   www.bullyfree.com
Bully Proofing Your School   johndandurand@creatingcaringcommunities.org
Bullying: What Parents Can Do About It   www.pubs.cas.psu.edu 877-345-0691
Bullying: What Educators Can Do About It   www.pubs.cas.psu.edu 877-345-0691
Creating a Safe School Climate   www.OpheliaProject.org   814-734-5628
Don’t Laugh At Me   www.dontlaugh.org
National Crime Prevention Council   www.ncpc.org   (search bullying)
Olweus Bullying Prevention Program   www.clemson.edu   (search bullying)
Stop Bullying Now   www.stopbullyingnow.org
The Ophelia Project®   www.OpheliaProject.org