



Let's Be Friends

A prevention curriculum teaching young children positive social skills, "Let's Be Friends" presents useful tools that enable students to co-create a positive social environment that fosters kindness, compassion and responsibility.

Let's Be Friends

Elementary Curriculum
Grades 2-3



Lesson One:
Positive Attributes

Lesson Two:
Internal & External Strengths

Lesson Three:
What is a Friend?

Lesson Four:
Qualities of Friends

Lesson Five:
Understanding Conflict

Lesson Six:
Building Empathy

Lesson Seven:
Ways to be a Friend

Lesson Eight:
Reflecting on Friendships

the
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Let's Be Friends

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Introduction

Let's Be Friends is a prevention curriculum that teaches young children positive social skills. The purpose of *Let's Be Friends* is to present useful tools to students that enable them to take active roles in the creation of a positive social environment, which encourages kindness, compassion and responsibility.

The Ophelia Project[®] is delighted to provide this fun and educational friendship unit designed for primary school students. We believe that it is important for schools to add a fourth “R” to the “Reading, ‘Riting and ‘Rithmetic” adage, which is **Relationships**. In today’s schools, an intense focus on math and reading literacy is pushing the teaching of social skills farther out of the elementary school.

Children should be taught the skills to know how to:

- Get along with others
- Be a friend
- Be part of a social group

In general, people - even teachers - assume that children know how to interact with one another in positive ways, but what actually occurs in classrooms challenges this belief. The potential for meanness, both inside and outside of the classroom, is taking on new and more creative forms. Another alarming phenomenon shows that children are much more likely to talk back to their teachers and to other adults in their lives. These adults seem to tolerate, and implicitly condone, a greater amount of negative behaviors. It follows that students are demonstrating increased aggressiveness, reduced respect for adult authority and insensitivity to the feelings of others.

Research shows that children learn what is considered acceptable social behavior by observing adults, siblings, peers and older schoolmates. Each group’s activities contribute to the formation of a child’s normative beliefs about how to behave, especially as the child experiments with different kinds of behaviors and receives feedback from those around her. By the third grade, most students have already developed normative beliefs about how to function in a social environment, and these beliefs guide future behavior. If a child’s early formative experiences involved much screaming and yelling as a form of communication, he or she has likely learned to expect this type of behavior from others and most likely believes it is an acceptable way to communicate with others. A child who is allowed to tease, taunt or exclude another student in the classroom, lunchroom or on the playground learns that his

actions are sanctioned and he will continue to use them.

The Ophelia Project[®] is committed to empowering the kid in the middle, often called the bystander, witness or the silent “it’s-none-of-my-business” student. We believe that everyone plays a role in creating positive, safe social climates. Therefore, everyone has a responsibility to become involved in addressing peer aggression. Acts of aggression often occur when adults are not around, so we must count on the children present to take a stand if we truly want to address the aggression in a community.

Our programs strive to develop a sense of personal power within each child, such as:

- Recognizing my responsibility to protect myself and my classmates
- Making the effort to welcome a new student into my work or play
- Speaking out to defend a classmate when s/he is being treated unfairly
- Reporting to an adult when a classmate needs help and is in trouble

The Ophelia Project[®]'s initial efforts focused on middle schools, where students hurt each other through numerous different forms of aggression. Covert bullying is a common practice in middle schools, a place where many adults silently support exclusion, teasing, rumor spreading and gossiping by failing to take action or by being unaware that there is a problem at all.

We encourage teachers of young children to be diligent in holding themselves and their students accountable when their actions knowingly and unknowingly hurt someone else. Through this prevention curriculum, The Ophelia Project[®] encourages teachers to help students get in touch with their own emotions and those of their peers, because lessons in building positive relationships last a lifetime.

Before You Begin

Goal

The goal of this curriculum is to create safe social climates for children. This is accomplished by:

- Providing opportunities for children to develop positive self-concepts
- Developing a definition of friendship
- Encouraging students to nurture their friendships with others

Curriculum Implementation

The lessons in *Let's Be Friends* are designed to be presented in a sequential, eight-lesson unit. Because many of the lessons use the same materials and/or refer to the previous lesson, it is recommended that the lessons be delivered within a two- to four-week period.

Let's Be Friends can be implemented in either second or third grade classrooms. Teaching the unit to all students in the same grade is the most effective way to implement the curriculum. Some schools may prefer to adapt the lessons for first graders or choose to extend the unit for a period of several weeks. Teachers should feel free to adapt this curriculum to meet the specific needs of each school. A needs assessment is recommended to determine the level of programming that will be most beneficial to your school. Contact The Ophelia Project® national office at 1-888-256-5437 for details.

Integration

Let's Be Friends is specially designed so that it can be integrated into any number of school programs. One program The Ophelia Project® recommends is health education. The lessons will have the most impact when linked to what actually happens on the playground, in the lunchroom and during open-ended class time.

Lesson Plans

The lesson plans in this curriculum were created with a teacher's needs and goals in mind. Each lesson is designed to be as easy as possible for you to prepare for and teach. Each lesson is titled and contains:

- A summary of the lesson and key objectives for student learning
- Materials needed to teach the lesson
- Specific procedures on how to teach the lesson, including an anticipatory set and closure

Evaluation

The following criteria are suggestions for assessing the impact of the unit on students:

- Participation in discussions and/or activities
- Fulfillment of assignments
- Adherence to the ground rules of the classroom
- Efforts outside of the classroom to make a positive difference

Listen carefully to the questions students ask during these lessons; it will reveal a great deal about what they are thinking and how the material is affecting them. The ways in which the students interact with each other is also a good indicator of how the lesson is affecting them.

Program Closure

The key to the success of this curriculum is how the students behave after the unit is over. The goal of *Let's Be Friends* is for students to use the information and skills they have learned both inside and outside the classroom. Students should transfer what they have learned in class to situations that they encounter in their everyday lives.

One of the best ways to accomplish this goal is to make a commitment to reinforce the unit concepts throughout the year. Inform students of this plan and ask them for suggestions about how to make the information more meaningful. A student-organized awareness campaign, for example, could be conducted to help younger students observe how friends should treat each other.

Comfort and Privacy

Many times throughout this unit, students are asked to share their personal stories. Some students are comfortable with this, while others are not. The Ophelia Project[®] believes that no one should be forced to comment and that everyone should be given the chance to “pass” on sharing if they so choose. It is important that the curriculum reaches both types of children, and for that reason it is important to establish and have students follow these four

basic ground rules:

- Respect people's privacy by keeping a NO NAMES policy, e.g., "I know someone who ..."
- Pass if you do not wish to speak
- Give others a chance to speak
- Let others speak without interruption

Thoughts on Grouping Students

The way students are assigned seating and grouped for class activities can foster friendships and diffuse aggressive situations. Careful thought should be given to the ways in which students are grouped.

When students are told to find a partner, much can be observed:

- Who is left standing alone?
- Which students reach out to others to be sure they have someone to work with?
- Who are the leaders in the class?
- Which students are shy and find this simple act difficult?
- When is exclusion intentional and therefore hurtful?
- How does the practice of finding a partner support or detract from the lesson goals?

An alternative strategy to random partnering is to instruct students to, "Turn to the person on your right (in front of you, behind you)," when they are to work in pairs. Walk around to ensure that everyone has a partner. When there is an uneven number, quickly create a group of three so that no child is left out.

In addition to using grouping as a learning strategy, teachers can help students build new friendships by using a variety of different criteria in grouping students. The more students get to know their classmates, the less likely they are to taunt, exclude or spread rumors. With this in mind, students can also be grouped in the following ways:

- Pair a quiet, shy student with someone who is caring and friendly and can make him or her feel like a part of the group
- Group students in ways that highlight their strengths; e.g., an artistic student can be the illustrator during collaborative work; a more organized student can help those who are easily distracted

- Encourage interactions between students who don't really know each other; put the new child in a group situation quickly so that s/he gets to know other children and vice versa
- Proactively support a student who has been the target of peer aggression by grouping him or her with students who will be kind and inclusive
- Discourage interaction between students who have been in an aggressive incident or who tend to gang up on other children in the class
- Changing classroom seating arrangements monthly or bi-monthly provides students with the opportunity to get to know each other; getting to know others who are different also breaks down barriers that might lead to prejudice and discrimination

Use cooperative learning strategies to encourage positive interactions and expand students' friendships. These learning strategies build appreciation for diversity and tolerance, and highlight each student's skills and abilities. Cooperative learning often requires more class time to complete an activity; however, the development and practice of social skills involved in group problem solving is well worth it. Social skills can only be "learned by doing."

Pay particular attention to the new student in class. New students often become targets of aggression. They need special attention and careful pairing with caring students and buddies to help them through their first weeks at a new school. As a teacher who is concerned with creating safe social climates, you should anticipate possible problems and take action to prevent such issues.

Contributors

The following people contributed to the production of the *Let's Be Friends* curriculum and lessons, copyright 2004-2006.

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Materials Needed

The resources for each lesson are simple, easy to find materials. It is important to gather all materials before beginning the lesson. Below is a list of resources needed for each lesson.

Lesson 1

- Essential Question 1: What is something you do well?
- A mirror
- Pattern for paper figure
- Crayons or markers

Lesson 2

- Essential Question 2: What's inside you that makes you special?
- Pre-cut oak tag headbands (1 per student)
- Six 1x11-inch strips of construction paper per student
- Crayons or markers

Lesson 3

- Essential Question 3: A friend is ...
- Drawing paper
- Crayons or markers
- Large paper cut-out of gingerbread person
- "A Recipe for Friendship" handout (included)

Lesson 4

- Essential Question 4: How am I a good friend to others?
- Role play scenario cards
- "ABC's of Problem Solving" chart (included)

Lesson 5

- Essential Question 5: What happens when friends fight?
- “Six Crows” by Leo Lionni
- Chalkboard or chart paper
- “I Message” Process chart (included)
- Construction and writing paper

Lesson 6

- Essential Question 6: How can you make someone who is unhappy feel better?
- Life-size cut-out of a human body made of bulletin board paper
- Pipe cleaner
- “Band-Aid” template (included)

Lesson 7

- Essential Question 7: What are the important friendship messages that I can share?
- Various materials for a creative project

Lesson 8

- Chart paper
- Crayons or markers

Lesson 1

Mirror, Mirror

Positive Attributes

Objectives:

Students will demonstrate the ability to:

- Identify personal strengths
- Identify positive behaviors/strengths in others
- Categorize strengths into two groups: internal (invisible) and external (visible)

Essential Question:

What is something you do well?

Materials:

- Essential Question 1: What is something you do well?
- A mirror
- Pattern for paper figure
- Crayons or markers

Summary:

Students brainstorm about the personal strengths that help them make good choices. They determine whether the strengths are visible or invisible, and then share their observations.

Procedure:

1. Anticipatory Set: Display the essential question for this lesson and select a student to read the question aloud. Remind students to think of the answer to this question as the lesson proceeds.
2. The teacher introduces the lesson by gazing into a “magic” mirror and says, “Mirror, mirror on the wall ... show me how I am the best of all.” The mirror acts as a helping tool for the teacher to recognize his or her special strengths. The teacher then relates his or her personal strengths to the class.

3. The teacher asks for volunteers to look into the magic mirror and repeat the rhyme. Each participant will name his or her own special strengths.
4. The teacher works together with the students to compile a list of common strengths by brainstorming with the class.
5. The magic mirror is passed around the classroom, so that each student has the opportunity to view him or herself in this way.
6. The teacher defines what “visible” and “invisible” strengths are and gives the class several examples. Each idea on the list is then labeled as either visible (V) or invisible (I).
7. Students are given paper figures to trace and decorate to look like themselves, reflecting on what they learned when looking in the mirror. Then, ask the students to write their visible strengths around the edges of their paper figures and their invisible strengths toward the center of their figures.

Closure:

1. Ask students to respond to the essential question: *What do you do well? What are some of your strengths? Which one(s) are unique to you / make you special?*
2. Ask students to explain the difference between visible and invisible strengths. Explore the topic by posing specific questions, such as, “If thinking carefully is one of your strengths, how can this help you to make good choices?”
3. Have individuals share their paper figures with classmates, who can offer even more suggestions of strengths to add to one another’s figures.
4. The paper figures can be used to create a colorful and informative bulletin board for the classroom that reminds the students of what they have learned in this lesson. A second bulletin board could be created, titled: “How our strengths help us make great choices!”

Lesson 2

Inside Out

Internal and External Strengths

Objectives:

Students will demonstrate the ability to:

- Identify invisible strengths
- Share invisible strengths with others
- Recognize and appreciate others' invisible strengths

Essential Question:

What's inside you that makes you special?

Materials:

- Essential Question 2: What's inside you that makes you special?
- Pre-cut oak tag headbands (one per student)
- Six 1x11-inch strips of construction paper per student
- Crayons or markers

Summary:

Students find a creative way to show others their invisible strengths.

Procedure:

Note: Prior to this lesson, the teacher should note and record times when students were kind or caring toward others.

1. Anticipatory Set: Display the essential question, read it aloud to the class and return to it at the end of the lesson.

2. Review with the class the strengths that were written on the paper figures created during Lesson 1. Comment on how visible strengths are easy for people to see, but invisible ones require some extra work to discover (e.g. if you are a good artist, you can show people your work; if you are sensitive to the feelings of others it is obvious when you treat people well).
3. Relate examples of students' kindness and caring toward others that you witnessed in the days leading up to the lesson. Ask your students to share a time when they were kind and caring to others.
4. Ask the class: "Which person is always able to see the invisible qualities?" Elicit the response "me." Explain that, "You are usually the only one who is aware of your own invisible qualities, but we want others to see them as well." Let the students know that to help others see these invisible strengths they will make a "caring crown."
5. Distribute a pre-cut oak tag headband and six 1x11-inch strips of construction paper to each student.
6. Have students write "Caring Crown" on the headband and record several of their invisible strengths on the strips. If time allows, the students may decorate the headband.
7. Staple or glue the headband to fit each child's head. Next, attach each construction paper strip to the headband, with the side where the invisible strengths are written facing inward, toward the child's head. The strips are attached on both ends to the headband, intersecting in the middle to form a dome.
8. When all the crowns are completed, explain that invisible strengths are the ones that will be most valuable. "These invisible strengths are the ones that make you a good friend and a caring person. We want others to see these strengths. To make them *visible*, watch what I do ... " Take a pair of scissors and cut the strips at the very center (where they all intersect). Watch as all the strengths pop out!

Closure:

1. Let the students wear their crowns as a way to showcase and highlight their invisible strengths.
2. Return to the essential question: *What's inside you that makes you special?* Ask students to share their answers.
3. Tell the students that you will be on the look out for demonstrations of their invisible strengths and that each student should remember to look for those qualities in his or her classmates.

Lesson 3

Recipe for Friendship

Qualities of a Good Friend

Objectives:

Students will demonstrate the ability to:

- Describe a friend
- Define friendship
- List qualities they seek in a friend
- Describe how to treat a friend

Essential Question:

A friend is ...

Materials:

- Essential Question 3: A friend is ...
- Drawing paper
- Crayons or markers
- Large paper cut-out of gingerbread person
- Recipe sheet handout (included)

Summary:

Students will be asked to demonstrate pro-social behavior. They will learn to name qualities to describe a friend and to define friendship. Each student will have the opportunity to describe a friend in his or her own life and consider ways to nurture that relationship.

Procedure:

1. Anticipatory Set: Display the essential question for this lesson and select a student to read it aloud. All students should be thinking of the answers to this question as the

lesson proceeds.

2. Revisit Lesson 2 with the caring crowns. Encourage students to wear their crowns while they review what they have learned about both visible and invisible strengths.
3. Give students a sheet of drawing paper with the instructions: “Draw a picture of you and a friend having fun together.”
4. When the drawings are complete, ask students why they have so much fun with their friend and why they like spending time together. Students should describe what they specifically like about their friends.
5. Mount the gingerbread person on the board and ask: “If we could create a friend, what qualities would that person need to have?” The teacher writes qualities on the gingerbread person as the discussion progresses. (Include both visible and invisible strengths.)
6. The teacher takes down the gingerbread person from the board. Students volunteer to hold the figure and, from what they have learned, describe the ways to treat a friend. The teacher compiles a list of suggestions.
7. The teacher introduces the “A Recipe for Friendship” activity. Discuss how a recipe can be used to make something special. The class then works together to create a friendship recipe, including ingredients and directions. Be sure that students include both visible and invisible qualities.
8. Students use the recipe template to create their own recipe ingredients. This may be illustrated.
9. The teacher compiles all the individual recipes into a cookbook for friendship that can be put on display in the classroom to remind and encourage students to use what they have learned during the lesson.

Closure:

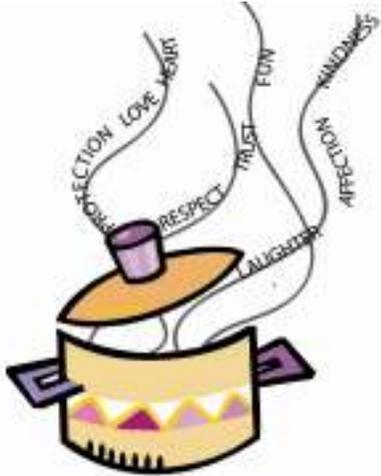
1. Ask students to give their response to the essential question: *A friend is ...*
2. How does the dictionary define a friend?
3. What did the students learn about friends and friendship?

A Recipe for Friendship

If you could cook up the perfect friend, what special ingredients would you include? What is your friend like? What qualities do you think are important for a friendship to be healthy?

Write down a list of friendship 'ingredients':

Ingredient List:



Now, how would you put your friend together?

HOW TO MIX IT UP:

Remember to encourage the good 'ingredients' in your friends!

Lesson 4

Am I a Friend?

Qualities of Friends

Objectives:

Students will demonstrate the ability to:

- Identify ways to be a friend to someone else
- Develop methods to maintain friendships

Essential Question:

How am I a good friend to others?

Materials:

- Essential Question 4: How am I a good friend to others?
- Role play scenario cards
- “ABC’s of Problem Solving” chart (included)

Summary:

Students role play various situations in which friends mistreat others. Through discussion and brainstorming, students develop several solutions to handle these conflicts, which serve as friendship-building tools.

Procedure:

1. Anticipatory Set: Display the essential question; read it aloud to the class.
2. The teacher shares his or her own personal story about how a friend hurt his or her feelings.
3. Explain to the class: “Today we will be doing (or watching) several role play situations. We will explore examples of how friends can hurt each other. We will then brainstorm ways to change this hurtful behavior into something more positive.”

Note: This activity may be difficult for children who are shy or have never done role playing

before. One way to address this would be to ask older students to come to the class to act out a scenario, or to spend some additional class time practicing role playing before using it in this lesson.

4. Explain that most conflicts require some kind of problem solving skill in order to resolve them.
5. Display the ABC's of Problem Solving chart (on page 24):
6. **A**sk, "What is the problem?"
 Brainstorm some solutions
 Choose the best one
 Do it
 Evaluate the solution
7. Break the class up into groups of three or four and assign students various scenarios to act out.
8. Distribute story cards (one scenario per group) and allow approximately ten minutes for the groups to review and practice the role play. The story cards are suggestions. Scenarios that occur within the specific school community should be used. The teacher should make sure that none of the names of the students in the class or grade level are used. (See role play scenarios on page 24.)
9. Ask the first group to perform its scenario for the class. Explain that the students are an audience and are watching this all happen as a third party. They are bystanders or kids in the middle. Encourage them to think about how it makes them feel to watch these situations happen to some of their classmates.
10. Process the role plays by asking students to describe what happened. Students should remain in character as each one is asked to answer the following questions. The purpose of the questions is to focus on the feelings of both the target and the aggressor in each situation.

Questions for the target: What were you thinking during the role play?
How did you feel? Describe what was done to you (e.g., left out).

Questions for the aggressor: What were you thinking about in this situation? Why did you act this way (e.g., kept her from joining the game)?
How and what were you feeling?

Questions for the audience/kids in the middle: How did you feel watching the aggressor behave that way toward the target? Have you ever seen something like this happen before?

11. Ask the class to work through the “ABC’s of Problem Solving” chart and begin to brainstorm new, more positive and constructive behaviors in each role play situation. What could the target do differently? What could the kid in the middle do? Emphasize the importance of the kid in the middle or the target doing something to improve the situation. Encourage positive change from both perspectives.
12. Select the best solution for each situation and have the group perform the role play again, this time with the new solution. Afterward, ask for feedback from the group.
13. Repeat this entire process for the remaining groups. *Note:* It may take several sessions to give every group a chance to share.

Closure:

1. Create a list of possible solutions when dealing with problems involving friends. Encourage students to share other problems they’ve faced, in addition to those addressed during the role plays.
2. Return to the essential question: *How am I a good friend to others?* Ask students to share their answers based on what they have learned.

Role Play Scenarios

Scenario 1:

Tanya is having a birthday party. She keeps telling her friend, Mary, that she is not invited, saying: “You can’t come to my party, Mary, because you were talking to that new girl, Sally.”

Scenario 2:

Christopher is riding his bike and wants to race against Sam. Sam says “okay,” but when they race, Sam wins. Now Christopher makes fun of Sam and calls him a cheater.

Scenario 3:

Maria’s pet has died and she arrives at school feeling very sad. She cries all day long. Alex and Andre make fun of her. Before long, all the kids are calling her a crybaby.

Scenario 4:

Marta and Anna are playing together at recess. Marta makes all the decisions about what to do. Anna wants to go outside, but Marta says no! She says that if Anna doesn’t want to play inside, she won’t be her friend.

Scenario 5:

Brock and Darnell are playing on the playground at recess. All of the kids want to use the slide, but Brock and Darnell are only letting kids who have a certain kind of name-brand sneakers go down the slide.

The ABC's of Problem Solving

Ask, “What is the problem?”

Brainstorm some solutions

Choose the best one

Do it

Evaluate the solution

Lesson 5

Friends Forever?

Understanding Conflict

Objectives:

Students will demonstrate the ability to:

- Identify qualities that make a good friend
- Identify qualities that hurt a friendship
- Use “I Messages” to communicate needs and feelings

Essential Question:

What happens when friends fight?

Summary:

During this lesson, students will be able to reexamine the qualities of friendship and problem solving to begin to create solutions to conflicts that may arise between friends. This lesson is a wonderful example of how you can integrate a lesson on friendship-building skills into a reading lesson. The concepts presented in this unit are strengthened when they are highlighted during daily learning.

Materials:

- Essential Question 5: What happens when friends fight?
- “Six Crows” by Leo Lionni
- Chalkboard or chart paper
- “I Message” process chart (included)
- Construction and writing paper

Procedure:

1. *Anticipatory Set:* Examine the birds on the cover of the book “Six Crows.” Discuss crows with the class (e.g., what they eat, where they live). Use references to gather

some basic information on crows beforehand, if necessary. Begin the lesson by telling the class that “the author, Leo Lionni, uses animals to teach us a valuable lesson about our friendships and ourselves.” At the end of the story, students will be able to explain what that lesson is.

2. While reading the story aloud to the class, ask:
 - What do you think the farmer might do to keep the crows out of the field? (Prediction)
 - Who do you think is sillier, the farmer or the crows? Why? (Evaluation)
 - Do you think it is too late to make peace? Explain your answer. (Analysis)
 - What actually changed the minds of the crows and the farmer? (Comprehension)
3. Post-reading, relate “Six Crows” to the children’s own friends. Ask: “Has there ever been a time when you and a friend ended up fighting, like the farmer and the crows?” Spend a few minutes sharing the students’ stories and place emphasis on how the problem was resolved in the “Six Crows” story.
4. Revisit the gingerbread person activity (Lesson 3) and remind the class of the qualities we look for in a friend. Next, ask students, “What kinds of things can hurt a friendship?” Write their ideas on the board under the heading “Friendship Busters.” Continue to relate ideas to the story (e.g., “What did the farmer and crows do to ‘bust’ their friendship?”). Other examples of “Friendship Busters” include: stealing, making others feel left out, being mean, etc.
5. Ask: “What steps can you take to solve a conflict with your friends?”
6. Brainstorm ways to solve conflicts. One suggestion is to use “I Messages.” Proceed to teach the “I Message” process (see page 27).

Closure:

1. Ask students to respond to the essential question: *What happens when friends fight?*

The “I Message” Process

When using an “I Message,” start with the word “I” and then clearly state *how you feel*.

Example: *I feel excluded or I am hurt ...*

Next, add WHAT the other person did or is doing that made you feel that way.

Example: *I feel excluded when you don't let me sit at the lunch table.*

Clearly and simply say WHY you feel this way.

Example: *I feel excluded when you don't let me sit at the lunch table, because we are friends and I want to sit with you.*

Finally, state WHAT you want or need the other person to do.

Using “I Messages”

I feel ...

(name the emotion)

When you ...

(state what your classmate did)

Because ...

(explain why you feel that way)

I need you to ...

(tell your classmate 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 need you to stop telling me where I can or cannot sit at lunch.

Lesson 6

Turn the Frown Upside Down!

Building Empathy

Objectives:

Students will demonstrate the ability to:

- Exhibit empathy toward others
- List ways to make others feel good
- Reflect on ways to help their own unhappy moods change for the better
- Reflect on ways to help others change their unhappy moods for the better

Essential Question:

How can I make someone who is unhappy feel better?

Materials:

- Essential Question 6: How can you make someone who is unhappy feel better?
- Life-size cut-out of a human body made of bulletin board paper
- Pipe cleaner
- “Band-Aid” template (included)

Summary:

Using a tracing of a life-size human body, the students will discover ways they can make an unhappy friend feel better. They will put their ideas onto a “Band-Aid” template and paste them on the body.

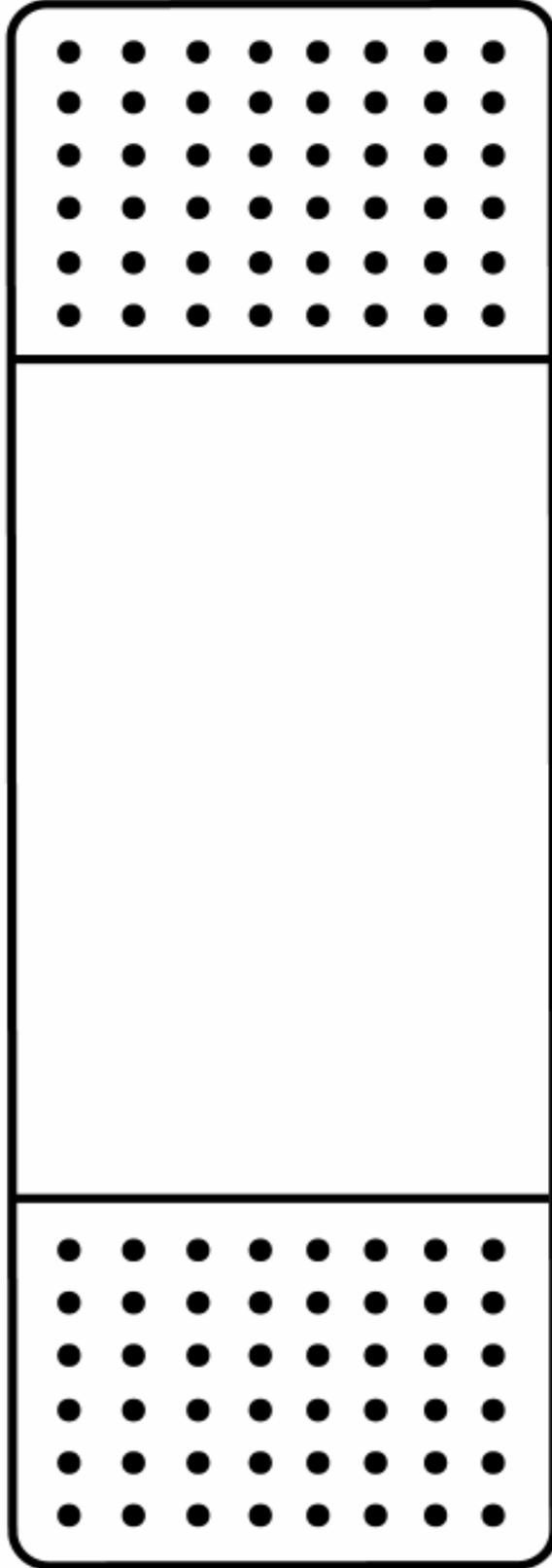
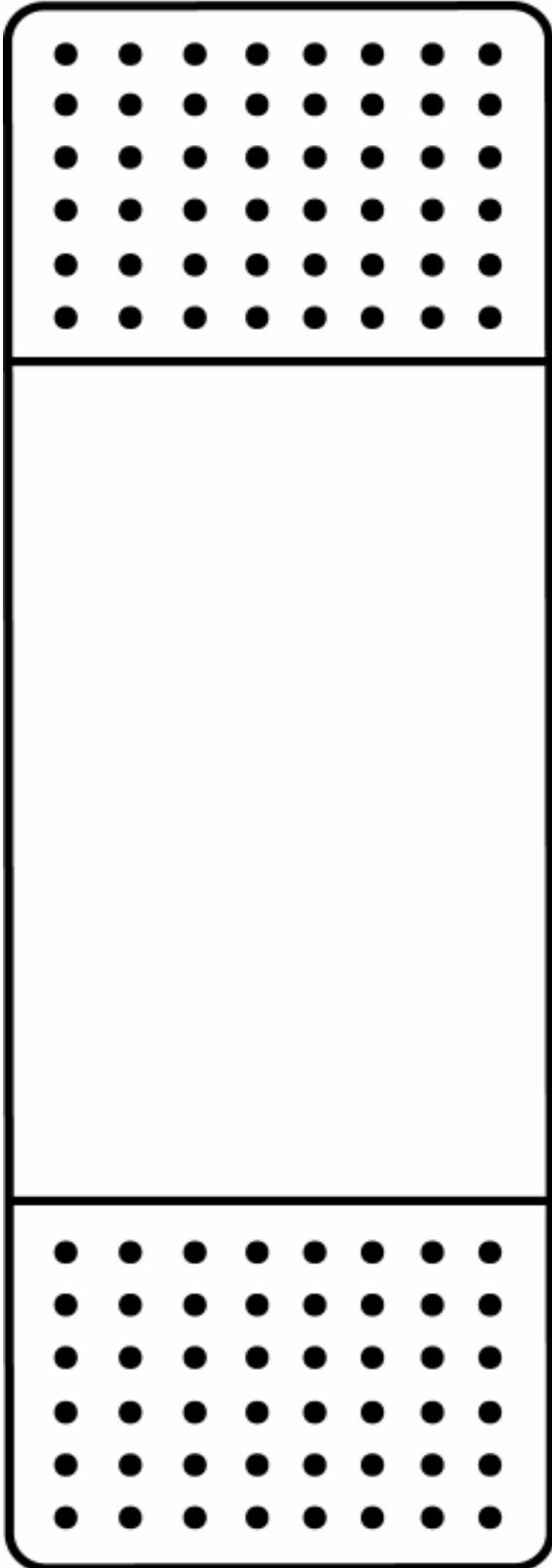
Procedure:

1. Anticipatory Set: Display the essential question for this lesson and select a student to read the question aloud. Remind students to think of the answer to this question as the lesson proceeds.
2. The teacher shares with the class a time when he or she was feeling sad, but then did something to make him or herself feel better.

3. Discuss with the class ways in which they are able to cheer themselves up. When they are feeling sad, how do they turn that frown upside down and create a smile?
4. Refer to the large cut-out of a person who is wearing a pipe cleaner frown. After you have heard some suggestions from the students about how they are able to make themselves feel better when they are down, change the pipe cleaner into a smile. Explain that in this lesson they will write down suggestions about how to make someone who is unhappy feel better. Students should write their ideas on a “Band-Aid” from the “Band-Aid” template (page 32).
5. The “Band-Aids” are then glued onto the paper cut-out, representing ways in which the students can help when someone they know is sad.
6. *Alternate Option:* Turn the class “Band-Aid” activity into a small group project, tracing several bodies to fill with “Band-Aids.” Each group gets to work with its own cut-out, placing “Band-Aid” suggestions onto the body.

Closure:

1. Display the completed human body cut-out(s) in the classroom or hallway.
2. Return to the essential question: *How can I make someone who is unhappy feel better?* Have students discuss the ideas that they believe could best be used to help improve this kind of situation.



Lesson 7

Showing We Care

Demonstrating Ways to Be a Friend

Objectives:

Students will:

- Create a project that expresses their understanding of friendship (e.g., how to be a good friend, how to nurture a friendship)
- Understand that by speaking out, they can make a difference in their own lives, those of their peers and within the larger school community

Essential Question:

What are important friendship messages that I can share?

Materials:

- Essential Question 7: What are important friendship messages that I can share?
- Various materials for a creative project

Summary:

Students will demonstrate what they have learned about friendships by completing a creative project.

Procedure:

1. Anticipatory Set: Display the essential question for this lesson and select a student to read the question aloud. Students should be thinking of the answer to this question as the lesson progresses.
2. Explain to the class that one way to help remember the lessons they have learned during this unit is to teach and express them to others. Tell them, “Today we will begin a campaign. You will create a project that will help people become more aware of how to be a friend and how to help a friend.” Identify an audience for the project

(e.g., parents, younger peers, siblings).

3. Project examples include: songs, skits, jingles, stories, poems, posters, school wide announcements, articles for the school paper, a Web site, multimedia presentations, videos, games and banners.
4. Ask the class to brainstorm ways to help people become aware of how to be a friend and how to help a friend. Remind them of what they have learned so far from the unit. What do they think everyone should know? Direct the class to develop several friendship themes or slogans (e.g., Kindness is cool! Everyone is welcome here! Hurray for differences!).
5. Discuss ways in which the students can share their messages with their target audience. Allow students to select and plan out their projects. Be a facilitator and offer advice and support, but allow the students' creativity to direct them. Help the students plan and organize their projects. Students can work independently or team up with others. If students are going to work in pairs or in small groups, think beforehand about how to guide this process. Asking for help from parent volunteers or older students may be a good idea.

Closure:

1. Ask students to give their response to the essential question: *What are important friendship messages that I can share?*
2. When the projects are finished, ask students to share theirs with the class. Plan to build awareness in 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 or the entire school to see what the students have learned and how they feel about friendship.

Lesson 8

Reflecting on Friendships

Summary of Unit Lessons

Objectives:

Students will demonstrate the ability to:

- Evaluate their new understanding of friendship and the goals they accomplished during the culminating projects (Lesson 7)

Materials:

- Chart paper
- Crayons or markers

Summary:

Students will reflect on the friendship unit and the culminating projects.

Procedure:

1. Anticipatory Set: Talk with the class about how people enjoy discussing a book or movie with others who have seen or read the same thing. Explain that when sharing, people like to reflect on the good points of the book or movie, as well as the parts they would change (e.g., what they did and didn't like). The class will reflect on the activities of the past week(s) and what they learned about friendships.
2. Brainstorm answers to the following questions and record responses on separate pieces of chart paper. A carousel brainstorming technique can be used, where students write down their own responses to the questions. If this method is preferred, place the chart paper in various places around the room and have the students travel in small groups to respond to each of the following questions.
 - Why did we spend class time doing these lessons?
 - What new things did you learn from these lessons?

- What activities did you enjoy the most? Why?
- What did you dislike about the projects?
- What would you do to change or improve them?

Closure:

1. Display the chart papers around the room and read the responses aloud. As a group, reflect on and explore what the class learned from the *Let's Be Friends* unit.



THE LANGUAGE OF PEER AGGRESSION

| Type of Aggression | Definition & Behaviors |
|--|---|
| <i>Peer Aggression</i> | Includes physical, verbal and relational aggression. All of these types of aggression affect both boys and girls. (Crick et al., 1999) |
| <i>Physical Aggression</i> | Harm through damage or threat of damage to another's physical well-being (Crick and Grotpeter, 1995) |
| <i>Verbal Aggression</i> | Obvious and/or hidden verbal acts of aggression toward another, such as threats, putdowns and name calling |
| <i>Relational Aggression</i> | Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others (Crick and Grotpeter, 1995). Relational aggression behaviors include exclusion, malicious gossip and rumor spreading, teasing and name calling, alliance building, covert physical aggression, and cyberbullying (more about this newest form of relational aggression below). |
| <i>Overt Aggression</i> | Obvious, blatant acts of aggression |
| <i>Covert Aggression</i> | Hidden acts of aggression (e.g. body language, exclusion) |
| <i>Reactive Relational Aggression</i> | Defensive response to provocation with intent to retaliate Example: A child is being teased repeatedly in school and then becomes a teaser himself for protection. |
| <i>Proactive Relational Aggression</i> | Proactive behaviors are a means for achieving a goal (e.g. may need to exclude someone to maintain your own social status) Example: A girl is mad at another girl for being "more popular" so she spreads a sexual rumor about her to ruin her reputation. |

| Bullying Language | Definition & roles in bullying and aggression |
|---------------------------------------|---|
| <i>Bullying</i> | <p>Negative actions carried out by physical contact, words, making faces, gestures, rumors, intentional exclusion (Olweus, 1997)</p> <p>3 Criteria of a bullying incident:</p> <ul style="list-style-type: none"> ▪ Intentional harm ▪ Carried out repeatedly ▪ Relationship characterized by imbalance of power <p>Three roles of aggression: the aggressor, the target and the bystander</p> |
| <i>Aggressor or Bully</i> | The person who chooses to hurt or damage a relationship. |
| <i>Target or Victim</i> | The person who is aggressed upon. A passive target is picked on for no reason. The provocative target may behave in such a way (i.e. annoying, poor social skills, poor hygiene) that others think s/he deserves or asks for the aggression. |
| <i>Bystander or Kid in the Middle</i> | The person or persons who are not aggressors or targets but are caught somewhere in between. They are often scared, stuck and silent. The kid in the middle is part of a social situation as a bystander. Kids in the middle are involved in the aggression and have the potential to take action to change the situation for the target. |

| Influences on Behavior | Terms in changing normative behavior |
|---------------------------------------|--|
| <i>Social Norms</i> | Expected or accepted rules for behavior. The Ophelia Project® promotes pro-social norms in its work with schools and communities. |
| <i>Normative Beliefs</i> | Self-regulating beliefs about the appropriateness of social behavior (Huesmann, 1988, Huesmann and Guerra, 1997) |
| <i>Empathy</i> | <p>Involves 3 components. All must be present for empathy to take place:</p> <ul style="list-style-type: none"> ▪ Emotional Component: the ability to identify other’s feelings ▪ Cognitive Component: the ability to understand another person’s perspective ▪ Application Component: the ability to respond appropriately <p>Example: Your friend finds out that other girls are talking about her behind her back. You were a part of it. You see that she is hurt and upset. You imagine how you would feel if your friends were trashing you behind your back. You feel her pain, apologize for your role and intervene on her behalf.</p> |
| <i>Hostile Attribution Bias (HAB)</i> | <p>Is the tendency to interpret events in a paranoid manner.</p> <p>Crick published an article in “Child Development” (Vol. 73, No. 4), showing that relationally aggressive girls display hostile attribution bias (HAB).</p> <p>Example: A relationally aggressive girl may overhear two girls talking about having a party, and assume she has been deliberately excluded. An aggressive child is bumped in the hallway and perceives that bump as intention, while a non-aggressive child would view this as an accident.</p> |
| <i>Emotional Intelligence</i> | <p>The capacity for recognizing our own feelings, and those of others, for motivating ourselves and for managing emotions well in ourselves and our relationships (Goleman, 1998). (See Daniel Goleman’s book “Emotional Intelligence: Why it can Matter More Than IQ”)</p> <p>Having emotional intelligence means being able to</p> |

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|---|---|---|---|
| | <p>recognize what you are feeling so that it does not interfere with thinking. It becomes another dimension to draw upon when making decisions or encountering situations. (Susie Orbach, "The Guardian," August 12 1998, http://www.antidote.org.uk/html/susieonemotionalliteracy.htm)</p> | | |
| <i>CASS™ Continuum</i> | <p>CASS™ is an acronym for Creating A Safe School – The Ophelia Project™'s signature program, developed six years ago. CASS™ now exists as a continuum, representing the vast array of services and programs that The Ophelia Project® offers schools and communities to support them in creating safe social climates.</p> | | |
| <i>Mentorship</i> | <p>Mentorship is an important vehicle for promoting positive change. Mentors are carefully trained to understand pro-social behavior, to demonstrate effective communication skills and to serve as role models for peers and younger children. Mentorship experiences build leadership capabilities in students.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>A Mentor is :</p> <ul style="list-style-type: none"> ▪ A role model ▪ A listener ▪ A resource for information ▪ A leader ▪ An encourager, gives praise ▪ A communicator ▪ A skill builder ▪ A negotiator ▪ An empathizer ▪ Non-judgmental ▪ Resourceful ▪ Respectful </td> <td style="vertical-align: top; width: 50%;"> <p>A Mentor is not:</p> <ul style="list-style-type: none"> ▪ A therapist ▪ A parent ▪ A counselor ▪ A rejecter ▪ An expert ▪ An advisor ▪ Analytical ▪ Authoritarian ▪ Critical ▪ Disrespectful ▪ Judgmental ▪ Supportive </td> </tr> </table> | <p>A Mentor is :</p> <ul style="list-style-type: none"> ▪ A role model ▪ A listener ▪ A resource for information ▪ A leader ▪ An encourager, gives praise ▪ A communicator ▪ A skill builder ▪ A negotiator ▪ An empathizer ▪ Non-judgmental ▪ Resourceful ▪ Respectful | <p>A Mentor is not:</p> <ul style="list-style-type: none"> ▪ A therapist ▪ A parent ▪ A counselor ▪ A rejecter ▪ An expert ▪ An advisor ▪ Analytical ▪ Authoritarian ▪ Critical ▪ Disrespectful ▪ Judgmental ▪ Supportive |
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| <i>Leadership</i> | <p>The ability or capacity to lead (dictionary.com). Participating in CASS™ provides an opportunity to develop leadership skills for both adults and children.</p> | | |
| <i>Forgiveness</i> | <p>'To forgive someone' is to let go of the hurt another person has caused you so you can move on without the hurt affecting your life.</p> | | |

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|---|--|
| <p>Exploring Actions</p> | <p>Below are definitions of actions used in normal social interactions. Placed on either end of a continuum, the first action is positive and socially acceptable and the second is used solely to gain power and/or hurt and humiliate another. Drawing distinctions between the behaviors helps adults and students identify and change hurtful behaviors.</p> |
| <p><i>Joking or Kidding versus Taunting</i></p> | <p>Joking or kidding with a friend is a way to tease each other in a kind way. It is done with no malicious intent and if it bothers the person who is being joked with, the joker will stop.</p> <p>Taunting is calling someone names with the intent to hurt another person, and to feel more powerful than the person who is being taunted.</p> |
| <p><i>Telling versus Tattling</i></p> | <p>Telling is reporting to an adult when a person sees something cruel happening to oneself or others. The intention of the reporting is to keep another, or the teller, safe from harm.</p> <p>Tattling is telling an adult something someone else has done to get attention or get them in trouble. Tattling includes exaggerating a harmless incident or lying to an adult about what someone else did. (Barbara Coloroso describes the difference on pages 134-135 in her book “The Bully, The Bullied, and The Bystander,” 2003).</p> <p>The elementary school statement is: “Telling is keeping someone or you safe AND tattling is getting someone in trouble.”</p> |
| <p><i>Flirting versus Sexual Harassment</i></p> | <p>Flirting is giving attention to someone who you find attractive. If that attention makes the person uncomfortable, the person flirting will apologize and not do it again. Flirting is within the scope of normal social adolescent behavior.</p> <p>Sexual harassment is using sexual language or actions to hold power</p> |

| | |
|--|---|
| | <p>over someone else. This is neither playful nor healthy social behavior. There are legal ramifications for behavior that is deemed sexual harassment.</p> |
| <p><i>Sharing versus Gossiping</i></p> | <p>Sharing is telling information about a friend to another friend to keep a mutual acquaintance updated.</p> <p>Gossiping is telling people secrets you promised not to tell others, telling people about someone else in order to get more attention from others, telling people a lie about someone to get back at them, or exaggerating the truth about what someone did to make them look bad to others. The intent of gossiping is malicious.</p> |
| <p><i>Other Sets to Explore</i></p> | <p>Good popular vs. bad popular; Cooperation vs. competition; Being a good friend vs. being a bad friend; Healthy conflict vs. relational aggression; Gentle irreverence (playful kidding) vs. sarcasm (mean-spirited)</p> |

| Cyberbullying | Source: The Center for Safe and Responsible Internet Use provided all the definitions below (www.cyberbully.org) |
|------------------------------------|--|
| <i>Blog</i> | A shared online journal where people can post diary entries about their personal experiences and hobbies |
| <i>Cyberbullying</i> | Sending or posting harmful or cruel text or images using the Internet or other digital communication devices |
| <i>Cyberstalking</i> | Harassment that includes threats of harm or is highly intimidating |
| <i>Denigration (Put-downs)</i> | Sending or posting harmful, untrue or cruel statements about a person to other people |
| <i>Exclusion</i> | Actions that specifically and intentionally exclude a person from an online group, such as exclusion from an IM “buddies” list |
| <i>Flaming</i> | Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group |
| <i>Harassment</i> | Repeatedly sending a person offensive messages |
| <i>Masquerade</i> | Pretending to be someone else and sending or posting material that makes that person look bad, or puts that person in potential danger |
| <i>Outing and Trickery</i> | Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images. Engagement in tricks to solicit embarrassing information that is then made public. |

Resources

Books on Bullying for Children

Alexander, M. G. (1981). Move Over, Twerp. New York: Dial Books.

Age range: 4 to 8

Berenstain, S. and J. (1989). The Berenstain Bears and the In-Crowd. New York: Random House.

Age range: 4 to 8

Berenstain, S. and J. (1993). The Berenstain Bears and the Bully. New York: Random House.

Age range: 4 to 8

Berry, J. (1989). Let's Talk About Being Bullied. New York: Smithmark.

Age range: 4 to 6

Bomberger, J. (1997). Benny Gets a Bully-Ache. Chicago: Freedom Publishing Company.

Age range: 4 to 8

Bosch, C. W. (1988). Bully On The Bus. Seattle: Parenting Press.

Age range: 6 to 10

Brown, M. (1983). Arthur's April Fool. New York: Little, Brown & Co.

Age range: 6 to 10

Carlson, N. (2003). Loudmouth George and the Sixth-Grade Bully. Minneapolis: Carolrhoda Books.

Age range: 4 to 8

Clements, A. (2001). Jake Drake, Bully Buster. New York: Aladdin.

Age range: 5 to 8

Cosby, B. (1997). The Meanest Thing to Say. New York: Cartwheel.

Age range: 5 to 8

dePaola, T. (1990). Oliver Button Is A Sissy. New York: Voyager Books.

Age range: 5 to 8

Henkes, K. (1991). Chrysanthemum. New York: Greenwillow Books.

Age range: 4 to 8

Howe, J. (1996). Pinky and Rex and The Bully. New York: Aladdin.

Age range: 5 to 8

Johnston, M. (1999). Dealing with Bullying. Center City, Minnesota: Hazelden.

Age range: 4 to 8

Kasza, K. (1997). The Rat and the Tiger. New York: Putnam.

Age range: 5 to 8

Lionni, L. (1995). Six Crows. New York: Scholastic.

Age range: 5 to 8

Lovell, P. (2001). Stand Tall, Molly Lou Melon. New York: Putnam.

Age range: 5 to 8

Lucado, M. (1997). You Are Special. Wheaton, Illinois: Crossway Books.

Age range: 5 to 10

Nass, M. (2003). No More Bullies. Nashville: W Publishing.

Age range: 7 to 9

O'Neill, A. (2002). The Recess Queen. New York: Scholastic.

Age range: 5 to 9

Peet, B. (1977). Big Bad Bruce. New York: Houghton Mifflin.

Age range: 5 to 8

Thomas, P. (2001). Stop Picking On Me: A First Look At Series. Hauppauge, New York: Barron's Educational Series.

Age range: 4 to 6

Walker, A. (1991). Finding the Green Stone. New York: Harcourt.

Age range: 6 to 12

Wells, R. (1973). Benjamin and Tulip. New York: Dial Books.

Age range: 4 to 8

Wells, R. (1992). Hazel's Amazing Mother. New York: Puffin.

Age range: 5 to 8

Web Resources on Bullying

The Ophelia Project

www.OpheliaProject.org

Stop Bullying Now: Take a Stand, Lend a Hand

www.stopbullyingnow.hrsa.gov/index.asp?area=main

National Mental Health Information Center

www.mentalhealth.samhsa.gov/15plus/aboutbullying.asp

Books for Elementary School Teachers

Beane, A. (1999). The Bully Free Classroom: Over 100 Tips and Strategies for Teachers K-8.

Minneapolis: Free Spirit Publishing, Inc.

Practical strategies for teachers to implement in their classrooms.

Brodkin, A. M. (2001). Fresh Approaches to Working with Problematic Behavior. New York: Scholastic Press.

Dr. Brodkin, a childhood expert, shares strategies for reaching and teaching children who disrupt, withdraw and struggle to be a harmonious part of the classroom.

Elias, M., et al. (1997). Promoting Social and Emotional Learning: Guidelines for Educators.

Alexandria, Virginia: Association for Supervision and Curriculum Development.

The members of the Research and Guidelines Committee of the Collaborative for the Advancement of Social and Emotional Learning (CASEL) have developed 39 guidelines for adopting programs that educate knowledgeable, responsible and caring young people.

Freedman, J. (2002). Easing the Teasing: Helping Your Child Cope with Name Calling, Ridicule, and Verbal Bullying. New York: Mc Graw Hill.

A great resource for parents and teachers; full of example strategies for kids.

Kaufman, G., et al. (1999). Stick Up for Yourself! Every Kid's Guide to Personal Power and Positive Self-Esteem. Minneapolis: Free Spirit Publishing.

This self-help book for kids includes a section on how to deal with bullies; provides information, descriptions and interventions.

Kivel, P. (2001). I Can Make My World A Safe Place. Alameda, California: Hunter House Publishers.

This book addresses the many ways someone can hurt others (including bullying) and what can be done to stop it.

Madison, L. (2002). The Feelings Book: The Care & Keeping of Your Emotions. Wisconsin: Pleasant Co.

Discusses a variety of emotions girls might experience and suggests ways of dealing with them.

Polland, B. (2000). We Can Work It Out: Conflict Resolution For Children. Berkeley, California: Tricycle Press.

Text and photographs designed to create opportunities for children to talk about their experiences of conflict and the variety of ways to resolve them.

Romain, T. (1997). Bullies Are a Pain in the Brain. Minneapolis: Free Spirit Publishing.

A simple handbook written for children about bullies, the myths surrounding bullying issues and interventions. Includes resources for students, teachers and parents.

Romain, T. (1998). Cliques, Phonies, & Other Baloney. Minneapolis: Free Spirit Publishing.

Discusses cliques and their negative aspects; gives advice on forming healthy relationships.

Webster-Doyle, T. (1991). Why is Everybody Always Picking on Me: A Guide To Handling Bullies. Middlebury, Vermont: Atrium Society.

Stories and activities show how to resolve conflicts nonviolently; constructive ways for young people to peacefully confront hostile aggression.



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