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THE OPHELIA PROJECT PRESENTS:

## IT HAS A NAME: RELATIONAL AGGRESSION

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

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4th and 5th Grade Lessons

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eye rolling

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## The Ophelia Project Presents: It Has a Name: Relational Aggression

**Fourth - Fifth Grade** 

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# Acknowledgements

2010 Revision by: Leigh Anne Kraemer-Naser, M.Ed.

### Introduction

### Why use this curriculum?

This curriculum seeks to empower girls in Kindergarten through High School to identify, assess, and reduce relational aggression. Through the use of anecdotes, group activities, and reflections, girls will develop strategies for creating safe social climates and maintaining healthy friendships.

According to research by Cross and Peisner (2009)<sup>1</sup> regarding relational aggression, "It appears that communication about true peer group behavior framed in a positive, healthy, and 'cool' normative message can reduce the perception that 'everyone is doing it.'" Thus, this curriculum is designed to provide girls with an opportunity for communication, exploration, expression, and reflection in developing healthy friendships and leadership opportunities, as well as establishing norms for safe social climates.

This curriculum will stimulate your group and facilitators to think about the impact and cost of relational aggression on girls' lives, friendships, and self concept. Thank you for joining us in building awareness and addressing the impact of relational aggression.

The Ophelia Project Staff

<sup>&</sup>lt;sup>1</sup> Cross, J., & Peisner, W. (2009). RECOGNIZE: A social norms campaign to reduce rumor spreading in a junior high school. *Professional School Counseling*, *12*(5), 365-377.

## What is Relational Aggression?

Relational Aggression (RA) is behavior that is intended to hurt someone by harming their relationships with others. It is often covert and subtle and requires careful observation. It is not just "kids being kids." It is hurtful, intentional behavior that damages self esteem and makes it difficult for creating and maintaining healthy relationships. It may include all or some of the following behaviors:

- Eye rolling
- Ignoring
- Building alliances
- Teasing and put downs
- Spreading rumors and gossip
- Forming exclusive cliques
- Cyberbullying

Relational aggression is one form of peer aggression; other forms are physical and verbal aggression. Physical aggression is usually more overt and recognizable; verbal aggression typically includes put downs and spreading rumors and may be part of relational aggression. All forms of aggression occur on a continuum; while behaviors at the low end may seem harmless, like sighing or rolling one's eyes, they quickly move to the high end to include hurtful gossip, exclusion, or threats via the Internet.

### What is the impact of Relational Aggression?

Establishing and maintaining healthy relationships is an important developmental task for children and teens. Relational aggression works against the development of these relationships. It is hurtful, damages self-concept and interferes with academic and physical development.

Community leaders and parents often see the impact that relational aggression has on children and teens, but do not always understand what is happening. They may observe a child who is less secure than before or one who claims that "no one is my friend." They may notice that good friends no longer call or come by to "hang out." They may observe children and teens who once earned good grades doing poorly in school, complaining more frequently of stomachaches and illness or saying that they do not want to go to school or participate in after-school activities.

### How can creating a safe social climate help you begin to address relational aggression?

A safe social climate is one where all can express their opinions, share their ideas, and celebrate their diversity. Put downs are not acceptable and inclusion is encouraged. Becoming proactive is critical. Rather than reacting to incidents of aggression *after* they occur, anyone can work to create organizations, clubs, sports teams or classrooms where people respect each others' abilities and differences, value cooperation, and celebrate tolerance and diversity. Girls can be challenged to examine their beliefs about how to treat others because research tells us that beliefs predict behavior. They can learn to be more inclusive in their friendship circles and more aware of the contributions each of their peers can offer to the group. Relationships occur in a context... *a culture*. All girls want to belong, have friends, and feel connected. In a safe social climate, everyone is encouraged to respect their peers and friends; aggressive behaviors are actively discouraged and positive, pro-social behaviors are actively taught and practiced.

## **Features of this Curriculum**

### This curriculum introduces girls to six key concepts:

- 1. The Language of Peer Aggression
- 2. The Role of the Bystander
- 3. Normative Beliefs
- 4. Friendship
- 5. Leadership
- 6. Cyberbullying

### **Instructional strategies:**

This curriculum uses a number of strategies to ensure that all learners are given opportunities to develop, understand, and express the material presented in each lesson. Each activity title is preceded by an icon which identifies the strategies used in the activity.

- ы Classification and definition of key terms
- Anecdotal stories or poems
- Video clips
- Whole and small group discussion
- Processing Points to guide discussion and encourage concept integration
- **#**Interpersonal group activities
- Intrapersonal reflection
- Role playing
- Artistic expression
- Online activities
- "Y" Gross motor movement

### Implementing the curriculum:

It is recommended that lessons are delivered in order because the concepts build upon each other. Within each lesson, there is room for flexibility and adaptation including:

- Adapt activities to your group size. If the group is large and there are more facilitators available, use smaller groups. If the group is very small or facilitators are limited, then complete activities in a whole group.
- 2. Implement the activities in one or more consecutive time frames. Each lesson is broken into separate activities. Complete a lesson in one session, or break each activity into individual, shorter sessions.
- 3. Allow girls to make up their own scenarios. This curriculum provides narratives, skits, and role plays but feel free to use ones relevant to your group if available. Feel free also to substitute the names within a scenario to make it more relevant to the diversity within your group. Caution: Do not use a student in the group or her name as the aggressive character in a scenario.
- 4. Add role plays, skits, or art activities to any of the lessons as needed to meet your groups' needs.
- 5. Modify or delete part of an activity if it does not fit the development level or specific needs of your group. Children and teens develop at different rates and may be more or less adept in recognizing examples of relational aggression, analyzing their friendships, or in using the computer.
- 6. Substitute and/or add new props or materials as needed. All materials included are simply suggestions.

### **Preparing for Lessons:**

Read each lesson prior to implementing it to become familiar with the terminology and material. Be sure to make copies of templates or worksheets as necessary and gather all materials. If materials cannot be obtained, adjustments to the lesson may be necessary. For each lesson a chalkboard, whiteboard, or chart paper with chalk or markers to write with is beneficial. Have paper (for writing and drawing), pencils, pens, crayons, markers, or colored pencils on hand for every lesson as well.

### Vocabulary:

Many opportunities exist for girls to examine their beliefs about creating healthy relationships and to learn to identify and address relational aggression. The curriculum will give girls the language they need to describe peer aggression and recognize how it can prevent them from forming and maintaining healthy relationships with peers.

It is recommended that vocabulary is kept consistent across all levels to ensure that girls are using the proper terminology throughout the curriculum. Using a shared language regarding peer aggression is important in identifying and reducing relational aggression. Vocabulary lists are included as Appendix A for each age level. There is also a Peer Aggression Glossary at the end of each set of lessons.

Both the Kindergarten – First Grade and Second – Third Grade lessons have the vocabulary lists available as flash cards. Photocopy cards (front and back) on cardstock, or cut out pages from the Appendix and glue them front to back. If your instructional area has a word wall, feel free to add these cards to it. If there is no word wall, start one! It helps to build familiarity with new terms if they are visible within the room. Simply choose a place within the room and hang your vocabulary cards there – if you cannot post directly onto the wall, use poster board or a presentation board.

### **Differentiation of Instruction:**

Each level of this curriculum spans two or more grade levels. Acknowledging that all children and teens develop differently, it may be necessary for the facilitator to adapt activities and concepts for the developmental level of the group.

Kindergarten – First Grade encompasses a gamut of abilities and skill levels both academically and socially. For this reason, specific differentiation opportunities are provided for girls with differing levels of skills. Suggestions are made to either simplify activities or increase complexity. Some differentiation opportunities incorporate reading skills by adding a literacy component to the lesson as well.

### Online Activities:

The Fourth – Fifth Grades, Middle School, and High School levels have optional online activities built into the lessons. A single computer with a projector can be used or multiple computers for small group or individual use. Online activities are supplemental to the lessons and not necessary for concept mastery. Some online activities may be completed without a computer if the facilitator accesses the websites in advance and prints off copies of the pages that the lesson references. Always monitor girls when they are online!

### **Lesson Layout with Highlighted Features:**

Objectives provide the facilitator with measurable goals for each student to achieve as a result of completing the lesson.

#### Assessments

provide the facilitator with observable benchmarks of student learning during the course of a lesson.

Vocabulary

definitions of key

terms to be used.

Materials provides

necessary items for

each lesson to allow for better facilitator

a list of all

preparation.

provides

### Lesson Five:

#### Leadership

Good leaders exhibit many qualities, including recognizing the importance of team work and maximizing everyone's abilities. People who exclude or coerce others are not practicing good leadership. It is the followers who give peer leaders their power; followers have the choice to NOT ollow a peer leader who is not using his or her power in ways that are fair and beneficial.

#### bjectives:

Upon completion of this lesson, boys will be able to...

- 1. Identify leadership in a group setting.
- Assume the role of either leader or follower when assigned
- 3. Assess the necessity of leadership skills in today's job market.

- Boys will participate in the Untangling Leadership activity and identify boys who assumed leadership roles. (Objective 1)
- . Boys will complete the A-Maxing Leadership activity as either the leader or the follower and assess these roles through group discussion. (Objective 2)
- Boys will conduct a search using Internet job search engines for jobs requiring leadership skills. (Objective 3) . Boys will journal reflecting upon their strengths and weaknesses as a leader or follower during the Untangling Leadership and A-Mazing Leadership activities. (Objectives 1, 2)
- Boys will journal reflecting upon the level to which their personal leadership meets the needs of today's job

. Leadership: the ability to lead

- Ball of yarn or string
- A-Maxing Leadership Maze and Solution (Appendices H and I) make a copy of the maze and solution for each pair of boys in the group
- Job Market Sheet (Appendix J)

### ##¥¶¶≤∽ > Untangling Leadership

- This activity requires an open area. Have boys stand in a circle. Hold the end of a ball of string while throwing it to another member of the group. Have that boy in turn, hold on to the string and toss the ball to another boy. This should create a web within the group. Continue until each boy is holding on to the string.
- Tell the boys their task is to make the string go in one straight line. They cannot let go of the string where they are holding it now. The facilitator should then avoid giving any directions beyond this point. The activity should be left in the hands of the boys to devise a way to untangle the web and stand in a straight line with the string. The only time the facilitator may feel the need to step in is to resolve conflict between boys. When the activity is complete, lead a discussion using the following processing points:
- Who within the group made sure that the task was completed? Did anyone do this more so than others?

Activities provides step-by-step directions for facilitating each individual part of the lesson.

**Processing Points** are preceded by the pointing finger (30°). These questionstimulateclausionandencouragegilstomaleconnections betweenedivities and important concepts

4. Introduce the vocabulary term loadership. Tell boys that sometimes leaders are told to lead, other times they assume the role willingly, as in this activity. Regardless of how they came into a position of leadership, a leader has a responsibility to set a goal and bring the followers to that goal. Followers, in turn have a responsibility to trust their leaders' ability to lead

#### 📭 🖛 A-Mazing Leadership

- Break boys into pairs. For each pa with the solution and the other marker or highlighter. 2. The boy with the blank maze is to
- solution must direct the other b look at the maze. 3. When boys have finished the max
- types of learning strategies used in the

Activity Icons show the

- activity.
- back together. Lead a discussing using the following processing points:

  Was this an easy or hard task? Why?
- Which person had the easier role, the person with blindly?
- অ What if a solution for the maze was not provided?
- What is necessary for the person who cannot see directions, listen, hold the marker, not give up, et
- What is necessary for the person giving the direct

  The per directions, be patient)

### Online Activities provide opportunities for exploring lesson

concepts on the Internet

receiving the maze

s. The boy with the

annot open his to

also receive a

### 旦#妹♥: ¬ Online Activity: Leading the To

Note: If possible, break boys into groups and provide each group with a computer. If only one computer is available, lead the whole group through the activity. If no computer equipment is available, provide classified ads rom several newspapers for boys to use.

- 1. Have boys visit job search engines such as www.hotjobs.yahoo.com, www www.careerbuilder.com. Complete a keyword search using only the word leadership. Boys may restrict the search to their own area, or search all job locations. If possible, have each group visit a different
- 2. Have each group complete the Job Market Sheet. Bring the groups back together and lead a discussion

Have δρρχ, journal reflecting upon the following prompt: Were you a leader or a follower in today's activities?
What are your personal strengths and weaknesses in each role? Do you feel your level or leadership is adequate for today's job market? Why or why not? What could you do to become a better, more effective

Closure provides an opportunity to review key concepts from the lesson and allows the facilitator to assess the degree to which lesson objectives have been met.

## **Objectives and Essential Questions**

### Upon completion of this curriculum, girls will be able to:

- Identify peer aggression and the roles in a bullying situation.
- Assess the importance of bystanders in a bullying situation.
- Identify emotions in the self and others. (Kindergarten Third Grade)
- Distinguish between norms and rules. (Fourth Grade Fifth Grade)
- List social norms regarding female gender roles. (Middle School High School)
- Determine positive qualities of friendship, popularity, and leadership.
- Demonstrate positive online communication strategies.
- Evaluate the roles of privacy and anonymity in online interactions (Middle School and High School).

### This curriculum encourages girls to explore the following essential questions:

- How does relational aggression affect girls' lives?
- How do social norms impact the decisions girls make?
- What is friendship?
- What is the role of popularity in establishing friendships?
- What makes an effective leader?
- How do digital citizenship practices affect girls' lives?

## **Suggested Curriculum Levels**

Grade Level	Ages	Girl Scouting Level	
Kindergarten – First Grade	5 – 7	Daisy	
Second – Third Grades	7-9	Brownie	
Fourth – Fifth Grades	9 – 11	Junior	
Middle School	11 – 14	Cadette	
High School	14 – 18	Senior and Ambassador	

## **Scope and Sequence**

### **Topic 1: The Language of Peer Aggression**

Kindergarten – First Grade girls will be able to:

- Define roles in bullying situation: aggressor and target.
- Provide examples of relational aggression.
- Identify situations in which they have witnessed relational aggression.
- Literature connection: My Secret Bully by Trudy Ludwig.

### Second – Third Grade girls will be able to:

- Define roles in bullying situation: aggressor and target.
- Define and provide examples of relational aggression.

### Fourth – Fifth Grade girls will be able to:

- Define, differentiate, and provide examples of the types of aggression: physical, verbal, and relational.
- Define roles in a bullying situation: aggressor and target.
- Identify positive solutions for targets in a bullying situation.

### Middle School girls will be able to:

- Identify types of aggression: physical, verbal, and relational.
- Identify roles in a bullying situation: aggressor and target.
- Define revenge and provide alternatives to using revenge.

### High School girls will be able to:

- Identify types of aggression: physical, verbal, and relational.
- Identify roles in a bullying situation: aggressor and target.
- Define revenge and identify its role in the cycle of aggression.
- Evaluate the intensity of a bullying situation on a continuum from low levels of aggression to high levels of aggression.

### **Topic 2: The Bystander**

Kindergarten – First Grade girls will be able to:

- Assess the impact a third party intervention can have on an interaction between two people.
- Define the role of a bystander in a bullying situation.
- Demonstrate in a role play bystander strategies to change the outcome of a bullying situation.

### Second – Third Grade girls will be able to:

- Review the terms relational aggression, aggressor, and target.
- Define the role of a bystander in a bullying situation.
- Assess the degree to which a bystander can shift power in a bullying situation.

### Fourth – Fifth Grade girls will be able to:

- Define and identify the role of a bystander in a bullying situation.
- Role play upstander interventions.
- List upstander solutions.

Middle School girls will be able to:

- Define the role of a bystander in a bullying situation.
- Evaluate conflicting emotions regarding bystander interventions.
- Generate a list of proactive solutions for a bystander in a bullying situation and role play using the solutions.

### High School girls will be able to:

- Identify the role of the bystander in a bullying situation.
- Assess the degree to which bystanders can change the outcome of a bullying situation.
- Provide positive solutions for bystanders to use in a bullying situation.

### **Topic 3: Normative Beliefs**

Kindergarten – First Grade girls will be able to:

- Define the terms social norms and emotion.
- Identify and label emotions: sad, happy, and confused.
- Differentiate between put-ups and put-downs.
- Match appropriate emotions to proposed situations.

### Second – Third Grade girls will be able to:

- Define the terms social norms and emotion.
- Identify and label emotions: sad, happy, angry, confused, surprised, upset, worried, excited.
- Model facial expressions to match emotions.
- Match appropriate emotions to proposed situations.

### Fourth – Fifth Grade girls will be able to:

- Identify common normative beliefs.
- Differentiate norms and rules.
- Analyze anti-bullying laws

### Middle School girls will be able to:

- List societal norms regarding adolescent girls.
- Classify norms as healthy or unhealthy.
- Create a poster promoting a healthy normative belief.

### High School girls will be able to:

- Identify normative beliefs regarding women's roles in the 21<sup>st</sup> Century.
- List normative beliefs that girls would like to establish regarding women's roles.
- Compare and contrast male and female gender roles.
- Examine the relationship between normative beliefs about gender and aggression.

### **Topic 4: Friendship**

Kindergarten – First Grade girls will be able to:

- Identify positive qualities about themselves and others.
- Identify the qualities of a friend.

### Second – Third Grade girls will be able to:

- Identify positive qualities of themselves and friends.
- Identify qualities necessary for friendship.
- Create a definition for the term friendship.

Fourth – Fifth Grade girls will be able to:

- Identify qualities necessary for establishing friendships.
- Assess the need for maintenance in creating lasting friendships.

Middle School girls will be able to:

- Assess friendships as healthy or unhealthy.
- Assign positive attributes to others within the group.
- Evaluate the importance of establishing and maintaining friendships.

### High School girls will be able to:

- Identify positive requisites for establishing friendships.
- Create strategies for sustaining healthy friendships.
- Role play how to repair or end a friendship.

### **Topic 5: Leadership**

Kindergarten – First Grade girls will be able to:

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

Second – Third Grade girls will be able to:

- Compare and contrast inclusive and exclusive friendships.
- Determine leadership strategies for creating inclusive friendships.

Fourth – Fifth Grade girls will be able to:

- Define qualities of a leader.
- Evaluate the relationship between popularity and leadership.
- Determine positive and negative qualities of popularity.

Middle School girls will be able to:

- Define popularity and leadership.
- Distinguish between good popular and bad popular on a continuum.
- Evaluate steps for achieving popularity.
- Establish a relationship between popularity and leadership.

High School girls will be able to:

- Identify the qualities of leadership in notable females in society.
- Distinguish between popularity, power, and leadership.
- Assess the necessity of leadership skills in today's job market.

### **Topic 6: Cyberbullying**

Kindergarten – First Grade girls will be able to:

- Define the term cyberbullying.
- Compare and contrast bullying in person and bullying on the computer.
- Draw or write an "e-motion mail" to send to others in the class.
- Provide examples of ways to use the computer for positive communication.

Second – Third Grade girls will be able to:

- Define the term cyberbullying.
- Determine when or when not to forward information about others.
- List options for what to do when receiving a forwarded cyberbullying message.

### Fourth – Fifth Grade girls will be able to:

- Compare and contrast verbal and nonverbal communication.
- Identify common emoticons and Internet abbreviations.
- Assess the writer's intentions in ambiguously written statements.

### Middle School girls will be able to:

- Compare and contrast acts of aggression based on level of harm towards the target, degree of anonymity, and size of the bystander audience.
- Define anonymity.
- Define cyberbullying.
- Create a list of Cyber Rules for safe Internet usage.

### High School girls will be able to:

- Define and identify cyberbullying.
- Make a list of "shareable" and "unshareable" information and media to be used on social networking sites.
- List rules for respecting the privacy of others online.

# **Activities by Topic and Grade Level**

	Language of Peer	The Role of	Normative	Friendship	Leadership	Cyberbullying
	Aggression the Bystander	the Bystander	er Beliefs Friendship	LeaderSilip	Cyberbunying	
K-1	1. My Secret Bully Story Exploration 2. Dolls 3. My Secret Bully Discussion 4. It Happened to Me	1. Jumping in the Middle 2. Kids in the Middle 3. Doll Role Play	1. Put-ups / Put- Downs 2. Emotional Roller Coaster	A Circle of     Friends     Friendship     People	1. Puzzling Leadership 2. Pyramid Building	1. What is Cyberbullying ? 2. E-Motion Mail
2-3	1. Finding a Target 2. "Fabulous Patricia"	1. Power Shift 2. Fabulous Me	1. Emotion Museum 2. Social Norms Role Plays	1. Friendship Collages 2. Friendship Chain	1. In or Out 2. Leading to Inclusion	1. Cell Phone 2. Pass it On
4-5	Aggression     Survey     Points of     View in     Aggression	1. "A Friend" 2. Bystander Role Play	Norms vs.     Rules     Anti-Bullying     Laws	1. Recipe for Friendship 2. Friendship Bread	1. Tangram Leadership 2. Leadership vs. Popularity	1. Net Speak Charades 2. Emoticons Quiz 3. Verbal vs. Nonverbal Communication
MS	1. Flushing Away Aggression 2. Bully Balancing Beam	<ol> <li>What's a Girl to Do?</li> <li>Good Samaritan Laws</li> </ol>	1. What do You Want from Me? 2. Image of Beauty	1. The Flow of Friendship 2. Fortunate Friendship	1. Popularity Survey 2. Popular Continuum 3. How to Be Popular	1. Cyberbullying and Anonymity 2. Internet and Cell Phone Contracts 3. Cyber Rules
HS	Bethany's     Story     Peer     Aggression     Continuum	Jenny's Story     Upstander     Strategies	1. Girls vs. Boys 2. We Can Do It	Friendship by the Book     Breaking Up is Hard to Do	1. Women of Power 2. Popularity vs. Power 3. Leading the Job Market	1.TMI – Too Much Information 2.Respecting Others' Privacy 3.Sexting and Cyberbullying

## **National Standards**

This curriculum is aligned with the following standards supported by national organizations:

### National Council of Teachers of English / International Reading Association Standards

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### **Center for Disease Control: National Health Education Standards**

"Health is affected by a variety of positive and negative influences within society... [Health includes] identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms." (CDC, 2008, http://www.cdc.gov/healthyyouth/sher/standards/2.htm)

- 2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal setting skills to enhance health.
- 8. Students will demonstrate the ability to advocate for personal, family, and community health.

# International Society for Technology in Education: National Educational Technology Standards for Students

5. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

### National Council for the Social Studies: Curriculum Standards for Social Studies

- 4. Social studies programs should include experiences that provide for the study of individual development and identity.
- 8. Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

## **Benefits for Scouts**

Girl Scouts and their leaders may find that the activities within this curriculum can apply towards some requirements for the following Petals, Try-Its, Badges, or Interest Projects. While this curriculum does not complete an entire recognition, activities within the lessons may apply to one or more requirements within the following areas:

### **Daisy Petals:**

- Honest and Fair
- Friendly and Helpful
- Consider and Caring
- Responsible for What I Say and Do
- Respect Myself and Others
- Make the World a Better Place
- Be a Sister of Every Girl Scout

### Junior Badges:

- Being My Best
- Celebrating People
- The Choice is Yours
- Communication
- Healthy Relationships
- It's Important to Me
- Lead On
- Write All About It

## Do You Get the Message?

**Cadette, Senior, and Ambassador Interest Projects:** 

Computers in Every Day Life

**Conflict Resolution** 

- Exploring the Net
- Leadership
- Lure of Language
- Understanding Yourself and Others
- Your Best Defense

### **Brownie Try-Its:**

- Caring and Sharing
- Friends are Fun
- People are Talking
- Computer Smarts
- Point, Click, and Go
- Working it Out

## Lesson One: The Language of Peer

## Aggression

This lesson sets the stage for the lessons that follow by creating a common language to describe peer aggression. Girls will be introduced to the types of aggression: physical, verbal, and relational. Girls will also identify two roles played in aggressive incidents: aggressor and target. By using consistent language to describe behaviors common to all bullying situations, girls become able to understand what is happening, what their roles are, and how they can help change the dynamics.

## **Objectives:**

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

- 1. Define, differentiate, and provide examples of the types of aggression: physical, verbal, and relational.
- 2. Define roles in a bullying situation: aggressor and target.
- 3. Identify positive solutions for targets in a bullying situation.

### **Assessments:**

- Girls will identify given examples of aggression and provide additional examples of the different types of aggression in the Aggression Survey activity. (Objective 1)
- Girls will identify the type of aggression, aggressor, target, and positive target solutions in the Points of View in Aggression activity. (Objectives 1, 2, 3)
- Girls will draw a picture demonstrating their thoughts, feelings, and actions when they are in both the aggressor and target roles during the Closure activity. (Objective 2)

## Vocabulary:

- Aggressor: The person who chooses to hurt or damage a relationship. A bully.
- Target: The person who is aggressed upon or bullied. The object of bullying.
- Relational Aggression: Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others
- Physical Aggression: Harm through damage or threat of damage to another's physical well-being
- Verbal Aggression: Obvious and/or hidden verbal acts of aggression toward another, such as threats, putdowns and name calling

### **Materials:**

- Aggression Survey (Appendix B) make a copy for each girl in the group
- Roles in a Bullying Situation (Appendix C) make 10 copies
- Poster board
- Markers, crayons, colored pencils
- Paper

## **Activities:**

## **Series Survey Series Survey Series S**

- 1. Distribute copies of the survey and ask the girls to fill them out anonymously. Make sure they are sitting in a way that maintains confidentiality. Allow time to complete the survey, then collect and shuffle them and hand surveys back randomly.
- 2. Ask girls to look at the survey in front of them, which has someone else's answers. Lead a discussion using the following processing points:
  - Did you expect to see a lot of "Yes" answers?
  - What does this tell us about the prevalence of aggression between girls?
  - Is aggression between girls a problem that needs to be addressed? Why?
- 3. Introduce the vocabulary terms **physical aggression, verbal aggression, and relational aggression.** Tell girls that all types of aggression can damage friendships. Examples of all three types of aggression are on the survey.
- 4. Mark three columns on the board or chart paper labeled: physical, verbal, and relational. Ask girls to classify the items on the survey based on the type of aggression. Write each act of aggression under the proper heading on the chart.
- 5. Question 10 is an example of physical aggression. Ask girls to give other examples of physical aggression to add to the chart. Examples can include:
  - Pushing or shoving
  - Slamming someone in a locker
  - Tripping someone
  - Grabbing items that belong to someone else
  - "Playfully" punching someone on the arm, pinching them or pulling their hair
  - Any kind of physical fighting
- 6. Questions 1, 2, 3, 4, 5, and 9 are examples of verbal aggression. *Note*: All of the examples about spreading rumors are both verbal and relational aggression. Add other examples of verbal aggression to the chart. Examples can include:
  - Name calling
  - Put-downs
  - Screaming or yelling at someone
  - Taunting
  - Racial, religious or ethnic slurs
  - Insults
- 7. Questions 1-9 are all examples of relational aggression. Relational aggression is

usually covert, or hidden. Sometimes you may not realize what is happening. Ask the girls for other examples; be sure to include the following:

- Eye rolling
- Spreading rumors
- Whispering behind someone's back
- Talking about a party or other plans when someone you are not inviting is nearby
- Insulting someone's hair, clothes or body
- Name calling of any kind
- Giving someone the silent treatment
- 8. Tell girls that all forms of aggression are hurtful and damage healthy relationships. Lead a discussion using the following processing points:
  - Do different types of aggression affect people differently? How?
  - Are any of the types of aggression harder to identify that the others? Why?
  - What types of aggression do you see most between peers your age?
  - Is there a difference between types of aggression used by girls and girls?

## ## ₩ ₩ Points of View in Aggression

- 1. Introduce the vocabulary terms **target** and **aggressor**. Break girls into five groups. Assign each group two items from the Aggression Survey and provide two copies of the Points of View in Aggression sheet. Have girls fill out a Points of View in Aggression sheet for each survey item that they have been assigned.
- 2. When groups are finished, bring everyone back together and have groups share their worksheet with everyone except for the final box for positive solutions for the target.
- 3. Lead a discussion using the following processing points:
  - Did you notice any similarities between the aggressors' and targets' viewpoints between the survey items?
  - Do you think aggressors in relational aggression realize the extent of their actions?
  - Why do you think people choose to become aggressors?
  - Do people ever choose to be targets? How do they become targets?
  - Did the targets' viewpoints change based on the type of aggression?
- 4. Now title a piece of poster board: Positive Solutions for Targets. Ask a representative from each group to come up and write their solutions for the target in their item from the aggression survey. Remind girls that their solutions should be positive and not include acts of revenge or additional aggression.
- 5. Possible solutions for targets:
  - Tell and adult
  - Ignore the aggressor
  - Walk away

- Tell a friend
- Do not show the aggressor you are hurt
- Laugh it off

## Closure:

- Provide each girl with a piece of paper and crayons, markers, or colored pencils. Ask
  girls to draw a picture of their own face. Then draw a line down the center of the
  picture.
- 2. Around the left half of the face, ask girls to draw pictures or write small notations about how they think, feel or act as an aggressor. Repeat the exercise on the right side of the picture with thoughts, feelings or actions as a target. Remind girls that anyone can assume either role at any time.
- 3. Girls should not be required to share their artwork or responses, but are more than welcome to if they feel comfortable.
- 4. Remind girls that being an aggressor is always a choice. They can choose to be an aggressor or they can choose to be a good friend. If they find themselves as a target, they can seek a positive solution to empower themselves and avoid aggression.

# **Lesson Two:** *The Bystander*

In the first lesson, girls were introduced to the roles of aggressor and target in a bullying situation. This lesson introduces the third role in a bullying situation: the bystander. Bystanders include the person or persons who are not aggressors or targets but are caught somewhere in between. They are often scared, stuck and silent. Although they are not aggressors or targets, kids in the middle are involved in the aggression and have the potential to take action to change the situation for the target. Research tells us that bystanders experience many of the same emotions and somatic responses as the target. Research also suggests that if bystanders choose to get involved in some way that supports the target, they have a good chance of being successful in shifting power away from the aggressor. The role of the bystander is critical when aggression occurs.

## **Objectives:**

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

- 1. Define and identify the role of a bystander in a bullying situation.
- 2. Role play upstander interventions.
- 3. List upstander solutions.

### **Assessment:**

- Girls will identify Gwen as a bystander in "A Friend." (Objective 1)
- Girls will identify the target, aggressor, and bystanders in the Bystander Role Play activity.
   (Objective 1)
- Girls will role play upstander interventions in the Bystander Role Play activity. (Objective
   2)
- Girls will create a poster displaying upstander solutions in the Bystander Role Play activity. (Objective 3)

## **Vocabulary:**

- **Bystander:** The person or persons who are not aggressors or targets but are caught somewhere in between.
- **Upstander:** A bystander who comes to the aid of a target.

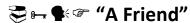
## **Materials:**

• Poem: "A Friend" by Andrea Wilson (Appendix D)

Poem obtained with permissions from: http://bullypoems.wordpress.com/

- Bystander Scenarios (Appendix E)
- Poster Board
- Crayons, markers, colored pencils
- Upstander Solutions (Appendix F)

## **Activity:**



- 1. Read the poem "A Friend" to the girls.
- 2. Ask girls to identify the target (narrator) and the types of aggression used by the nameless aggressor.
- 3. Introduce the vocabulary terms **bystander** and **upstander**. Ask girls to identify the bystander in the poem "A Friend."
- 4. Lead a discussion using the following processing points:
  - How did the narrator feel when the other girl was making fun of her?
  - Did Gwen have to help the narrator? Why do you think she did?
  - How did Gwen help the narrator?
  - Do bystanders always choose to help a target? Why or why not?
  - What may make a bystander choose not to help a target?

## **Bystander Role Play**

- 1. Tell girls that Upstanders are able to drastically change the impact and effects of a bullying situation. There are three main ways that bystanders can make a difference:
  - Publicly support the target during the incident.
  - Privately support the target after the incident.
  - Tell someone (an adult, friend, etc.)
- 2. Remind girls that within each of these ways, there are numerous options for how the bystander can intervene. Divide the girls into three groups and distribute one of the "Upstander Scenarios." Have girls identify the target, aggressor, and bystanders in their scenario.
- Tell girls to role play a upstander intervention to help end the aggression in their scenario. Girls should not role play the actual aggression. Instead, one member of the group should read the scenario and have the role play begin after the initial act of aggression.
- 4. After girls have presented their role plays, create a poster for Upstander Solutions (similar to the Positive Target Solutions poster created in Lesson One.) List solutions under the following headings: Public Support, Private Support, Tell Someone. See the Upstander Solutions Sheet for examples.

## Closure:

1. Lead a discussion using the following processing points:

- How can bystanders change the outcome in the bullying situation?
- Can bystanders join either an aggressor or a target?
- Do bystanders have to take action?
- What feelings of bystanders can cause them to take action or avoid action?
- © Do bystanders have a responsibility to do something about a bullying situation?
- 2. Have girls journal a response to the following prompt: Have you even been a upstander? How did it make you feel? Do you want bystanders to help if you are a target? Why or why not?
- 3. Girls may share their responses, but are not required to.

# **Lesson Three:** Normative Beliefs

Normative beliefs address the relationship between what we believe and how we act. Our beliefs, whether true or false, often predict how we act. Norms are social rules that govern behaviors. They may also be based on truths or falsehoods. They can make classrooms, schools, and neighborhoods feel comfortable, fun, and socially safe, or they can make them feel uncomfortable and unsafe.

## **Objectives:**

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

- 1. Identify common normative beliefs.
- 2. Differentiate norms and rules.
- 3. Analyze anti-bullying laws

### **Assessments:**

- Girls will determine whether statements are norms or rules and place them under the proper heading on a chart in the Norms vs. Rules activity. (Objective 2)
- Girls will read anti-bullying legislation from their home state and discuss its impact as a norm enforced by a law in the Anti-Bullying Laws activity. (Objective 3)
- Girls will participate in a discussion regarding the relationship between norms and rules/laws in the lesson Closure. (Objectives 1, 2, 3)

## Vocabulary:

 Normative Beliefs (Norms): Self-regulating beliefs about the appropriateness of social behavior

## **Materials:**

- Box of Beliefs (Appendix G) make a copy for each girl in the group
- Scissors
- Tape
- Norm/rules cut from template (Appendix H)
- Computer and projector or multiple computers for small group/ individual use
- Copy of school bullying code (obtain from school offices or handbook)

<sup>\*</sup>If computer access is unavailable, the facilitator can access the website in the online investigation and print out the appropriate information for the girls to read.

## **Activities:**

## Box of Beliefs

- 1. Provide girls with a Box of Beliefs. Have girls cut out the cross shape tell them not to cut the interior lines!
- 2. Have girls to complete the statements in each square as the feel the majority of people their age would answer. Girls may also choose to draw pictures on the box to represent the statement they have completed.
- 3. Next, tell girls to write on the back of each square if they agree or disagree with the answer they wrote on the front. Tell them to reflect as how the statement makes them feel and record how they wish the majority of people their age would answer.
- 4. Have girls fold along all of the interior lines on the cross and tape the box shut so that the generalized answers are on the outside, and personal answers are on the inside.
- 5. Lead a discussion using the following processing points:
  - Was there a big difference in what you felt most people would say to complete the sentence and how you completed it yourself?
  - Why do you feel these differences would exist?
  - Who or what determines the generalized statements you wrote on the outside of the box?
  - Who or what determines the personal statements you wrote on the inside of the hox?
- 6. Tell girls that everyone carries with them a box of beliefs about themselves, others, and the world around them. Many influences such as family, friends, religion, television, music, and the Internet dictate what goes on the outside of our boxes, but ultimately, we can choose for ourselves what to put inside our box.
- 7. Encourage each girl to identify one area on her box of beliefs where her personal views on the inside of the box differed from the view on the outside. Have girls write a short journal entry explaining how they can help others change this societal belief.

## **\$** ⊕ **®** Norms vs. Rules

- 1. Introduce the vocabulary term **normative beliefs**. This term can be shortened to "norms." Norms are social rules that tell us how we are supposed to act. They define expected "normal" behavior, even though what is the norm is not always right or good. The outside of the Box of Beliefs lists some norms.
- 2. Norms differ from rules in that while rules are established and formal, norms are often unspoken. They can make classrooms, schools, and neighborhoods feel comfortable, fun, and socially safe, or they can make them feel uncomfortable and unsafe. Make the following points:
  - Some rules are laws.
  - Norms are based on common beliefs, which may be false.
  - Some norms and rules can help us feel safe and comfortable.

- Some norms and rules can make us feel unsafe or uncomfortable.
- Create a chart with two columns on the board or on chart paper with a column for Norms and the other column for Rules/Laws. Ask girls for examples of each and write them in the proper column.
- 4. Cut out the examples on the Norms and Rules template (Appendix G). Girls take turns—they randomly choose from the norm/rule papers, and tape papers in the appropriate column.
- 5. Lead a discussion using the following processing points:
  - Which is easier to ignore, a norm or a rule? Why?
  - Just because a group of people share a common belief, and it becomes a norm, does that make the belief acceptable or appropriate? (Give examples such as racism, underage drinking, "little white lies")

## 🖳 🗣 ଙ Online Investigation: Anti-Bullying Laws

- 1. Tell girls: Many people believe that bullying is a norm it is an acceptable part of growing up. However, a growing number of people are challenging that norm and even outlawing it.
- 2. If there is computer access for the group, or if it is possible to hook up a computer to a projector, show girls the website <a href="http://www.bullypolice.org">http://www.bullypolice.org</a>. Choose your state to see if it has bullying legislation. Read the law with the group.
- 3. If your state does not have specific bullying legislation, view a neighboring state that has a bullying law. Have girls propose a similar law for their own state.
- 4. Compare the state bullying law with school rules regarding bullying.
- 5. Lead a discussion using the following processing points:
  - Are attitudes about bullying norms or rules?
  - Are the state laws and school rules consistent with norms about bullying? Why or why not?
  - In the case of anti-bullying laws, beliefs about bullying became enacted into laws. Does it seem right for laws to enforce beliefs?
  - What other norms can you think of that are enforced by laws or rules?

## **€** © Closure:

- 1. Review the difference between norms and rules.
- 2. Continue to help girls analyze the role and relationships between norms and rules. Lead a discussion using the following processing points:
  - Smoking used to be socially acceptable for everyone even pregnant women and teenagers. Now, many states make it illegal to smoke in public places and it is illegal to purchase cigarettes if you are under 18. Surgeon General's Warnings on every box tell about the dangers of smoking. What were the reasons behind the changing this norm that smoking is cool? Why were laws enacted to abruptly

- change this norm?
- In the 1930's, the government tried to fight the norm that intoxication was acceptable by enacting Prohibition the outlawing of all alcoholic beverages. Prohibition was repealed after 13 years. What do you think prevented this law from changing norms about drinking? What norms do we hold about alcohol use now? Are there rules/laws restricting alcohol use?
- Are there any norms that you think are fine now that may be deemed unacceptable in the future? Why?
- Are there any norms that you think should be further enforced by rules or laws?
- Why do you think some norms become rules or laws and other do not?

# Lesson Four: Friendship

What are the qualities we look for and admire in our friends? What are the characteristics of healthy relationships? How do girls connect to each other and establish friendships? In this lesson girls explore the ways we define friendship and connect with others.

## **Objectives:**

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

- 1. Identify qualities necessary for establishing friendships.
- 2. Assess the need for maintenance in creating lasting friendships.

### **Assessments:**

- Girls will create a list of qualities for establishing friendships in the Recipe for Friendship activity. (Objective 1)
- Girls will detail steps for creating and maintaining friendships in the Recipe for Friendship activity. (Objectives 1, 2)
- Girls will assess the importance of adding to and enhancing friendships through constant maintenance in the Friendship Bread activity. (Objective 2)
- Girls will create posters with their own definition of friendship and illustrate positive qualities of friendship in the lesson Closure. (Objective 1)

## **Vocabulary:**

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

## **Materials:**

- Recipe cards / index cards
- Poster board or large sheets of paper (one sheet for each group)
- Crayons, markers, colored pencils
- Amish Friendship Bread Recipe (Appendix I)
   Note: The facilitator may make starters for each of girls (the process takes ten days) or simply provide the recipe for girls. Another option is to make one starter with the group, and then provide everyone with a recipe to start their own.

## **Activities:**

## Recipe for Friendship

1. Ask girls if they ever help with cooking or baking. One of the ways we figure out how

- to make something is to use a recipe. On the board or chart paper make a list of items included in a recipe. (Examples: ingredients, measurements, instructions, temperature, materials)
- 2. Remind girls that some recipes include directions for monitoring the progress of the food throughout cooking, and many require multiple steps.
- 3. Break girls into several groups (size to be determined by the facilitator) and provide each group with a recipe card or index card. Tell girls that they will be writing a recipe for friendship. Their recipe should include any ingredients or instructions for creating and maintaining a friendship.
- 4. After each group has created their recipe, provide girls with a poster board. They should attach their recipe to the poster and draw pictures of ingredients, instructions, or anything else relevant to the creation of friendships.
- 5. When finished, have girls share their posters and recipes with the entire group.
- 6. Lead a discussion using the following processing points:
  - Did you notice any similarities between the recipes? Why do you think these similarities exist?
  - If an ingredient for a friendship is missing, or a step in the recipe is skipped, what could happen to a friendship?
  - Whose responsibility is it to see that the recipe for friendship is followed?

## Friendship Bread

- 1. Tell girls that friendship allows us to connect to others. We share many things with our friends our likes, dislikes, thoughts, feelings, and sometimes belongings. An important part of friendship is sharing pieces of ourselves and have our friends share themselves with us too.
- 2. Explain to girls that friendship needs constant attention for it to grow. We cannot just expect a friendship to be fulfilling unless we add to it and take care of it.
- 3. Distribute the Amish Friendship Bread recipe to girls. (See note with materials for options regarding this activity.) Unlike many recipes that are completed in just one sitting, Friendship Bread takes ten days to prepare. Additional ingredients are added during the process, and some days the mixture needs to be stirred. Just like the bread, with friendships we sometimes need to add something new or adjust (stir) the current state to keep the friendship growing and developing.
- 4. Finally, once the bread mixture has reached its fullest point, it is divided up and shared with other friends. We should always seek others to build more friendships. The original batter that is left is improved upon and baked into delicious bread. This final product is our mature friendship that has taken time, maintenance, and improvement.
- 5. Tell girls that they can make Friendship Bread with their friends, and encourage others to build connections through sharing this recipe.
- 6. Lead a discussion with the following processing points:
  - How are friendships like baking Friendship Bread?
  - Do some friendships (like bread) get burned out or stale? What can you do to

- keep friendships fresh?
- What if someone refuses your friendship (or your bread starter)? What should you do?

## Closure:

- 1. Have girls list words that come to mind when they hear the word friendship. Record answers on the board or on chart paper.
- 2. Break girls into same groups from the recipes activity and have them write their own definition for friendship and add it to their receipt poster.
- 3. Share definitions with the group and display posters in the room or building.

# Lesson Five: Leadership

What is leadership? Supportive leaders are those who include others, recognize the importance of team work, give positive feedback, and maximize everyone's abilities. Leaders who lead by intimidation, manipulation, exclusion, and negative use of power can be termed aggressive leaders. In this lesson, girls compare the qualities that mark supportive leaders and those that suggest aggressive leaders.

## **Objectives:**

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

- 1. Define qualities of a leader.
- 2. Evaluate the relationship between popularity and leadership.
- 3. Determine positive and negative qualities of popularity.

### **Assessments:**

- Girls will list qualities of leadership in the Leadership vs. Popularity activity.
   (Objective 1)
- Girls will compare qualities of leadership with qualities of popularity in the Leadership vs. Popularity activity. (Objectives 2, 3)
- Girls will journal regarding the relationship between popularity and leadership in the Closure activity. (Objectives 1, 2, 3)

## Vocabulary:

- **Leadership:** The process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task; the ability to lead
- **Popularity:** the quality of being well-liked or common.

## **Materials:**

- Tangrams (most schools' Mathematics Departments have these manipulatives; if unavailable, make extra copies of Appendix J: Tangram solution and cut out the shapes)
- Tangram solution (Appendix J)
- Folders or large sheets of paper that can stand up when folded to create a divider between two girls
- Leadership vs. Popularity cards (Appendix K)

## **Activities:**

## #₩ 🖦 🗣 🐨 Tangram Leadership

- 1. Break girls into pairs. Girls should stand up a folder or large sheet of paper between them. Have girls decide who will be the leader and who will be the follower in this activity. Provide the leader with a copy of the Tangram Solution. The follower should be provided with tangram manipulatives. Tell the leader that she must instruct the follower how to arrange the tangrams. The follower may not move any pieces unless specifically told to do so by the leader.
- 2. When the leader feels she has given enough instructions to properly arrange the pieces, have girls remove the divider and check to see how well the follower has completed the task. When girls have finished, bring the group back together.
- 3. Lead a discussing using the following processing points:
  - a. Was this an easy or hard task? Why?
  - b. Which person had the easier role, the person with the solution or the person assembling the tangram?
  - c. What if a solution for the tangram was not provided? How would leading the arrangement of the pieces be different?
  - d. What is necessary for the person who cannot see the solution to do? (i.e. Trust the leader, be able to follow directions, listen, hold the marker, not give up, etc)
  - e. What is necessary for the person giving the directions to do? (i.e. Trust the follower, be able to give directions, be patient)

## **9- P**← **3-** # the Leadership vs. Popularity

- 1. Introduce the vocabulary term **leadership.** Tell girls that leaders can take many forms. Leaders can be friends, coaches, politicians, religious figures, parents, community members. Everyone has the potential to be a leader. Some leaders want to help their followers while others only use their followers to reach the leader's own goals whether good or bad.
- 2. Ask girls if they can name any leaders. Record each answer on a separate sheet of paper.
- 3. Once a satisfactory list has been established, break girls into several small groups and divide the papers with leaders' names between the groups. Have no more than three papers per group. Tell girls to list qualities of the leader that help the leader to gain followers. Examples may include: intelligent, friendly, intimidating, goodlooking, etc.
- 4. Bring girls back together as a large group. Lead a discussion using the following processing points:
  - What is it about these qualities that draw followers to a leader?
  - Which qualities of a leader quality make a follower feel supported and secure?
  - Are there any qualities under the leader that intimidate followers and can make them uncomfortable?
  - Why do some people choose to follow intimidating and manipulative leaders?

- 5. Introduce the vocabulary term **popularity.** Ask girls if all leaders are popular. Break girls back into their previous groups and have them write on the back of the paper the qualities of the leader that makes that person popular. If the person is not considered to be popular, then write why they are not popular.
- 6. Bring girls back together as a large group. Lead a discussion using the following processing points:
  - Are any of the qualities for leadership the same as the qualities for popularity? Why do you think this is so?
  - Which qualities for popularity and leadership were different? Why?
  - Is it beneficial for some leaders to be disliked?
  - Leadership and popularity are not the same thing but often can go hand in hand. How does one help the other?
  - 7. Tell girls that both leadership and popularity can be good or bad. If a popular person or leader wants to bring out the best in their followers and contribute to the greater good of society, then it is good. However, if a person uses intimidation or manipulation towards their followers then this is bad leadership or popularity. Effective leaders can be unpopular and popular people can be poor leaders. It is a personal choice to be positive or negative in leadership and popularity.

## **Closure:**

- 1. Ask girls to journal a response to the following prompt: What is better being an effective, supportive leader or being popular? Can you have one without the other?
- 2. Girls may share their responses but are not required to.

# Lesson Six: Cyberbullying

Peer aggression on the Internet, referred to as "cyberbullying," has been called the "new frontier of aggression." The online environment allows aggression to be covert and indirect. Comments can be ambiguous, harmless jokes can be taken seriously, and someone who wants to take a swing at someone can mask their aggression with a "LOL" (laugh out loud) or "jk" (just kidding), leaving their target confused at best. Social networking and instant communication technologies are a breeding ground for spreading rumors, gossip and intentional relational aggression.

### **Objectives:**

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

- 1. Compare and contrast verbal and nonverbal communication.
- 2. Identify common emoticons and Internet abbreviations.
- 3. Assess the writer's intentions in ambiguously written statements.

#### **Assessments:**

- Girls will identify emoticons and Internet abbreviations in the Net Speak Charades game.
   (Objective 2)
- Girls will discuss the differences between verbal and nonverbal communication in the Netspeak Charades and Verbal vs. Nonverbal Communication activities. (Objective 1)
- Girls will take the Emoticons Quiz online (Objective 2)
- Girls will write an ambiguous statement using Net Speak and demonstrate how it can be interpreted as friendly or sarcastic in the Verbal vs. Nonverbal Communication activity. (Objectives 2, 3)
- Girls will write a set of guidelines for online communication. (Objectives 1, 2)

## Vocabulary:

• **Cyberbullying:** the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone

#### **Materials:**

- Net Speak Charades cards (Appendix K) copy and cut out cards
- Computer and projector or multiple computers for small group/ individual use

### **Activities:**

### 'Y' 🗣 🕝 Net Speak Charades

- 1. Place Net Speak Charades cards (Appendix K) upside down on a table. Choose one girl to come up and select a card. Explain that this girl will pantomime a common symbol or abbreviation used in online or text message communications. He cannot speak, but must try to act out what is on his card. The rest of the girls will be guessing what he is acting out. Feel free to expect close enough answers for example if the symbol is:) it would be ok to accept happy or smiley face.
- 2. Repeat the game until all the cards have been used.
- 3. Lead a discussion using the following processing points:
  - How do people communicate? (talking, body language, telephone, writing, texting, IMing, etc...)
  - Was it easy to figure out what someone was trying to say if you cannot hear them speak?
  - What is easier to understand, hearing someone speak, or reading what they wrote? Is there a difference? Why?

## **■ Conline Activity: Emoticons Quiz**

- 1. Visit <a href="http://netforbeginners.about.com/od/netiquetteonlineculture/l/blqemoticons1.htm">http://netforbeginners.about.com/od/netiquetteonlineculture/l/blqemoticons1.htm</a> and take the Emoticons Quiz either as a large group using a projector, in small groups, or individually if there are personal computers available for the girls.
- 2. See how well girls can identify the emoticons and go through the answers as a group. (The option to see correct answers is available after the quiz has been taken.) Ask girls if any of the emoticons can mean different things. How can girls clarify in online communication the meaning of their emoticons?

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- 1. Ask girls: How is verbal communication different from nonverbal communication?
- Tell girls that communication involves two people. When you communicate to someone else, you know what you mean when you say or type something, but the receiver of your message may not. Online communication can be even more difficult because non-verbal cues and tone of voice are nonexistent, and their online counterparts can be misinterpreted.
- 3. Break girls into eight groups and give each group one of the cards from the charades game. Provide each group with paper and markers. Tell girls to write a statement using the symbol or abbreviation on their card that can be interpreted as a friendly statement or as a sarcastic statement. Give the example: "Nice job today at basketball practice ;-)" could actually be telling someone they did great at practice today or it could be taken sarcastically to mean that the person really messed up at practice.

- 4. Come up with a list of other abbreviations or emoticons (symbols that show expressions or emotions) that are commonly used in online communications. Have girls explain what these symbols mean and how they are commonly interpreted.
- 5. Introduce the vocabulary term **cyberbullying**. Ask girls for examples of how cyberbullies can take advantage of ambiguous conversation online to confuse and attack a target. (End statements with j/k to make it seem like they are not being insulting, use vague emoticons, leave anonymous messages, etc)
- 6. Lead a discussion using the following processing points:
  - Are written messages always read with the same intention they were written with?
  - Do cyber targets always know they are being cyberbullied?
  - How can cyberbullies avoid detection or punishment?
  - Who are the kids in the middle in a cyberbullying situation?
  - Is it easier for a bully to attack a target online or in person? Why?

#### **Closure**

- 1. Have girls create a list of guidelines to use in online communication that can reduce confusion with written messages and cyberbullying.

  Examples:
  - Ask the writer to clarify if you do not understand what he is writing.
  - Do not use j/k at the end of a statement if you are not really kidding.
  - If you are not sure if you should or should not write something, DON'T write it.
- 2. Post the guidelines in the room, and also have girls copy guidelines to post by their home computer, or in the school computer lab.

# **Appendices**

# Appendix A: Vocabulary

- Aggressor: The person who chooses to hurt or damage a relationship. A bully.
- **Bystander:** The person or persons who are not aggressors or targets but are caught somewhere in between.
- **Cyberbullying:** the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone
- **Friendship**: have girls create their own definition as a group
- Leadership: the ability to lead
- **Normative Beliefs (Norms):** Self-regulating beliefs about the appropriateness of social behavior
- Physical Aggression: Harm through damage or threat of damage to another's physical well-being
- **Popularity:** the quality of being well-liked or common
- **Relational Aggression:** Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others
- Target: The person who is aggressed upon or bullied. The object of bullying.
- **Upstander:** A bystander who comes to the aid of a target.
- **Verbal Aggression:** Obvious and/or hidden verbal acts of aggression toward another, such as threats, putdowns and name calling

# **Appendix B: Aggression Survey**

Has a close friend ever talked about you behind your back?	Yes	No
2. Has anyone ever spread a hurtful rumor about you?	Yes	No
3. Do your friends ever spread gossip about others over the phone or on the computer?	Yes	No
4. Have you ever spread a rumor about one of your friends?	Yes	No
5. Have you ever seen girls picking on another in school or trying to exclude her?	Yes	No
6. Have you ever talked about a party you were planning in front of someone you didn't plan to invite?	Yes	No
7. Have you ever been pressured to pick on or exclude someone just to fit in and look cool?	Yes	No
8. Have you seen somebody using body language to be mean to someone else (e.g. rolling their eyes)?	Yes	No
9. Have you ever noticed another girl's clothes and tried to hurt her by telling everyone how weird she looks?	Yes	No
10. Have you ever walked down the hall at school and seen someone pushed up against a locker or the wall?	Yes	No
11. Have your friends ever ignored you and you had no idea why?	Yes	No
12. Have you heard someone call another person a loser?	Yes	No

# **Appendix C:** Points of View in Aggression

e of Aggression:	
• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •
•••••••••••••••••••••••••••••••••••••••	••••••••
Aggressor's Point of View:	Target's Point of View:
	<u> </u>
• • • • • • • • • • • • • • • • • • • •	``

# Appendix D: "A Friend"

#### A Friend

Never underestimate the value of a friend.

Someone who is loyal, on whom you can depend.

You might not always play with them. They play with others too.

But when the chips are really down, they're always there for you.

I once had such a friend. She was a most amazing person. Her hair was red and wavy and her name was Gwen MacPherson. Until that point in early life, I didn't comprehend, That life is nicer, *safer* when you share it with a friend.

You see there was this other girl who caused me great distress. She told such lies about me that my life was one big mess. Her whispers and her nasty gibes had long begun to haunt me. Then other girls and girls joined in. They too began to taunt me.

It seemed no one would help me and I felt so all alone. The outdoor playground had become a dreaded combat-zone. And then one fateful day while hearing jokes at my expense, Gwen MacPherson jumped right in and came to my defense.

It wasn't what she said that day or even how she said it. It took a lot of guts, for which I'll always give her credit. The others looked so very stunned and soon they crept away. My own relief was more than words can possibly convey.

With Gwen as my own buffer, I felt much more empowered. The girl who used to bug me had become a nervous coward. Gwen and I would stroll around, while walking arm in arm. The other girl was puzzled and would flee us in alarm.

I'd been in such an awful funk and given up all hope.
Then Gwen became my trusted friend and showed me how to cope.
So never underestimate the power of a friend.
Someone who is loyal, on whom you can depend.

by Andrea Wilson

Poem obtained with permissions from: http://bullypoems.wordpress.com/

# Appendix E: Bystander Scenarios

**XCut** out scenarios and distribute to groups to role play. ★

Gina is spreading a rumor, saying that Tracy has an eating disorder. Tracy found out about the rumor from Katie, who has been her friend since nursery school, and who knows this is not true. Katie said that two other girls told her the rumor.

Four girls in Anita's school love to dress alike. They go shopping together and decide what they should wear on a given day. It's usually Elena who decides what the dress code will be and the others go along with her ideas. Today, they are making fun of anyone who is not wearing the "right clothes" at school, including Robyn and Marissa. Robyn and Marissa's friend Tina happened to be wearing the right clothes, but does not like see her friends treated this way.

Carrie and Beth ride the school bus every day. Valerie and Whitney sit in the back of the bus and pick on the same second grader, Penny, all the time. They make her switch seats two or three times during the bus ride. If she cries, they call her a baby.

## **Appendix F:**

## **Upstander Solutions**

Public support the target at the time of the incident:

- Deflecting the aggressor by saying something to change the subject
- Telling the aggressor that you know the rumor is not true
- Saying something nice about the target in front of others
- Moving over to stand next to the target to show your support
- Inviting the target to leave with you

Private support of the target after the incident:

- Telling him or her that you saw what happened and that it wasn't right
- Saying you are sorry that it happened
- Walking next to him or her to show your support
- Sending a note to say you saw or heard what happened and know that it wasn't right
- Calling him or her after school to talk about what happened

#### Tell someone:

- Write a note stating what you saw or heard and give it to an adult
- Talk with an adult about what you saw or heard and how it made you and those involved feel
- Talk with a parent
- Tell a friend and ask for their help

# **Appendix G: Box of Beliefs**

	A friend should be:	
Relational aggression is:	Being pretty means:	Nice people:
	Girls my age care most about:	
	It is cool to:	

# **Appendix H: Norms and Rules Template**

# **X**Cut out the following examples of norms and rules.

Egg and bacon are breakfast foods.	It is not okay to steal someone else's belongings.
Shake hands when you meet new people.	The speed limit on some highways is 55 mph.
It's okay for girls to cry, but not girls.	Be in the classroom when the bell rings.
It's okay to give substitute teachers a hard time.	The drinking age is 21.
Children shouldn't drink coffee.	Fighting is not allowed at school.
If someone challenges you to a fight, you can't back down.	The driving age is 16.
Put-downs are funny.	Anything taken out of a store must be paid for.
Do what you need to do to win a game.	Ethnic jokes are ok if they are told by a standup comedian.
Revenge is ok – everyone deserves a chance to get even.	Girls can't play football.
When you hurt someone, you make it right.	Curfew is 10:00 PM

### **Appendix I:**

## **Amish Friendship Bread Recipe**

#### **Amish Friendship Bread Starter**

1 pkg. active dry yeast

1/4 c. warm water

1 c. flour

1 c. sugar

1 c. warm milk

Soften active dry yeast with 1/4 cup warm water for 10 minutes. Stir with a wooden spoon. In a non-metal bowl, combine 1 cup flour and 1 cup sugar. Mix, slowly adding 1 cup warm milk and the softened yeast. Cover loosely with clean cloth and leave at room temperature until bubbly

#### **Amish Friendship Bread**

**Day 1:** Make (or receive) starter. Place in a one gallon plastic bag and leave on kitchen counter.

Day 2, 3 & 4: Stir (or mash bag) once a day.

Day 5: Add 1 cup flour, 1 cup milk and 1 cup sugar. Stir until well mixed.

**Day 6, 7 & 8:** Stir once a day.

**Day 9:** Add 1 cup flour, 1 cup milk and 1 cup sugar. Stir until mixed. Pour 1 cup into each of 3 containers and give to friends.

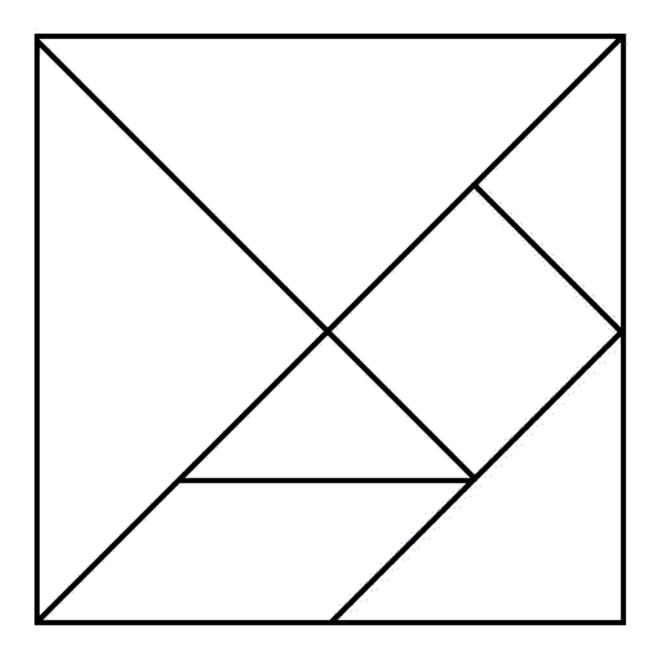
**Day 10:** To remaining batter add: 2/3 c. oil (butter), 2 c. flour, 1 c. sugar ,1 1/4 tsp. baking soda ,1 apple, peeled & chopped, 3 eggs, 2 tsp. cinnamon,1/2 tsp. baking powder, 1/4 tsp. salt, 1/2 c. nuts, raisins or chocolate chips

Mix all ingredients together; pour into 2 well greased loaf pans. Bake for 45 minutes at

## **Appendix J:**

## **Tangram Template and Solution**

Use a copy of this graphic as the solution for the Tangram Leadership activity. If actual tangrams cannot be obtained, make additional copies and cut out the shapes to use as manipulatives.



# Appendix K:

## **Net Speak Charades Cards**

**X**Cut out the following cards for a game of charades.

	LOL
j/k	ROFL
<b>;-</b> )	
BRB	<b>&lt;3U</b>



#### IT HAS A NAME: RELATIONAL AGGRESSION

This curriculum introduces girls to the concept of peer aggression, with a focus on relational aggression. The lessons will equip girls with an understanding of the language of peer aggression, including the roles within relational aggression; the concept of accepted social norms; steps to developing healthy, inclusive friendships; the connection between popularity and leadership; the harsh effects of cyberbullying; and more.

Part of a critical issues initiative, this curriculum raises awareness about the nature and impact of relational aggression on the lives of youth.

#### **SIX LESSON TOPICS:**

The Language of Peer Aggression

**The Bystander** 

**Normative Beliefs** 

**Friendship** 

Leadership

Cyberbullying

718 Nevada Drive

Erie, PA 16505

Phone: (814) 456-5437 Toll Free: (888) 256-5437

Fax: (814) 455-2090

ophelia@opheliaproject.org www.opheliaproject.org

