



Created by  
Diversity, Cultural Outreach & Prevention, Broward County Public Schools.



# 3-Year Calendar

## 2012

	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
JANUARY	1	2	3	4	5	6	7	FEBRUARY	5	6	7	8	9	10	11	MARCH	4	5	6	7	8	9	10
	8	9	10	11	12	13	14		12	13	14	15	16	17	18		11	12	13	14	15	16	17
	15	16	17	18	19	20	21		19	20	21	22	23	24	25		18	19	20	21	22	23	24
	22	23	24	25	26	27	28		26	27	28	29	25	26	27		28	29	30	31			
	29	30	31																				
APRIL	1	2	3	4	5	6	7	MAY	6	7	8	9	10	11	12	JUNE	3	4	5	6	7	8	9
	8	9	10	11	12	13	14		13	14	15	16	17	18	19		10	11	12	13	14	15	16
	15	16	17	18	19	20	21		20	21	22	23	24	25	26		17	18	19	20	21	22	23
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JULY	1	2	3	4	5	6	7	AUGUST	5	6	7	8	9	10	11	SEPTEMBER	2	3	4	5	6	7	8
	8	9	10	11	12	13	14		12	13	14	15	16	17	18		9	10	11	12	13	14	15
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	29	30	31																				
OCTOBER	7	8	9	10	11	12	13	NOVEMBER	4	5	6	7	8	9	10	DECEMBER	2	3	4	5	6	7	8
	14	15	16	17	18	19	20		11	12	13	14	15	16	17		9	10	11	12	13	14	15
	21	22	23	24	25	26	27		18	19	20	21	22	23	24		16	17	18	19	20	21	22
	28	29	30	31	25	26	27		28	29	30	23/30	24/31	25	26		27	28	29				

## 2013





	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
JANUARY			1	2	3	4	5	FEBRUARY	3	4	5	6	7	8	9	MARCH	3	4	5	6	7	8	9
	6	7	8	9	10	11	12		10	11	12	13	14	15	16		10	11	12	13	14	15	16
	13	14	15	16	17	18	19		17	18	19	20	21	22	23		17	18	19	20	21	22	23
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	27	28	29	30	31																		
APRIL		1	2	3	4	5	6	MAY	5	6	7	8	9	10	11	JUNE	2	3	4	5	6	7	8
	7	8	9	10	11	12	13		12	13	14	15	16	17	18		9	10	11	12	13	14	15
	14	15	16	17	18	19	20		19	20	21	22	23	24	25		16	17	18	19	20	21	22
	21	22	23	24	25	26	27		26	27	28	29	30	31	23/30		24	25	26	27	28	29	
	28	29	30																				
JULY		1	2	3	4	5	6	AUGUST	4	5	6	7	8	9	10	SEPTEMBER	1	2	3	4	5	6	7
	7	8	9	10	11	12	13		11	12	13	14	15	16	17		8	9	10	11	12	13	14
	14	15	16	17	18	19	20		18	19	20	21	22	23	24		15	16	17	18	19	20	21
	21	22	23	24	25	26	27		25	26	27	28	29	30	31		22	23	24	25	26	27	28
	28	29	30	31											29		30						
OCTOBER	6	7	8	9	10	11	12	NOVEMBER	3	4	5	6	7	8	9	DECEMBER	1	2	3	4	5	6	7
	13	14	15	16	17	18	19		10	11	12	13	14	15	16		8	9	10	11	12	13	14
	20	21	22	23	24	25	26		17	18	19	20	21	22	23		15	16	17	18	19	20	21
	27	28	29	30	31	24	25		26	27	28	29	30	22	23		24	25	26	27	28		
																	29	30	31				

## 2014

	S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S
JANUARY	5	6	7	8	9	10	11	FEBRUARY	2	3	4	5	6	7	8	MARCH	2	3	4	5	6	7	8
	12	13	14	15	16	17	18		9	10	11	12	13	14	15		9	10	11	12	13	14	15
	19	20	21	22	23	24	25		16	17	18	19	20	21	22		16	17	18	19	20	21	22
	26	27	28	29	30	31	23		24	25	26	27	28	23/30	24/31		25	26	27	28	29		
APRIL		1	2	3	4	5	MAY	4	5	6	7	8	9	10	JUNE	1	2	3	4	5	6	7	
	6	7	8	9	10	11		12	11	12	13	14	15	16		17	8	9	10	11	12	13	14
	13	14	15	16	17	18		19	18	19	20	21	22	23		24	15	16	17	18	19	20	21
	20	21	22	23	24	25		26	25	26	27	28	29	30		31	22	23	24	25	26	27	28
	27	28	29	30												29	30						
JULY	6	7	8	9	10	11	12	AUGUST	3	4	5	6	7	8	9	SEPTEMBER	7	8	9	10	11	12	13
	13	14	15	16	17	18	19		10	11	12	13	14	15	16		14	15	16	17	18	19	20
	20	21	22	23	24	25	26		17	18	19	20	21	22	23		21	22	23	24	25	26	27
	27	28	29	30	31	24/31	25		26	27	28	29	30	28	29		30						
OCTOBER	5	6	7	8	9	10	11	NOVEMBER	2	3	4	5	6	7	8	DECEMBER	7	8	9	10	11	12	13
	12	13	14	15	16	17	18		9	10	11	12	13	14	15		14	15	16	17	18	19	20
	19	20	21	22	23	24	25		16	17	18	19	20	21	22		21	22	23	24	25	26	27
	26	27	28	29	30	31	23/30		24	25	26	27	28	29	28		29	30	31				



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# My Prevention Book & Contacts

<b>My Information</b>	
<b>My Name</b>	
<b>School</b>	
<b>Email Address</b>	
<b>Contact Number</b>	
<b>My Key School Prevention Personnel</b>	
<b>Prevention Liaison</b>	
<b>Investigative Designee</b>	
<b>Child Abuse Designee</b>	
<b>Family Counselor</b>	
<b>Guidance Counselor</b>	
<b>School Social Worker</b>	
<b>Suicide Designee</b>	
<b>Other</b>	
<b>My Office of Prevention</b>	
	<b>(754) 321-2568</b>
	<b>browardprevention.org</b>
	<b>FAX (754) 321-2724</b>



# Introduction

## How to Use This Prevention Curriculum Book

This book was created by Broward County Public School's (BCPS) Department of Diversity, Cultural Outreach, & Prevention (hereafter to be referred to as "OPP" or "The Office of Prevention") to serve as a teaching tool and a one stop shop for all your prevention needs.

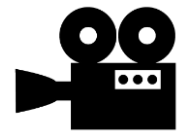
The prevention curriculum is organized into the **4 strands of prevention** and each section has an icon (pencil, brain, apple, peace) to mark it on the border in the curriculum:

- 1) **Instructional Strategies** 
- 2) **Substance Abuse Prevention** 
- 3) **Health & Wellness** 
- 4) **Violence Prevention** 

Within each strand there are specialized lessons related to each area of prevention. For example, in Health and Wellness, you will find specific lessons related to Mental Health and Wellness, as well as Physical Health and Wellness. If you are looking for lessons related to Nutrition, they would fall under Physical Health and Wellness. Lessons on Bullying would fall under Violence, etc.

Every strand has lessons for both **primary and secondary grades**.

Many of the lessons can be utilized as **white board interactive**, and many of the lessons contain **links** to the web – as either a resource or a link to a downloadable video. Look for this video camera icon to recognize the lessons that include a video resource.



Finally, all materials used have been created by Broward County School Employees or permission has been given by the publishers to reproduce the materials for classroom instruction purposes. If you have any questions, please contact the BCPS's department of Diversity, Cultural Outreach, & Prevention at 754-321-2368 or [www.browardprevention.org](http://www.browardprevention.org).

Official School Board of  
Broward County  
observances are designated  
by this symbol!



# Prevention Calendar

The Prevention Book's monthly calendar of observances shares known prevention related dates of significance – both in Broward County Public Schools' and internationally. These dates provide a great jumping off point for prevention related lessons and school/community events. These events can also be used to maintain the impetus and increase awareness of your prevention efforts year-round. Choose observances related to the issues you find most relevant to your community and/or closest to your heart— then mobilize your students to action!

**Please note the exact observance dates may change year to year.** Follow the web link on the date to confirm its date and access any relevant lessons. This Calendar of Observances with links can also be found online at <http://www.browardprevention.org>

For observances specific to Broward County Public Schools, you can also check their website for the latest resolutions at <http://www.browardschools.com/schoolboard/resolutions>







## Monthly Observances

*Back to School Safety*

**Weekly Observances**  
Be Kind to Humankind Week, 25-31

# August

1	2	3	4	5	6	7
8	9 <u>Day of the World's Indigenous People</u>	10	11	12 <u>International Youth Day</u>	13	14
15	16	17	18	19 <u>World Humanitarian Day</u>	20	21
22	23 <u>Remembrance of the Slave Trade &amp; Its Abolition</u>	24	25	26 <u>Women's Equality Day</u>	27	28
29	30	31				

*YOU  
ROCK!!*




# September

1	2	3	4	5 Labor Day	6	7
8	9	10 <u>World Suicide Prevention Day</u>	11	12	13	14
15	16	17 <u>Citizenship Day</u>	18	19	20	21 <u>International Day of Peace</u>
22 <u>Family Day, 4th Monday</u>	23	24	25	26	27 <u>Family Health &amp; Fitness Day, last Sat.</u>	28
29 <u>World Heart Day</u>	30	31				

**Weekly Observances**

- Choose Peace/Stop Violence Week, @ 17th-21<sup>st</sup>
- National Suicide Prevention Week, the Sunday-Saturday around 9/10
- National American Indian Heritage Week

## Monthly Observances

 Character Trait Cooperation:  
Working with others to accomplish a common goal.

- *ADHD Awareness*
- *Fruit and Veggies More Matters*
- *Hispanic Heritage*
- *National Cholesterol Education*



## Weekly Observances

- America's Safe Schools, 3rd full wk
- Character Counts, 3rd wk
- International Infection Prevention, 3rd wk
- National Health Education, 3rd wk
- National School Bus Safety, 3rd wk
- Red Ribbon Week, the last full wk



## Monthly Observances



Character Trait Responsibility: Meeting obligations by being reliable, accountable, and dependable to self and others.

- *Diversity Awareness Month*
- *International Walk to School Month*
- *LGBT History Month*
- *National Crime Prevention Month*
- *National Family Sexuality Education*
- *National Bullying Prevention Awareness*

# October

1	2 <u>Intrntnl Day of Non-Violence</u> , Gandhi's Birthday	3	4	5	6	7	
8	9	10 <u>Stop America's Violence Everywhere</u> , 2nd Wed.	11	12			
15	16 <u>World Food Day</u>	17	18	20			21
22	23	24	25	26			27 <u>Make a Difference Day</u> , 4th Sat.
29	30 <u>National Mix It Up at Lunch Day</u>	31 Halloween					



**Weekly Observances**  
National Hunger and Homelessness Awareness, 14th-21st  
World Kindness, 7th-13th  
BCPS Anti-Bullying Week, @ 13th-16th

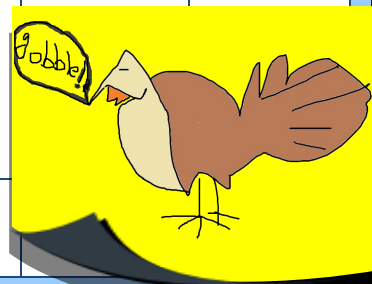
## Monthly Observances

Character Trait Citizenship: Knowing, understanding, and displaying a high regard for rules, government, heritage, and for those who have served and sacrificed for community and country.

- *Lung Cancer Awareness*
- *American Diabetes*

# November

1	2	3	4	5	6	7
8	9 <u>World Freedom Day</u>	10	11 <u>Veteran's Day</u>	12	13 <u>World Kindness Day</u>	14 <u>World Diabetes Day</u>
15 <u>America Recycles Day</u>	16 <u>International Day for Tolerance</u>	17	18 <u>Great American Smoke out Day</u> , the 3rd Thur.	19	20	21
22	23	24	25 <u>Intrntnl Day for the Elimination of Violence against Women</u>	26	27	28
	30	31				








# December

1 <u>World AIDS Day</u> 	2 <u>International Day for the Abolition of Slavery</u>	3	4	5 <u>International Volunteer Day</u>	6	7
8	9	10 <u>Human Rights Day</u>	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25			

**Weekly Observances**  
Human Rights Week, 10th-16th  
National Hand Washing Awareness Week, @ 4th-10th

**Monthly Observances**

Character Trait Kindness:  
 Being helpful, thoughtful, caring, compassionate, and considerate.

- HIV/AIDS Awareness Month*
- National Drunk and Drugged Driving Prevention*

**Weekly Observances**  
No Name Calling Week, @ 21st-25th  
Healthy Weight Week, @ 15th-21st



## Monthly Observances

Character Trait Kindness: Being helpful, thoughtful, caring, compassionate, and considerate.



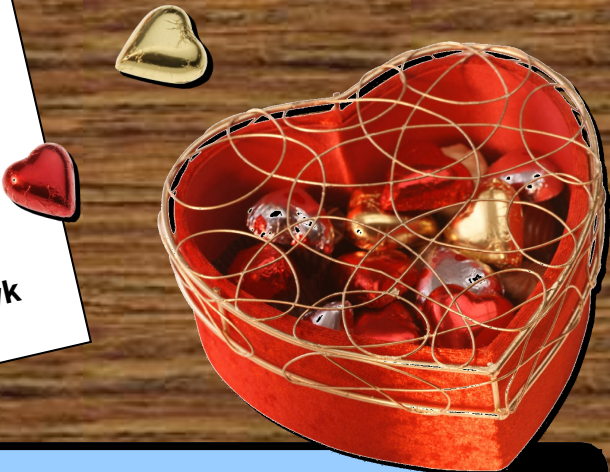
- National Blood Donor*
- National Mentoring*
- National Human Trafficking Awareness*

# January

1 <u>Global Family Day</u>	2	3	4	5	6	7
8	9	10	11	12	13	
15 <u>Martin Luther King, Jr. Day, 3rd Monday</u>	16	17	18	19	20	
22	23	24	25 <u>No Name Calling Day</u> 	26	27 <u>International Holocaust Remembrance Day</u>	28
29	30	31				



**Weekly Observances**  
National Condom Week, 13th-19th  
National Eating Disorders Awareness,  
 last wk  
National Teen Dating Violence  
Awareness and Prevention Week, 1st wk



# February

1	2 <u>World Wetlands Day</u>	3	4	5	6	7 <u>National Black HIV/AIDS Awareness</u> 
8	9	10	11	12	13	14 National Condom Awareness
15	16	17	18	19	20 <u>World Day of Social Justice</u>	21
		24	25	26	<b>Monthly Observances</b>  <u>Character Trait Honesty:</u> Being truthful, trustworthy, and sincere. <ul style="list-style-type: none"> <li>• <i>American Heart Month</i></li> <li>• <i>Black History Month</i></li> <li>• <i>National Children's Dental Health</i></li> <li>• <i>National Teen Dating Violence Awareness and Prevention</i></li> </ul> 	
29	30	31				



**Monthly Observances**

 Character Trait Honesty:  
 Being truthful, trustworthy, and sincere.


- *American Heart Month*
- *Black History Month*
- *National Children's Dental Health*
- *National Teen Dating Violence Awareness and Prevention*







## Monthly Observances

 Character Trait Self-Control:  
Having discipline over one's behavior and actions.

- *National Nutrition Month*
- *National Women's History Month*


# March

*You are an  
A++  
Teacher!!*

	3	4	5	6	7	
8	9	10 <u>National Women &amp; Girls HIV/AIDS Awareness Day</u> 	11	12	13	14
15	16 <u>World Sleep Day</u>	17	18	19	20 <u>Kick Butts Day</u>	21 <u>International Day for the Elimination of Racial Discrimination</u>
22	23	24	25	26	27	28

## Weekly Observances


- National Inhalants & Poisons Prevention/Awareness Week  
3rd wk

- National School Breakfast Week, 5th-9th
- National Youth Violence Prevention Week, 3rd wk 

**Weekly Observances**  
National Public Health Week, @ 2nd  
 -8th



## Monthly Observances

Character Trait Tolerance:  
 Recognizing and respecting the differences, values, and beliefs of other people.

- National Child Abuse Prevention
- National STD Awareness
- Prevention of Animal Cruelty
- Stress Awareness
- Sexual Assault Awareness and Prevention Month

# April

1	2	3	4	5 <u>National D.A.R.E. Day</u>	6	7 <u>World Health Day</u>
8			11	12	13	14
15	16	17	18	19  <u>Day of Silence</u>	20	21
22 <u>Earth Day</u>	23	24 <u>National Healthy Schools Day</u>	25	26	27	28
29	30	31				



**Weekly Observances**  
Be Kind to Animals Week, 1st full wk  
Teacher Appreciation Week, 1st full wk  
National Prevention Week, 20t-26th

**Monthly Observances**

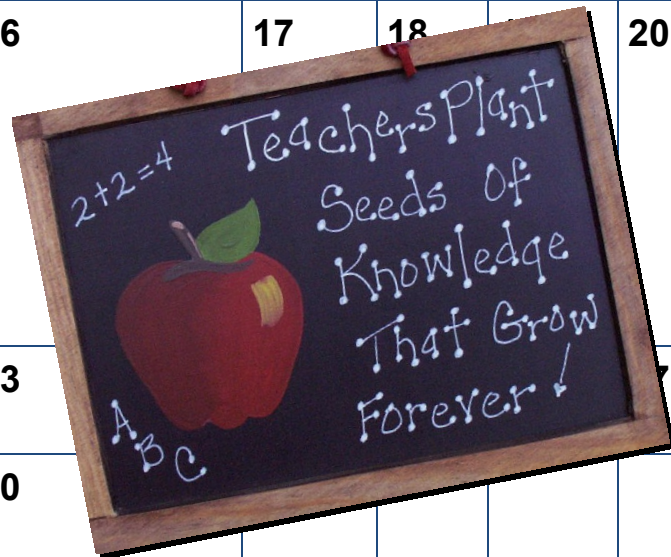


Character Trait Tolerance:  
 Recognizing and respecting the differences, values, and beliefs of other people.

- Haitian Heritage Month
- National Mental Health Month
- National Physical Fitness and Sports Month
- National Teen Pregnancy Prevention Month
- National Asthma and Allergy Awareness Month
- National Youth Traffic Safety Month

**May**

1	2 <u>Teacher Appreciation Day, Tues. during Teacher Appr. Week</u> <u>National Day to Prevent Teen Pregnancy</u>	3	4			
8	9	10	11	12	13	14
15	16	17	18	20	21 <u>World Day for Cultural Diversity for Dialogue and Development</u>	
22	23				28	
29 <u>Memorial Day, last Monday</u>	30					





## Monthly Observances

- *LGBT Pride Month*
- *National Safety Month*
- *National Family Month*



# June

1	2	3	4 <a href="#"><u>International Day of Innocent Children Victims of Aggression</u></a>	5 <a href="#"><u>World Environment Day</u></a>	6	7
8	9	10	11	12	13	14
15		18	19	20	21	
22	23	24	25	26 <a href="#"><u>International Day against Drug Abuse and Illicit Trafficking</u></a>	27 <a href="#"><u>National HIV Testing Day</u></a>	28
29	30	31				

**Weekly Observances**  
[Sun Safety Week](#), 1st-7th



## Monthly Observances

- *UV Safety Month*
- *National Make a Difference to Children Month*
- *Social Wellness Month*
- *Parks and Recreation Month*

# July

1	2	3	4	5	6	7
			<u>Independence Day</u>			
8	9	10	11	12	13	14
15	16	17	18	19		21
22	23	24	25	26		28

**Weekly Observances**  
National Youth Sports Week,  
20th-24th





# iNStRUCtIONAL StRAtEGIES



*"I never teach my pupils; I only attempt to provide the conditions in which they can learn."*

*- Albert Einstein*







# Instructional Strategies

We know that educational goals are complex and multifaceted and that teachers need many approaches to meet the varied learner outcomes for their diverse students. With effective instructional strategies, teachers shape the classroom learning environment in a way that ensures academic achievement, and helps our students live healthy lives free of substance abuse and violence. This is why Instructional Strategies is prevention strand #1. For in-depth training, go to the “Professional Development” section for more information.

OPP’s recommended prevention lessons related to Instructional Strategies are:

- **Classroom Meetings**
- **C.H.A.M.P.S. Classroom Management**
- **Marzano Common Core Implementation**
- **Next Generation Sunshine State Standards**
- **Prevention Curriculum Infusion**
- **Professional Development**



More resources are available on this topic at [BrowardPrevention.org](http://BrowardPrevention.org), Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html>, and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Classroom Meetings

**Why have class meetings?** Effective classroom management ensures a classroom where students can focus on learning. An excellent way to achieve this is through the use of classroom meetings. These meetings act as a prevention strategy, providing opportunities for students to practice communication, conflict, and socialization skills.

Classroom meetings provide a forum for students to voice and directly affect how they want their class to feel, to run, and to be. They create a climate of trust and respect between the students and their teacher. They help to build self-esteem by demonstrating value for the students and their views. Classroom meetings, more than any other instructional strategy, have the potential to create connectedness and a sense of community.

**How often and when to have class meetings?** Class meetings need to be scheduled on a regular basis to be effective – how often and how long will depend on needs, preferences, age group, and setting. Budget approximately 15-20 minutes for each class meeting at approximately the same time on pre-determined days. Scheduling them at the end of the week can be particularly useful as it gives students something to look forward to, and provides an avenue to address any conflict that may have occurred during the week. Here is a good rule of thumb:

- Kindergarten, 1x a day for approximately 10 minutes

- First–Third Grade, 3x a week for approximately 10-15 minutes
- Fourth–Fifth Grade, 1x a week for 20 minutes
- Special Areas, 1x a week for 20 minutes
- Middle School, 1x a week for 20-45 minutes
- High School, 1x a week for 45 minutes
- Also: any time your class feels out of control, or there are conflicts arising

**What is the format for class meetings?** Meetings should be held in a circle formation. The role of the teacher is one of facilitating the discussion amongst the students. This includes reviewing the procedures, posing the questions, monitoring participation, and concluding the session. Use open-ended questions to avoid eliciting one-word answers. If a question requires a one-word answer, incorporate a second part which starts with "Why?" or "How?" Even conflict-based meetings should be formulated this way. For example, "Several people have said there was a lot of name calling on the playground lately. Is name calling acceptable?" "Why?" Then follow up with, "What should we do if it starts again?" This could then be followed up with a commitment question such as, "Now that we know what should be done, who is willing to say they will do it?" At the beginning, there is often a tendency for teachers to over-contribute or judge. A helpful strategy to avoid this is to audiotape a few sessions.

**Choosing a class meeting topic:** Prior to beginning, have a topic with formulated questions. Topics for meetings are brainstormed and discussed during the week prior to the meeting in order to maintain up-to-date, relevant topics. For the first several meetings it is recommended that you choose the topics and agenda to feel prepared and to demonstrate to the students your expectations, but after that allow students the opportunity to choose topics. Depending on the age of students, the topics and questions will change. This book includes sample classroom meeting agendas for all grade levels on the topic of 'Bullying.'

For older students, some excellent prevention related topics might be:

- How can you tell if a person is healthy?
- What is peer pressure?
- What would happen if people have rights without responsibilities?
- Why do we call each other names?
- What is prejudice?
- What does being grateful mean?

With younger students, use 'sentence starters' to introduce the topic, such as:

- "Something I like about this class..."
- "Something I think would make our class better..."
- "My favorite (sport, food, color, subject, part of the day, book) is..."
- "A person I admire a lot is... because..."
- "I'd like to say "I'm sorry" to (insert name) for..."
- "I'm grateful that..."

Other great format/topic ideas include:

- Conflict between students
- Good news meeting: "Who has some good news to share?"
- Gratitude/appreciation time: "Who would you like to appreciate?" "I am thankful for\_\_\_\_\_."





- Compliment time: One or two children are chosen; taking one child at a time, the teacher invites classmates to say something they like or admire about that person. Compliments that focus on the insides, not the outsides are best. For example: "I would like to compliment \_\_\_\_\_ for \_\_\_\_\_."
- Character Trait Spotlight: Each week introduce one character trait on which you want the students to focus. Talk about what it "looks like" and "sounds like" when we see others displaying it. Then post that trait on a poster on the wall. When someone in the class sees that trait being displayed, have them write it down on the poster.
- Goal-setting meeting: Discuss the goals for the morning, the day, the week, year, etc.
- Rule-setting or evaluating meeting: "What rules do we need for our classroom?" "For going to gym?" "If you could change one rule, what would it be?"
- Classroom improvement meeting: "What changes would make our classroom better?"
- Concept meeting: "What is a friend?" "What is a conscience? How does it help you?" "What is a lie? Is it ever right to tell one?" "What is trust? Why is it important?"
- Sticky situations: "What should you/would you do if: You find a wallet on the sidewalk with \$20 in it?" "You find just a \$20 bill?" "You see a kid stealing something from somebody else's locker?" "There's a new kid that you'd like to be nice to but your friends think he/she is weird?" "A friend asks to copy your homework?"
- Suggestion box: Any appropriate item students have submitted for discussion



**What will the 3-part classroom meeting agenda look like?** Most meetings should have 3 parts in addition to introducing procedures at the beginning and summarizing at the end.

**Introduction:** Set or reaffirm the ground rules, and if needed review any previous business. Essential ground rules would be: to respect everyone (i.e. no put downs), to listen when another is speaking (one at a time), everyone has the right to pass (students can pass when it's their turn), what is said here stays here, we can agree to disagree, no finger-pointing or blaming, no using names with stories ("I know someone who"), and we are here to help each other not hurt each other. Additionally, make sure to use a signal to keep things under control.

**Part 1: Define the topic.** Ensure everyone understands the issue/topic of the meeting so everyone talks about the same thing. With younger students, you may need to use "sentence starters" to assist them. Go around the circle letting each person complete the sentence starter. After everyone has had a turn, the teacher can use individual students' responses as a springboard for interactive discussion.

When the topic is conflict between students, the focus will be on conflict resolution and problem solving. Teach the students to utilize "I messages" to avoid blaming. "I feel \_\_\_\_\_ about \_\_\_\_\_ because \_\_\_\_\_." This will involve sharing of feelings, asking for clarification or elaboration, and brainstorming for solutions. The best solutions include the 3 R's: Related, Respectful, Reasonable (practical not punitive). Our





goal again is to always be helpful (not hurtful) so the focus remains on the future – i.e., “What will help you in the future to avoid this problem?” Offer time for apologies and clearing the air. The best format for this would be: “I am sorry for \_\_\_\_\_. If that would have happened to me, I would have felt \_\_\_\_\_. I will \_\_\_\_\_.” With your guidance, your students should be able to practice these important interpersonal skills successfully. If things get too hot, it is OK to use a cooling off period.

**Part 2: Personalize the topic.** Personalizing the questions gives participants the opportunity to relate the topic to their own knowledge and experiences. Ask questions which start with: Why? What if? Could we? Should we? Request clarification and look for relationships.

**Part 3: Challenge the students.** Challenging provides an opportunity for teachers to stretch students' minds by applying the ideas through hypothetical questions or situations. Encourage examination of assumptions. Guide discussions to encourage extension, application, and evaluation of ideas. Help toward transfer of generalizations and underlying principles. Play the role of "devil's advocate" on occasion. Defer judgment and encourage explanation of both conventional and "way out" answers. Search for unusual ways of doing or looking at something. Encourage students to question opinions in respectful ways. When the class meeting is focused on conflict or problem solving, the third part, challenging, should be designed to facilitate a solution to the problem.

**Conclusion:** Summarize and bring to a positive close what has been discussed and encourage follow up action as needed. Then use a consistent circle dismissal procedure. When conflict scenarios are the topic of the meeting, it may be necessary to summarize the discussion, draw out the consensus, or clearly state the final agreed solution in the problem solving discussion. Examples are, "The main ideas expressed today are..." "It seems that most people think..." "Have we agreed that...?" "I think we will have to disagree because there are so many different ideas." The following are some additional reflective techniques:

- Keepers: "Name one thing you want to keep from the meeting." or "Restate something that was said that you thought was a good point even if you didn't agree with it."
- Invite all to complete a sentence: "At the end of this meeting, I hope..."
- Silence: "Take a minute to think about today's meeting such as a new idea or something you will do differently as a result of our discussion."
- Post Share: Consider asking, "What did you like about today's meeting?" "What made it a good discussion?" "What could or should we do differently next time?"

#### **A final word on classroom meetings:**

It is important to remember that the effectiveness of the class meeting is not immediate and at first you may not be comfortable in the role of facilitator as opposed to instructor. Do not discourage yourself and the students by expecting that every meeting will go well. All human relationships involve conflict; it is natural and normal and is part of the growing process. The goal is not to avoid difficulties or conflict, but to grow a stronger, closer more connected classroom afterward. In conclusion, fifteen minutes per week is a small investment to make in order to strengthen the bonds between you and your students, decrease behavioral issues and increase on-task academic engagement.



## Classroom Meeting Agenda for K-2<sup>nd</sup> Grade

**Topic:** Bullying

**Time:** 10-15 minutes

**Introduction:** Review Ground Rules: respect everyone (i.e. no put downs), listen when another is speaking (one at a time), everyone has the right to pass (students can pass when it's their turn), what is said here stays here, we can agree to disagree, no finger-pointing or blaming, no using names, and we are here to help each other not hurt each other. Review the attention signal.

**Part 1: Define the topic.** Today's topic is bullying. Would anyone like to share what they think bullying is? Finish this sentence for me, "Bullying is..." You are on target – bullying is a behavior that is repeated (happens more than once), involves an imbalance of power (one person can't stop the behavior), and it is done on purpose to hurt someone. It is not rough-and-tumble play and fighting between two kids who are mad at each other. Can you give examples of ways a student may bully or hurt another student on purpose? As they mention each type of bullying elaborate and clarify: physical, verbal, and emotional (excluding, threatening, etc.) For example, "Yes, hitting is a type of bullying – it is physical bullying, is there another way or type of bullying we might HEAR or FEEL (i.e. - cue for verbal or mental)?"



**Part 2: Personalize the topic.** How does it feel to be bullied? Does anyone want to share a time when they were bullied (remember – use "I know someone who..." Notice and expand on statements – "So I hear it hurts our feelings and our friendships. It sounds like no one likes it."

**Part 3: Challenge the students.** So bullying hurts the person bullied – does it also hurt the person watching it? Finish this sentence, "When I see someone being hurt, I feel..." What about the person bullying, how might that person end up being hurt or sorry they bullied? So if everyone is being hurt - should we be allowed to bully? Why not? How could we help if we have a friend being bullied or bullying another so no one gets hurt? Finish this sentence; "I can help stop bullying by..."

**Conclusion:** "It seems that most people feel that bullying hurts everyone – even those watching it or doing it. You all had some great ideas on how you could help stop it too! I have every confidence that you all can do that when needed and I promise to help as well. Thank you for sharing and we will have our circle time class meeting again tomorrow. Please take your belongings and go back to your seat as you have been taught."

## Classroom Meeting Agenda for 3rd-5th Grade

**Topic:** Bullying

**Time:** 10-20 minutes

**Introduction:** Review Ground Rules: respect everyone (i.e. no put downs), listen when another is speaking (one at a time), everyone has the right to pass (students can pass when it's their turn), what is said here stays here, we can agree to disagree, no finger-pointing or



blaming, no using names with stories (“I know someone who...”), and we are here to help each other not hurt each other. Review the attention signal.

**Part 1: Define the topic.** Today’s topic is bullying. What does bullying mean to you? Finish this sentence for me, “bullying is...” You are on target – bullying is a behavior that is repeated (happens more than once), involves an imbalance of power (one person can’t stop the behavior), and it is done on purpose to hurt someone. It is not rough-and-tumble play and fighting between two kids who are mad at each other. Can you give examples of ways a student may bully or hurt another student on purpose? As they mention each type of bullying elaborate and clarify: physical, verbal, and emotional (excluding, threatening, etc.) For example, “Yes, hitting is a type of bullying – it is physical bullying, is there another way or type of bullying we might HEAR or FEEL (i.e. - cue for verbal or mental)?”

Who is involved in bullying? What is the damage done to each person involved in the bullying (bystander, target, and aggressor)?

**Part 2: Personalize the topic.** How does it feel to be bullied? Does anyone want to share a time when they were bullied (remember – use “I know someone who...”) Notice and expand on statements. Who has witnessed bullying? How did it make you feel? What did you do? What did you WANT to do? If you have ever been bullied, what did you wish the person/people watching would do?

**Part 3: Challenge the students.** So bullying hurts the person bullied, what about the person bullying, how might that person end up being hurt by their actions? I heard some of you say as you watched, the bullying hurt you and made you feel powerless to stop it. But let me ask you all, how much power does a bystander hold to alter a bullying situation? Why is the person bullying - who are they trying to impress? So if this is happening in part for your benefit (the bystander), how might things change if you say you don’t like it or want the bullying? How could we help if we have a friend being bullied or bullying another so no one gets hurt? Finish this sentence, “I can help stop bullying by...”

**Conclusion:** It seems that most people feel that bullying hurts everyone – even those watching it or doing it. You all had some great ideas on how you could help stop it too! I have every confidence that you all can use your power as the bystander to help those in need – including yourself the next time you see bullying. I promise to help as well, so please tell me if there is anything I can do to help (in private if it is a specific situation.) Thank you for sharing and I look forward to our next class meeting. You may go ahead and return to your seats now.

## Classroom Meeting Agenda for 6<sup>th</sup>-8th Grade

**Topic:** Bullying

**Time:** 20-45 minutes

**Introduction:** Review Ground Rules: respect everyone (i.e. no put downs), listen when another is speaking (one at a time), everyone has the right to pass (students can pass when it's their turn), what is said here stays here, we can agree to disagree, no finger-pointing or blaming, no using names with stories (“I know someone who...”), and we are here to help each other not hurt each other. Review the attention signal.

**Part 1: Define the topic.** Today’s topic is bullying. What is bullying? You are on target – bullying is a behavior that is repeated (happens more than once), involves an imbalance of power (one person can’t stop the behavior), and it is done on purpose to hurt someone. How is bullying different than rough-and-tumble play and fighting or conflict? What kinds of bullying have you seen? As they mention each type of bullying elaborate and clarify: physical, verbal, and emotional (excluding, threatening, etc.) For example, “Yes, hitting is a





type of bullying – it is physical bullying, is there another way or type of bullying we might HEAR or FEEL (i.e. - cue for verbal or mental)?”

Who is involved in bullying? What is the damage done to each person involved in the bullying (bystander, target, and aggressor)? I’ve heard you guys mention some short term damage done, what about long term damage to each person involved?

**Part 2: Personalize the topic.** How does it feel to be bullied? Does anyone want to share a time when they were bullied (remember – use “I know someone who...”)? Notice and expand on statements. Who has witnessed bullying? How did it make you feel? What did you do? What did you WANT to do? If you have ever been bullied, what did you wish the person/people watching would do? What about adults, what do you expect me or the adults to do when bullying happens?

**Part 3: Challenge the students.** So bullying hurts the person bullied, what about the person bullying, how might that person end up being hurt by their actions? I heard some of you say as you watched; the bullying hurt you and made you feel powerless to stop it. But let me ask you all, how much power does a bystander hold to alter a bullying situation? Why is the person bullying - who are they trying to impress? So if this is happening in part for your benefit (the bystander), how might things change if you say you don’t like it or want the bullying? Does bullying make you popular? If a person is bullying regularly, and they are popular – are they necessarily LIKED as well? How might people view that person or talk about that person behind their back?

How could we help if we have a friend being bullied or bullying another so no one gets hurt? Does stopping a friend from bullying have to end a friendship? How can you imagine it might strengthen a friendship? Finish this sentence, “I can help stop bullying by...”

**Conclusion:** It seems that most people feel that bullying hurts everyone – even those watching it or doing it. You all had some great ideas on how you could help stop it too! I have every confidence that you all can use your power as the bystander to help those in need – even if it is your friend doing the bullying - the next time you see bullying. I heard what you said about adults and the role you want them to play with stopping bullying, so I promise to help as well. All I ask is that you please tell me if there is bullying going on so I can help (in private if it is a specific situation.) Thank you for sharing and I look forward to our next class meeting. You may go ahead and return to your seats now.

## Classroom Meeting Agenda for 9<sup>th</sup>-12th Grade

**Topic:** Bullying

**Time:** 45 minutes

**Introduction:** Review Ground Rules: respect everyone (i.e. no put downs), listen when another is speaking (one at a time), everyone has the right to pass (students can pass when it's their turn), what is said here stays here, we can agree to disagree, no finger-pointing or blaming, no using names with stories (“I know someone who...”), and we are here to help each other not hurt each other. Review the attention signal.

**Part 1: Define the topic.** Today’s topic is bullying. What is bullying? You are on target – bullying is a behavior that is repeated (happens more than once), involves an imbalance of power (one person can’t stop the behavior), and it is done on purpose to hurt someone. How is bullying different than rough-and-tumble play and fighting or conflict? What kinds of bullying have you seen? As they mention each type of bullying elaborate and clarify: physical, verbal, and emotional (excluding, threatening, etc.) For example, “Yes, hitting is a type of bullying – it is physical bullying, is there another way or type of bullying we might HEAR or FEEL (i.e. - cue for verbal or mental)?”



Who is involved in bullying? What is the damage done to each person involved in the bullying (bystander, target, and aggressor)? I've heard you guys mention some short term damage done, what about long term damage to each person involved?

**Part 2: Personalize the topic.** How does it feel to be bullied? Does anyone want to share a time when they were bullied (remember – use “I know someone who...”)? Notice and expand on statements. Who has witnessed bullying? How did it make you feel? What did you do? What did you WANT to do? If you have ever been bullied, what did you wish the person/people watching would do? What about adults, what do you expect me or the adults to do when bullying happens?

**Part 3: Challenge the students.** So bullying hurts the person bullied, what about the person bullying, how might that person end up being hurt by their actions? I heard some of you say as you watched, the bullying hurt you and made you feel powerless to stop it. But let me ask you all, how much power does a bystander hold to alter a bullying situation? Why is the person bullying - who are they trying to impress? So if this is happening in part for your benefit (the bystander), how might things change if you say you don't like it or want the bullying? Does bullying make you popular? If a person is bullying regularly, and they are popular – are they necessarily LIKED as well? How might people view that person or talk about that person behind their back?

How could we help if we have a friend being bullied or bullying another so no one gets hurt? Does stopping a friend from bullying have to end a friendship? How can you imagine it might strengthen a friendship? Finish this sentence, “I can help stop bullying by...”

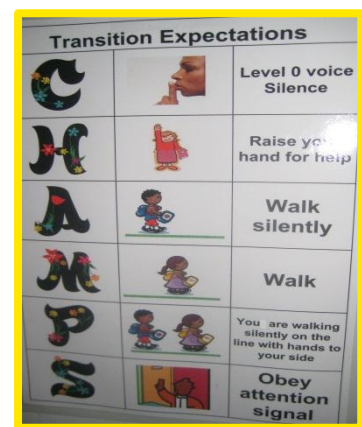
**Conclusion:** It seems most people feel that bullying hurts everyone – even those watching it or doing it. You all had some great ideas on how you could help stop it too! I have every confidence that you all can use your power as the bystander to help those in need - even if it is your friend doing the bullying - the next time you see bullying. I heard what you said about adults and the role you want them to play with stopping bullying, so I promise to help as well. All I ask is that you please tell me if there is bullying going on so I can help (in private if it is a specific situation.) Thank you for sharing and I look forward to our next class meeting. You may go ahead and return to your seats now.

## C.H.A.M.P.S. Classroom Management

Do you want a social climate in your school where all students feel safe, positive, and ready to learn? Such a transformation is within your reach with CHAMPS, a proactive and positive approach to classroom management. CHAMPS allows teachers to maximize learning time while promoting a healthy school environment. This approach can be summarized in three words, “Structure for Success”.

This success is reached largely by structuring each classroom activity and transition using the CHAMPS acronym:

- C** Conversation: How, why, and to whom may students talk?
- H** Help: How do students get help or teacher attention?
- A** Activity: What is the task or end product of the activity?
- M** Movement: When and why may students move around?
- P** Participation: What does the on-task behavior look like?
- S** Signal: How do you signal your students?



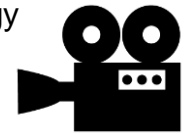


CHAMPS is organized into chapters including specific tasks or competencies that address Time Management, Organizational Skills, Strategies to Increase On-Task Time, Increasing Motivation, and Creating a Positive Classroom Environment. To learn more, access OPP's CHAMPS resources online at [www.browardprevention.org/resources/prevention-curriculum-infusion/champs](http://www.browardprevention.org/resources/prevention-curriculum-infusion/champs).

Online you will find **CHAMPS instructional videos for grades K-5 and 6-12**. The instructional videos consist of 6 key sections on CHAMPS classroom management for both grade levels: 1) Attention Signals, 2) Expectations, 3) Transitions, 4) Non-contingent Attention, 5) Corrective Procedures, and 6) Opportunities to Respond (OTR). The following planner pages are supportive materials related to these 6 sections for effective classroom management.

## CHAMPS Section #1: Attention Signal

Teachers frequently need a signal to get their students' attention. It helps to interrupt the students so they will focus on the teacher while directions or instruction are provided. Without a well-practiced signal, a teacher can spend lots of time and energy trying to get students to quiet and listen. An attention signal is an important behavior management strategy that all teachers need to implement, teach and reinforce regularly. To learn more, view OPP's CHAMPS video online at [www.browardprevention.org/resources/prevention-curriculum-infusion/champs](http://www.browardprevention.org/resources/prevention-curriculum-infusion/champs).



To implement this task, the first thing you need to do is identify what you will use as a signal. What make the most effective attention signals? They are:

- Auditory (can be heard),
- Visual (can be seen),
- Kinetic (use movement), and
- Portable (are moveable to different environments)

The recommended OPP attention signal that meets all of these requirements is the raised hand method. The teacher begins by saying in a firm voice, "Class, your attention please," while at the same time swinging an arm in a circular motion (from 9:00 to 12:00 on a clock face). Then, the teacher holds the hand in the 12:00 position. The students have been trained upon seeing the raised hand, to stop talking, look at the teacher, and raise his or her own hand. The hand-raising spreads until all the students are quiet and looking at the teacher with their hands raised. It should be practiced until 100% of the class responds to the signal within 5 seconds.

As part of the signal response students need to know what they are expected to do after the signal is recognized. Here is an example of what one teacher has taught her students to do:

**When you see / hear the Attention Signal:**



**STOP**

what you are doing

Do not talk or make other noises




Look at the adult;



give eye contact

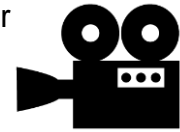
Wait for the next direction





## CHAMPS Section #2: Expectations

A classroom is structured for success when expectations for behaviors are clear and consistently enforced. We determine what our classroom expectations are by using the CHAMPS acronym – i.e., “CHAMPing them out.” To learn more, view OPP’s CHAMPS video online at [www.browardprevention.org/resources/prevention-curriculum-infusion/champs](http://www.browardprevention.org/resources/prevention-curriculum-infusion/champs).



Here are some questions you can use to determine your expectations for student behavior during common classroom procedures:

- What do students do when the bell rings?
- How are students to enter the classroom?
- When are restroom breaks permitted?
- What do students do when they are done with an assignment?
- What do students do when they want your attention?

To help answer these questions, print out and utilize the following CHAMPS Worksheet. Here is an example of how you might CHAMP-out dismissal:

<b>CHAMPS Classroom Activity Worksheet</b>	
<b>Activity:</b>	
<b>(C) Conversation</b> <ul style="list-style-type: none"> <li>• Can students talk with each other?</li> <li>• If so, about what? To whom? How many can be involved?</li> <li>• How long should conversation last?</li> <li>• What is the accepted voice level? 0 = Silence, 1 = Whisper, 2 = Low Talking (small groups), 3 = Conversation Voice, 4 = Presentation Voice, 5 = Yelling (emergency)</li> </ul>	
<b>(H) Help</b> <ul style="list-style-type: none"> <li>• How should students get questions answered during this activity?</li> <li>• How should students get the trainer’s attention?</li> <li>• If the students wait for help, what should they do while waiting?</li> </ul>	
<b>(A) Activity</b> <ul style="list-style-type: none"> <li>• What is the expected end product of the activity (may vary daiyy)?</li> <li>• What should students do after finishing the activity?</li> </ul>	
<b>(M) Movement</b> <ul style="list-style-type: none"> <li>• Can students get out of their seats during activity?</li> <li>• If “yes,” acceptable reasons include:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Pencil   <input type="checkbox"/> Restroom   <input type="checkbox"/> Drink   <input type="checkbox"/> Hand in/pick up materials</li> <li><input type="checkbox"/> Other: _____</li> </ul> </li> <li>• Do they need permission from you?</li> </ul>	
<b>(P) Participation</b> <ul style="list-style-type: none"> <li>• What behaviors show that students are participating fully and responsibly?</li> <li>• What behaviors show that a participant is not participating?</li> <li>• <b>SLANT</b> is how you verify active engagement during instruction: <b>S</b> sit-up, <b>L</b> lean in , <b>A</b> active listening, <b>N</b> nodding , <b>T</b> track the teacher</li> </ul>	



**C**  you may talk with your neighbors

**H**  if you need help, put up your sign

**A** seat work

**M**  you may get up to...

**P**  read, then work together

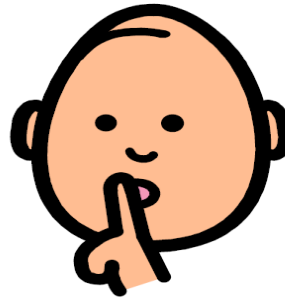
**S** raise your hand, look at me, stop talking

Here is another example of a CHAMPed activity. Pictures are great for use with younger students. You can even use a flip book during the day with one page for each of your anticipated activities. Below are some sample reproducible visual cues to use when setting expectations with YOUR students.

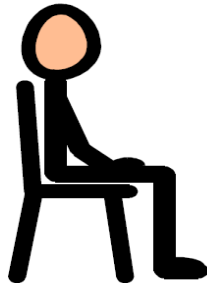
**quiet hands**



**quiet voice**



**stay in seat**



**raise hand for help**



**ready to work**

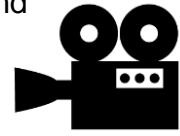


**eyes on me**



## CHAMPS Section #3: Transitions

Transition times can be especially challenging in maintaining student interest and appropriate behavior. Some examples of transition times would be arriving at or leaving the classroom, beginning class/routines, getting out necessary materials, changes in location, putting things away, or cleaning up. To learn more, view OPP's CHAMPS video online at [www.browardprevention.org/resources/prevention-curriculum-infusion/champs](http://www.browardprevention.org/resources/prevention-curriculum-infusion/champs).



To help smooth your transitions, utilize this Transition Worksheet and prepare your behavioral expectations.

### CHAMPs Classroom Transition Worksheet

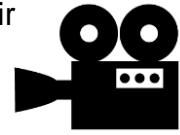
<b>Transition:</b>	
<b>Conversation</b> <ul style="list-style-type: none"> <li>Can students engage in conversations with each other during this transition?</li> <li>If yes, at what voice level?</li> <li>To whom?</li> <li>If yes, clarify how (so that they are keeping their attention on completing the transition).</li> </ul>	
<b>Help</b> <ul style="list-style-type: none"> <li>How should students get questions answered during this activity?</li> <li>How should students get the trainer's attention?</li> </ul>	
<b>Activity</b> <ul style="list-style-type: none"> <li>Explain transition, what will be different afterward (e.g. change in location, use of different materials, etc.)?</li> <li>Include the time criteria (i.e., how long it should take).</li> </ul>	
<b>Movement</b> <ul style="list-style-type: none"> <li>If the transition itself DOES NOT involve getting out of seats, can students get out of their seats for any reason during this transition?</li> <li>If "yes," acceptable reasons include:                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Pencil <input type="checkbox"/> Restroom <input type="checkbox"/> Drink</li> <li><input type="checkbox"/> Hand in/pick up materials</li> <li><input type="checkbox"/> Other: _____</li> </ul> </li> <li>Do they need permission from you?</li> </ul>	
<b>Participation</b> <ul style="list-style-type: none"> <li>What behaviors show that students are participating fully and responsibly?</li> <li>What behaviors show that a participant is not participating?</li> </ul>	





## CHAMPS Section #4: Non-contingent Attention

The most connected teachers provide frequent non-contingent attention to their students. This helps to create a friendly and welcoming classroom climate. To learn more, view OPP's CHAMPS video online at [www.browardprevention.org/resources/prevention-curriculum-infusion/champs](http://www.browardprevention.org/resources/prevention-curriculum-infusion/champs).



### Motivational Techniques and Interventions

What are some other ways to show non-contingent attention? This can be accomplished by...

\* praising specific behaviors \* using self-monitoring strategies \* giving extra privileges and rewards \* keeping classroom rules simple and clear \* making "prudent" use of negative consequences \* allowing non-disruptive movement \* having regular celebrations \* allowing short breaks between assignments \* making individual contracts \* greet students by name \* cueing students (nonverbal signals) \* increasing the immediacy of rewards \* marking correct answers (not incorrect) \* implementing a class-wide behavior plan \* having random celebrations \* using white responding boards \* giving immediate performance feedback \* allowing student to "lead" activity \* ignoring non-disruptive behaviors \* letting student "run errand" \* setting up student for correct answer \* using time out as chill out \* having all assignments on the board \* using buddy system \* using peer tutors \* providing field trips \* contacting parents for good behavior/academics \* giving extra time \* conducting individual conferences \* patting students on back, shaking hand, "daps" \* motivation jars \* reducing homework \* handwritten positive notes \* attending student's extra-curricular activity \* showing interest in personal life \* allowing time with preferred person \* using a lottery system \* having student "helpers" \* increasing opportunities to participate \* using computers to complete work \* using a variety of teaching methods (multi-sensory modes) \* allowing students to choose seating \* free time \* use A B C D response cards \* teaching relaxation methods \* smile \* turning lights down \* cooperative work and play \* using role plays \* quietly using private reprimands \* class-wide challenges \* class "store" \* Premack Principle \* point system \* choral responding \* playing music \* peer to peer praise \* beat the timer challenges \* displaying student work \* maintaining lesson smoothness and momentum \* pick sticks or name jars \* choral responses \* creating suspense \* consistently monitoring student performance \* challenge arousal \* group alerts or cueing \* reciting student work \* have students perform action when they know the answer (stand, clap, thumbs up/down, move to west wall, etc.) \* have students call on each other \* increase probability of success by reviewing or pre-teaching \* let students know that everyone will have to answer at least one question \* use "yes/no" response cards \* play soothing/energetic music \* play Jeopardy (you have answers, students come up with questions) \* break complex task or problems into smaller chunks and gain success on each chunk \* use students names \* use "pass" or "lifelines" to move along if student doesn't know answer \* use current references to popular student culture \* create appropriate rigor (problems that are challenging) \* students write answer on classroom board \* using Pivot Praise \* post rewards for appropriate behaviors in prominent places \* smile more! \*

## CHAMPS Section #5: Corrective Procedures

We use classroom guidelines as the basis for positive feedback, corrections, class-wide discussions, monthly themes, assignments, celebrations of progress, guest speakers, and so on. Guidelines include statements such as Be Responsible, Always try, Do your best, Cooperate, Treat everyone with respect (including yourself). But there also need to be clear and consistent consequences for classroom rule violations. You want to display the guidelines for positive behaviors in your classroom, and the list and range of corrective consequences if rules are violated. Below are some reproducible suggestions in terms of which behaviors are acceptable and which are not, as well as a take-home Behavior Think Sheet to help with corrective actions and replacement behavior encouragement.



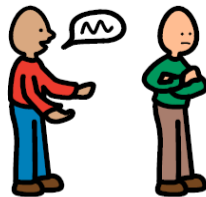


# Behavior Think Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I was not:

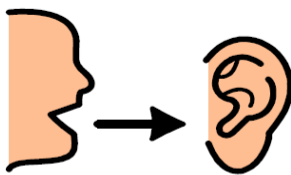
Following Directions




Working well with others



Listening




Following Rules



Being cooperative



Prepared for class



Other:

and \_\_\_\_\_  
(describe what happened)

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*Behavior Think Sheet (cont'd.)*

I should have \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


**Told the teacher**




**Keep my hands to myself**



**Followed directions**



**Brought my materials**



**Other:**

From now on I will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I apologize for \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## CHAMPS Section #6: Opportunities to Respond (OTR)

Research has shown that when students are provided varied opportunities to respond to academic tasks, they are less disruptive and academic skills are improved. Response cards, choral responding, and peer tutoring are all examples of ways to increase opportunities to respond to academic tasks. Below is a tool you can use in an effort to increase OTR.

Here are some examples of ways to increase student engagement by increasing use of OTR:

OTR	Description	Example
Raise hand	Students raise hands in response to verbal or written question	<i>"Raise your hand if you got 12 as an answer for question number 2."</i>
White boards	Students write their answer on a dry erase white board (can also use blank sheets of paper cut in half)	<i>"We just finished reading a story. I'm going to ask you a question that you will answer on your white boards. Listen..... What was the name of the main character? Think.... Write.... Show...."</i> <i>"Perfect. Every one of you wrote 'Johann'. He was the main character in our story."</i>
Pinch Cards	Students use index and thumb to indicated the correct answer on the pinch card (see template below)	<i>"OK, class get out your pinch cards and lay them on the desk in front of you. I am going to show you a multiple choice question from the story you just read. (turn on overhead) "Everyone, Read".....</i> In this story, did Johann: A. receive an award for writing? B. receive an award for reading? C. receive an award for soccer? D. none of the above <i>"Think".... and "Show"</i>
Ball Pass	Teacher uses ball to determine who has the floor for speaking. Keeps students' attention as question is asked FIRST then ball is tossed to a random student.	<i>"Let's review the story we just read. Who was the main character?"</i> Teacher tosses ball to Bill. Bill says "Johann". Teacher says <i>"Excellent – correct answer! Toss the ball back to me."</i> <i>"What did he win an award for?"</i> Teacher tosses ball to Bob. Bob says "Pass" and throws the ball to Cat. Cat says "Writing". Teacher says <i>"Right answer! Throw the ball back to Bob. Bob, what did he win an award for?"</i> Bob says "Writing", Teacher says "Correct!"
Share Pair	Students participate by having a time-limited opportunity to discuss topic with buddy.	<i>"Now we're going to do a Share Pair. I'm setting the timer for 30 seconds. Turn to your partner. What was the lesson the author wanted you to learn from this story? Discuss."</i> Timer goes off. <i>"Ok, let's share. Cherie, what did your pair discuss?"</i>
True / False Cards	Students show correct side of True / False card in answer to a verbal or	<i>"Let's review what we just learned about the American Civil War. Put your True/False cards on the desk in front of you."</i>



	written question. (see template below)	<i>“Ready? Listen..... The Civil War was from 1861 until 1865. Think..... Show.... Excellent! Every single one of you answered that correctly.”</i>
Thumbs Up Thumbs Side-ways Thumbs Down	Students indicate how well they think they know the answer to a verbal or written question so that teacher can re-state the question with leading content or re-teach the content before re-asking the questions	<i>When I ask you the question, I want you to show me how well you think you know the answer – Remember – thumbs up: you know it for sure, Thumbs sideways: you think you know it but not sure, Thumbs down you don’t think you know the answer. Ready? This is a hard one... do you think you know the name of the battle where Robert E. Lee was defeated? Ok, lots of thumbs down.... I thought this might be hard. It happened in a town called Gettysburg in 1863. Lots of thumbs moving... Franklin, you don’t think you know the answer? Remember it was a battle that happened in Gettysburg in 1863.... (Battle of Gettysburg) Yes! You figured out the correct answer! Excellent!</i>
Beat the Timer	Teacher “challenges” students to complete tasks or assignments within a shortened time period	<i>“I’ve been timing how long it takes you to put your science books away and move to your lab centers. You have been taking 3 minutes and this is too long – we are wasting time. Today, I am going to set the Timer for 2 minutes, if everyone can do this transition safely in 2 minutes, I’ll give you that minute you saved to talk to your friends. On my signal, I would like everyone to put their science books away and move to their lab area.” (Harmonica) “Excellent! You did it safely in only 1 minute! Now you can have 2 minutes free time to talk at the end of the period! Smooth move, everyone!”</i>
Pick Sticks	Teacher uses wooden sticks with student names or numbers to determine who will answer question. Keeps students’ attention as question is asked FIRST then stick is pulled.	<i>“We’ve been learning about the Solar System. Listen carefully and think wisely because I may pick you name out.... What is the central mass of the solar system called (pick stick out) - Juan? (the Sun) Correct answer.”</i>
Finger Scales	Asks students to rate their answer to a question from 1 (lowest score) to 5 (highest score)	<i>“Show me with your finger scales.... 1 meaning no, not at all and 5 meaning yes, best score possible. How much do you like learning about the solar system? (students show 4 and 5 fingers) Good, most of you like it a lot!</i>

\* Remember: all OTRs are academically focused (not behaviorally).





## Marzano's Model

Understanding the Marzano's Model and Common Core State Standards is essential for teachers and administrators alike. BCPS recommends CHAMPS Classroom Management and Marzano's Model – they are very similar and complimentary. Learn more at BCPS's <http://obs-evals.pds-hrd.wikispaces.net/%E2%80%A2+Resources>

## Next Generation Sunshine State Standards

Presently, the Next Generation Sunshine State Standards are the standards being taught in the classroom. The Common Core State Standards were adopted by the Florida State Board of Education on July 27, 2010. These standards are to be fully implemented with the beginning of the 2013-14 school year. To find more specific information on them, please go to The Florida Department of Education website: <http://www.fldoe.org/bii/curriculum/sss/>

## Prevention Curriculum Infusion

Prevention Curriculum Infusion research has repeatedly shown that the use of prevention curriculum can increase academic success. Infusing prevention topics into everyday curriculum and all subjects ensures the most effective delivery. To meet the varied needs of our teachers, administrators, students and community members, innumerable prevention curriculum resources are available on such topics as Mental and Physical Health and Wellness, Substance Abuse Prevention, and Violence Prevention. You will find many of the lessons in this prevention curriculum book already have corresponding Common Core Standards/ESOL. There are many resources and curriculum that are free on the OPP website:

[www.browardprevention.org/resources/prevention-curriculum-infusion/prevention-curriculum-infusion](http://www.browardprevention.org/resources/prevention-curriculum-infusion/prevention-curriculum-infusion) Make sure to look for the "If it's FREE it's for ME" downloadable PDF as you scroll down the [Resource page](#) – is an extensive list of FREE prevention resources!

These curriculum tools can be utilized on a school wide, classroom, or individual basis. Access the lessons in this book and online and utilize the following **'Day/Period Planner'** worksheet to create your plan to implement prevention curriculum within your classroom.

## Professional Development

As a teacher, it is great to feel confident about how, where, and when to apply Instructional Strategies. This book gives you some tools, but there are many trainings you can attend to learn more. Check our website [www.browardprevention.org/news/professional-development](http://www.browardprevention.org/news/professional-development) or go to ESS (Employee Self Service.) Search for trainings with keywords like Prevention, and sign up for a workshop. Another great option is virtual online education. Online courses enable us to connect with other students and instructors at any time and in any place. Many prevention courses are available at [BCPS's Virtual University](http://BCPS's Virtual University), [www.broward.k12.fl.us/ci](http://www.broward.k12.fl.us/ci)







# SUBSTANCE ABUSE PREVENTION



*"It is time for America to deal with our Nation's number one public health problem: substance abuse and addiction. While we must provide treatment for those in need, the best cure is prevention."*

*-Jim Ramstad,  
Former Member of Congress*





# Substance Abuse Prevention



Providing education and awareness of substance use and abuse is imperative to promoting the academic success of our students – that is why it is our prevention strand #2. Not only do current findings suggest that substance abuse and violence prevention programs improve academic achievement, but research shows the age of substance use onset is a HUGE predictor in terms of adult dependency. Prevention is key for the health and well-being of our students both today and in the future. OPP’s recommended prevention lessons related to substance abuse are:

- **Alcohol**
- **Brain Curriculum**
- **Drugs**
- **Inhalants**
- **Marijuana**
- **Over the Counter Prescription Abuse**
- **Red Ribbon Week**
- **Steroids**
- **Tobacco**



Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students entitled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Alcohol

Underage drinking is a leading public health problem in this country. Each year, approximately 5,000 young people under the age of 21 die as a result of underage drinking; this includes about 1,900 deaths from motor vehicle crashes, 1,600 as a result of homicides, 300 from suicide, as well as hundreds from injuries such as falls, burns, and drownings. The prevention of underage drinking is vital to our students’ futures. Even “light” drinking has been linked to criminal charges, a decline in academics, as well as emotional/mood impairment. Frequent binge drinkers (nearly 1 million high school students nationwide) are more likely to engage in risky behaviors such as having sex with six or more partners, earning mostly D and F grades, and using other drugs such as marijuana and cocaine – part of the reason alcohol is considered one of the “gateway drugs.”

One of the most dangerous risks of early drinking is a change in brain chemistry, which greatly increases the odds of alcohol dependency in adulthood. People who began drinking before the age of 15 are four times more likely to report alcohol dependence at some point in their lives. Research shows that the serious drinking problems typically associated with



middle age (including alcoholism) actually begin to appear much earlier, during young adulthood and even adolescence.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Alcohol Prevention Lesson: Primary Grade Level

### The Consequences of Drinking Alcohol

**Grade Level:** Primary

**Duration:** 30 minutes

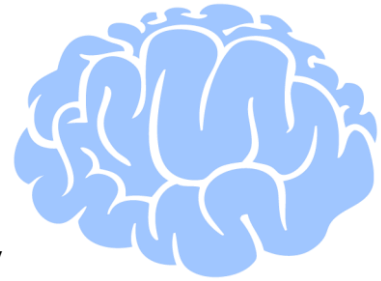
**Title of Lesson:** The Consequences of Drinking Alcohol

**Essential Question:** How harmful is the use of alcohol on the brain and other parts of the body?

**By the end of this lesson students will be able to:**

- Know the harmful effects of alcohol on the brain and the body

**Materials/Resources Needed:** Chart paper, markers



#### Instructions:

1. Lead a discussion with your students using “The Facts of Alcohol Use and Abuse” (see below). Adjust the language in the handout to match your students’ grade level. Make sure you cover the following questions in your discussion: “What is alcohol? And what happens when someone drinks too much alcohol?”
2. Explain they will now have an opportunity to use the information they learned about the effects that alcohol has on the body, and think about why teenagers choose to drink.
3. Divide the class into groups of 4-5 students.
4. Distribute a piece of chart paper and markers to each group. Have each group fold their chart paper in half. Instruct students to write as many reasons as they can think of why teenagers drink on the left column.
5. Give them ten minutes to brainstorm and write down answers. After have each group share their responses with the class.
6. Next have the groups brainstorm and write down alternatives to drinking on the right column. After have each group share their responses with the class.
7. Display the charts around the room so everyone has an opportunity to read them.

#### Alternative Activity:

1. Working in groups, students will create a comic strip that will finish the following story:  
It is your first year in middle school and you want to make sure you are accepted. Your parents are away for the weekend and some of your friends come to your house. They find some beer, wine, and liquor in the cupboard.
2. The students will place themselves in their comic strip. Have the students consider the following essential questions:
  - Would you initiate drinking or persuade others not to drink? Why or why not?

- What are the potential effects of alcohol, and what, if anything, will you accomplish by drinking?

**Assessment:** The teacher will listen and observe as students work together in their groups. Each group's final conclusion should provide some indication as to what the students have learned and applied in their decision-making process.

**Common Core Standards/ESOL:** Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E10 Think-Pair-Share.

## Alcohol Prevention Lesson: Secondary Grade Level

### The Consequences of Drinking Alcohol

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** The Consequences of Drinking Alcohol

**Essential Question:** How harmful is the use of alcohol on the brain and other parts of the body?

**By the end of this lesson students will be able to:**

- Know the harmful effects of alcohol on the brain and the body

**Materials/Resources Needed:** "The Facts of Alcohol Use and Abuse" handout, Scenarios, paper and pencils

**Instructions:**

1. Have students read silently or aloud the "The Facts of Alcohol Use and Abuse" handout (see below).
2. Divide the class in small groups of 4-5 students. Tell them that they are to pretend to be parents. Their task will be to develop consequences for their "teenage" children, if needed, based on what they learned about alcohol use from the handout. Assign each group one of the scenarios. As a group, they are to come to a consensus about their reaction to the scenario as parents. Give each group an opportunity to share their conclusions with the class.

**Assessment:** Use students' verbal responses, class discussion to check for understanding.

**Common Core Standards/ESOL:** Across the 6-12 Grades: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E10 Think-Pair-Share.





## The Facts of Alcohol Use and Abuse

**What is Alcohol?** Alcohol is a depressant drug found in some beverages and medicines. When people drink alcohol it goes to the brain and causes changes in the user's body.

- Alcohol is the #1 drug problem in America.
- Alcohol is a psychoactive drug that disrupts the brain more than cocaine, heroin & nicotine.

**What is a depressant?** A depressant is a drug that slows down body functions.

### **What happens when someone drinks too much alcohol?**

Consumption of alcohol can have a negative effect on our feelings and behaviors, which increase with consumption:

- Walking, talking, and hand movements become more clumsy
- Speech, judgment, and balance are affected
- Blurred vision, slower reaction time
- Irresponsible behavior, decrease in sensing pain
- Lack of motor control, mental confusion or dazed state, unconsciousness may occur
- The breathing process may stop functioning



**Alcoholism is a disease in which a person is dependent on alcohol.** The disease can be treated but not cured.

- Alcoholism is chronic, progressive, and potentially a fatal disease.
- Alcoholism is characterized in three stages:
  - a) Tolerance** – it now requires more and more alcohol to give the desired effect.
  - b) Dependency** – the body and/or the mind become accustomed to the presence of the drug and its effects.
  - c) Withdrawal** – unpleasant physical and emotional symptoms result when alcohol is no longer in the body.

**Why do kids drink alcohol?** To look older, everyone tries it once to experiment, to keep their friend(s), to look cool.

**Alcohol Trend:** Recent trend among youth and young adults involves combining high doses of caffeine with alcohol. The mixture is seen in cocktails of liquor and nonalcoholic energy drinks or in new fruit flavored malt liquor products containing elevated levels of caffeine. A study of 4,300 students conducted at 10 colleges and universities revealed that 25% of those who had an alcohol drink in the past month reported use mixed with an energy drink. In fact, the study found that those drinking alcohol mixed with energy drinks were twice as likely to:

- Drink more
- Be drunk
- Ride with a driver who had been drinking
- Commit a sexual assault
- Be a victim of a sexual assault
- Be hurt or injured
- Require medical attention



## Scenarios



- You are the parent of a 15 year old son. He just walked in the door, and you notice he is a little tipsy. After questioning him, you find out that he had three beers at a friend's house. Because his friend's parents were away for the evening, the beer was taken from the parent's liquor cabinet. What is your reaction as parents? What consequence would you give, if any? Why?
- You are the parent of a 16 year old daughter. She was supposed to be watching a movie with her girlfriend. When you ask her how she liked the movie, you smell liquor on her breath. She finally tells you she and her girlfriend stopped at the park on the way home and had some drinks with three older boys from school. She says she had only a few sips. What is your reaction as parents? What consequence would you give, if any? Why?
- One of your neighbors tells you that your 13 year old son is drinking at the park with a couple of friends. You drive to the park and find him and his friends drinking a six pack of beer. What is your reaction as parents? What consequence would you give, if any? Why?
- Your 16 year old son just returned from a dinner party at his friend's home. He tells you that they served cocktails before dinner and wine was served during the meal. Your son says he participated because his friend always joins his parents in these activities. What is your reaction as parents? What consequence would you give, if any? Why?

## Brain Curriculum

In the following section, please find the "Human Brain Operator's Manual: Guide to getting the most out of a growing brain." This Social Norms formatted lesson plan and practical guide helps students focus on taking better care of their brains with such topics as: "How to sleep, what to eat, where to spend extra time. How not to look like a drunken idiot. Party tricks, sports performance, IQ tests, and more." The manual provides positive do's and don'ts (like NOT drinking), to teach substance abuse prevention without the use of scare tactics.

To find out more about social norms, go to

<http://www.browardprevention.org/resources/substance-abuse-prevention/social-norms/>

Additional lessons are in Appendix I, **"The Truth about Drugs and Alcohol."** Access more resources on substance abuse prevention at

[www.browardprevention.org/resources/substance-abuse-prevention/](http://www.browardprevention.org/resources/substance-abuse-prevention/),

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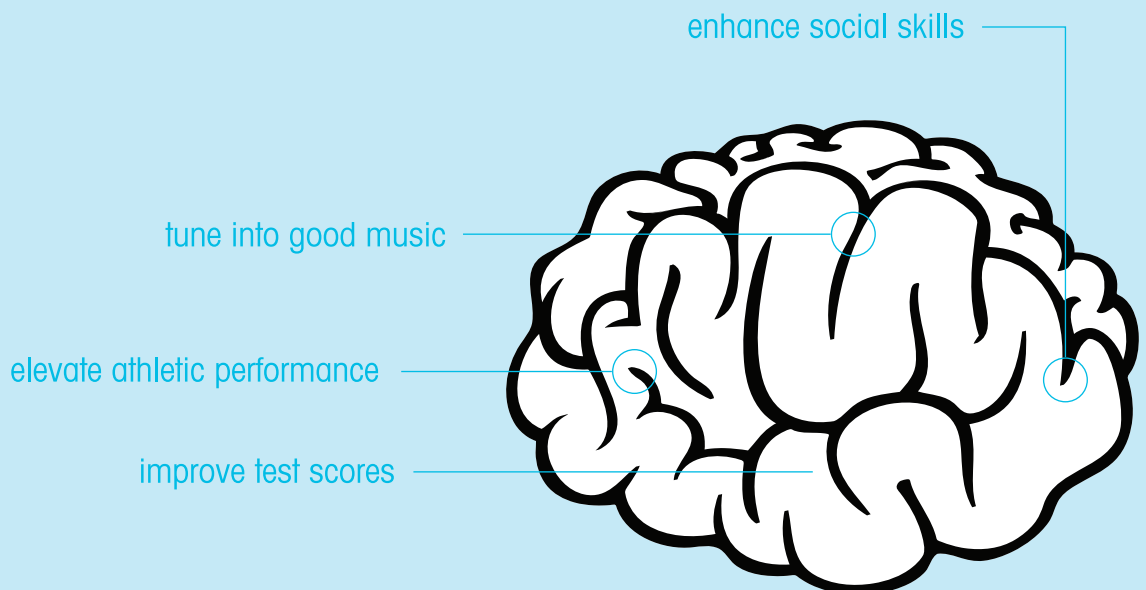
# human brain

## OPERATOR'S MANUAL

Guide to getting the most out of a growing brain.

How to sleep, what to eat, where to spend extra time. How not to look like a drunken idiot. Party tricks, sports performance, IQ tests, and more.

**What you need... to think quickly.**

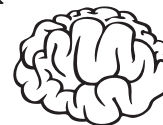


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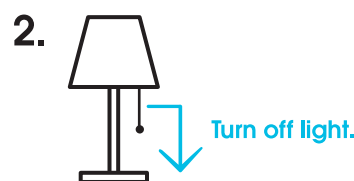
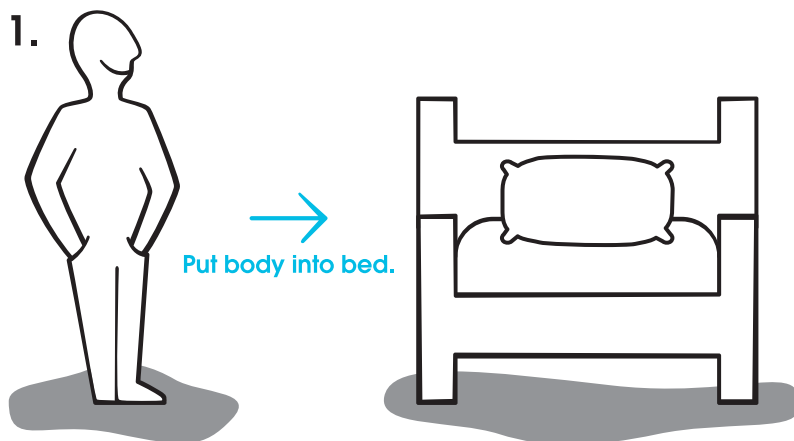
Get it?  
Table of...



WHAT PART OF THE BRAIN MAKES US LAUGH?  
NO CLUE? BRAIN SCIENTISTS DON'T KNOW EITHER.

# HOW TO SLEEP

Giving it a rest



**Yeah, it actually makes a difference:**  
Your touchy little brain doesn't sleep well unless it's dark. Sleeping in complete darkness lets your brain re-charge. Like a power boost.

 TRY RUNNING A FAN FOR WHITE NOISE TO BLOCK OUT DISTRACTING SOUNDS.

**The brain loves to sleep.** It's lazy that way: that giant organ in our head is hungry for shut-eye. It yearns to rest—more than nine hours a night when it's a teenager, the experts tell us. Apparently, it wants time to organize what it collects all day, processing time so when we want to fetch a memory we can get it—quickly.

And it's not just more rest the brain wants. No, that's not good enough. It wants better rest. Solid sleep. Brain time.

## TURN IT OFF (1-A)



## WATCH WHAT YOU CONSUME (1-B)



**Unless you want to feel miserable** in the morning, you probably also want to turn off things like your cell phone, iPod or TV (DIAGRAM 1-A).

People who drink find that downing a beer or whatever doesn't help you sleep. It just makes you feel worse in the morning (DIAGRAM 1-B).

Do not consume coffee or soda if you plan to sleep in the near future. If you haven't been sleeping much, maybe you forgot that caffeine is a stimulant that keeps people awake. (Diagram 1-B)



## Mr. Brain Complains

IF YOU DON'T SLEEP, GUESS WHAT YOU GET.

**You get stupid.** Scientists say we need, on average, 9¼ hours of sleep, more if we play sports. But it turns out every little bit counts: In this one study, kids who cut their sleep by 15 minutes a night scored two grade levels lower on intelligence tests. So we say—grab whatever sleep you can. Keeps those angry red marks off the pop quizzes.

**You can get fat.** So here's the theory—when you get overtired, your brain thinks: Need. Fuel. Now. If you don't give it sleep, your brain craves food instead. Sleeping fights midnight snack attacks, and not just because you can't eat an entire bag of cheese puffs when you're unconscious.

**You get zits.** Skipping sleep makes your hormones go haywire, and pumps up the stress. You will wear the results on your face.

**You get depressed.** It could be a drop in serotonin—a tired body produces less of this neurotransmitter. Or it could just be some mysterious deep-sleep brain happy dance. Scientists don't know exactly why, but you need sleep to feel good. (Bad news: a 10 p.m. bedtime is a proven depression fighter).



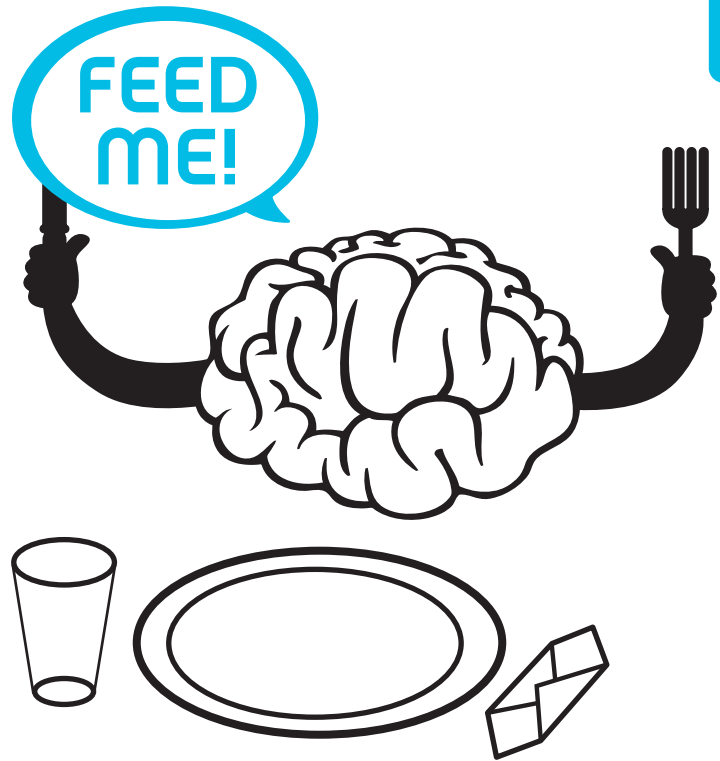
# WHAT TO EAT

## Brain fuel

**Brains like to eat.** About 20% of our calories are sucked up as brain fuel. In a way, how we think goes back to what we eat: Half the chemicals carrying messages around our brains start in our stomach. And without the right chemicals, it's tough for our brains to make the right connections.

In fact, all the way past age 21 we can mess up our brain long term because it's still growing. Not enough good stuff or too much bad stuff and our brain falls a little short. Like teenagers who drink a lot of alcohol—they end up with smaller brains.

Need to think fast, move quickly, or crack better jokes? You can get a boost from the strangest foods. Check it out the charts to the right.



### WHAT'S GOOD: Fuel for your brain

Fish	Brains love fish. Salmon, tuna, even those weird sardines in a can. Fish has Omega-3 fatty acids, little brain builders that boost energy, problem-solving skills and memory power.
Avocado	It's an IQ thing. Avocado increases circulation, giving our brains fresh oxygen they can use to get smart.
Broccoli	Another brain super food, right up there with fish. It's full of things our brain loves, including vitamin K. (Anybody know what the K stands for? Or any of those vitamin letters?)
Eggs	Scrambled or hardboiled, however you like them eggs keep your memory sharp. Eggs have an essential brain nutrient called "choline." Without it, your brain is fried.
Bananas	It's like texting for the brain. The potassium in bananas helps our brain transmit messages (no monthly charges).
Blueberries	Thinking fast. Blueberries boost cognitive processing (that's a fancy way of saying, um, thinking fast).
Walnuts	Ever notice walnuts look like a brain? Walnuts have lots of those brain-building Omega 3s (in case you don't like fish).
Chocolate	Sound too good to be true? Well it sort of is. Chocolate boosts memory, but only the really dark kind without a lot of sugar. Hershey's kisses don't count.
Yogurt	It's Zen food. Yogurt has a super-chilling amino acid called lysine that keeps our brain calm when we're under stress.



### WHAT'S NOT: Stuff that slows you down

Fatty foods	Clogs synapses that brains use to transmit information. Sort of like a traffic jam in the brain.
Too much sugar	Quick high, quick crash. And the crash lingers. Our brain gets spacey.
Nothing	Go long enough without eating and you... can... get... real... slow. Brains don't store fuel. You need to keep eating to keep thinking.
Eating too much	Your brain is like Goldilocks. A picky little thing. Not too much. Not too little.
Getting drunk	Alcohol is a toxin that affects every part of the brain (which is why drunks fall down, slur their words and generally look stupid) until the liver can clean up the mess. Alcohol is worse for teenage brains, because they are still growing and can be permanently damaged.
A boring diet	Your brain craves variety. Eating only your favorite foods is like listening just to your favorite song—you end up sick of it.
Caffeine	Caffeine perks your brain up. And if you drink too much, your brain stays perked up all through the night. That means no deep sleep, which puts your brain in a really, really bad mood.
Zombies	You're right, you don't eat or drink zombies—they eat you. Your brain, as a matter of fact. So definitely steer clear of the undead.
Anything you can't pronounce	The more syllables an ingredient has, the less likely it's good for your brain. So flip over the package and read—we dare you.

## WHERE TO SPEND EXTRA TIME

Got a minute? Give it to your brain

### ✓ Hanging out with friends

Getting together with friends, talking on the phone, Facebooking and texting all keep our brain's synapses firing. Studies show communicating with another person for just 10 minutes a day improves performance on memory and test scores—and the more socializing, the better.

### ✓ Growing the prefrontal cortex\*

Our brain likes to be taken care of. After all, it's still growing. Some of the last parts of our brain to develop are some of the coolest ones. Like the prefrontal cortex. It's the part that's in charge of planning ahead and sticking to goals, so we can get what we want out of life. Avoiding alcohol is one way to help—drinking stunts the prefrontal cortex. It never gets a chance to fully grow up.

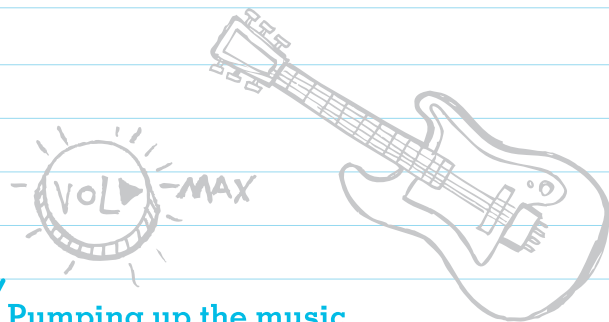
\* SEE DIAGRAM 8-A ON PAGE 18.

### ✓ Playing video games

Our mom might think we're wasting time, but experts say video games expand our brain. Unlike watching TV, video games engage higher-order thinking. We have to set goals, create a hypothesis (how we're going to get the bad guys), and then weigh the evidence, analyze situations, and make decisions as the game unfolds. So hunt down those aliens—it's educational.

#### BRAIN CELLS: A USER'S GUIDE

When we were little, they told us that we use only 10% of our brain. We always wondered why 90% of our intelligence would just hang around up there. Anyway, it turns out it's not true. New research says we use nearly all of our brain every day.



### ✓ Pumping up the music

Rap, Rock, Country, Pop, Indie, Classical. Music of any kind is a great way to feed our brain. And while there's a lot scientists still don't understand about how music affects our brain, here are some things they do know:

- Music lessons can boost memory and raise IQ scores.
- Listening to classical music does not in fact turn babies into geniuses.
- When musicians play together, their brain waves get into synch.
- Most people use their right brain while listening to music. Musicians use both sides of their brain.
- Musicians play worse when they drink alcohol (though they may think they sound better).
- Music helps us sleep better, controls food cravings and relieves depression.

## Five easy ways to get smart

(no books required)



- 1 **Wiggling our toes.** Moving our toes activates nerves that stimulate our brain. Try this in class.
- 2 **Taking a hike.** Walking just 20 minutes a day wakes up our brain and helps us concentrate.
- 3 **Eating lunch with the opposite hand.** If we really want a challenge, we close our eyes, too. We just warn our friends first.
- 4 **Skipping the booze.** Our brains are still growing. Alcohol retards brain growth, so you end up with a smaller, slower-thinking brain.
- 5 **Watching less TV.** We know, we know. Sad but true. TV puts our brain in neutral. Nearly anything else—including just sitting and staring at our belly button—gets our brain into a higher gear.

# HOW NOT TO LOOK LIKE A DRUNKEN IDIOT

Brain damage tips

## Should I pickle my brain in alcohol?

Depends on your goal. Studies show that if you drink like a drunken idiot, you will tend to act like a drunken idiot. You will also dehydrate your brain and look (and feel) like puke the next day. Then there's this new research about how much of the brain is still being formed through high school. Getting smashed in high school can mess that up and make you... a... little... bit... slower.

## I want long-term brain damage. How can I make that happen?

Getting drunk works if you do it enough and at the right time, which is to say before we get out of high school. You don't even have to try that hard. Some studies suggest as few as 20 drinks a month in high school can break down a teenager's white matter\*\* —that's the connective stuff that sends messages around the brain. No worries, just use "um" a lot.

## What specific types of brain damage can I get?

Teenagers who drink a lot tend to have smaller frontal lobes\* and a tinier hippocampus\*—parts of the brain that guide memory and learning. Heavy teenage drinkers talk, read and write at a lower level, and they aren't as good at problem solving. The longer a teen keeps getting drunk, the more intense the damage.

# Q & A

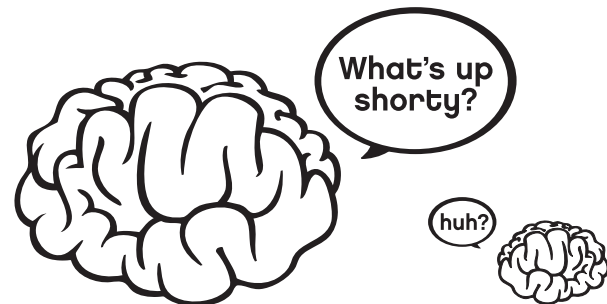
## What if I wait? What if I just started getting drunk later in life?

You will have to try harder to get the same amount of brain damage. Your brain will no longer be developing. It's much easier to get brain damage if you drink before you leave high school while your brain is still growing. Get this: Teenagers only need to drink half as much as adults to suffer the same bad effects.

## What if I just want to fit in?

When they're not bragging out loud, most Broward teens say they don't drink alcohol. They prefer soda (we didn't ask what kind, but look around and you can figure it out).

## Drinking & brain development



The brain goes through rapid development and "wiring" changes from ages 12 to 21. The prefrontal cortex\* and hippocampus\* are especially vulnerable to alcohol damage during this time. Alcohol damage in middle and high school can be "long-term and irreversible," according to the American Medical Association. Here's what the science says:

**Pea brain:** The brain's hippocampus\* (a key to memory) can be 10% smaller in heavy underage drinkers.

**Can't communicate:** Teenage drinkers score worse than non-drinkers on vocabulary and memory tests.

**Growing up weird:** Alcohol affects the sleep cycle, disrupting the hormones necessary for normal growth and maturation.

**Flunkers:** Teen drinkers do worse in school, and are more likely to end up depressed and considering suicide.

\* SEE DIAGRAM 8-A ON PAGE 18. \*\* SEE DIAGRAM 8-B ON PAGE 18.

## PARTY TRICKS

Having a little fun with our brains

### TRICK #1

Math = vegetables? Only the brain knows...

#### Step 1

Ask a friend the five questions below. After each question, wait until your friend gives the answer, then ask the next question.

1. What's  $5+1$ ?
2. What's  $3+3$ ?
3. What's  $4+2$ ?
4. What's  $1+5$ ?
5. What's  $2+4$ ?

#### Step 2

Tell your friend to close their eyes.

#### Step 3

Tell your friend to repeat the answer in their mind 15 times.

#### Step 4

Ask your friend, "Quick, what's the first vegetable you think of?"

#### Step 5

Write down your friend's answer below. Then give three other friends the same test, and see which vegetable they pick.

Friend 1 \_\_\_\_\_

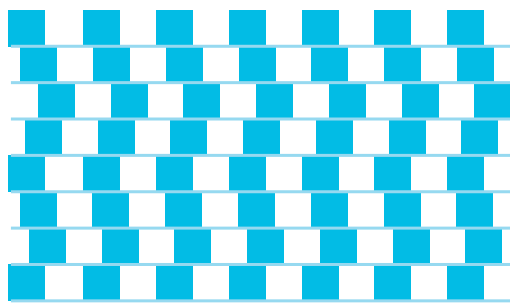
Friend 2 \_\_\_\_\_

Friend 3 \_\_\_\_\_

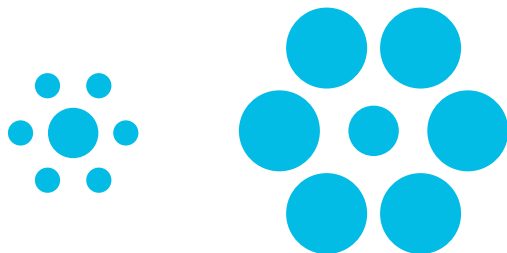
Friend 4 \_\_\_\_\_

### TRICK #2

Seeing is believing. Or not.



Do the horizontal lines slope?



Which center circle is bigger?



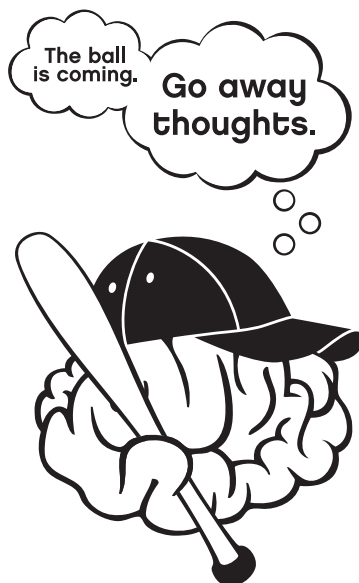
#### ? WHY IS OUR BRAIN ACTING STUPID?

Don't blame the brain—it's just got too much to do. Thinking about lunch, trying not to trip on the stairs, remembering our homework... It never gets a break. So our brain takes short cuts. It looks for patterns—things it has experienced before—so it can make quick decisions. Sometimes those decisions are just a little too quick. It's not all the brain's fault though—the eyes are a little lazy. They get tired easily, and don't always send information to the brain in the right order. Our poor brain ends up seeing things that aren't there.



# HOW TO GET BETTER AT SPORTS

It's all in your head



**Practice. Then you can think like a lizard.** We want our brain in the game—except when we don't. Focus and mental stamina keep us sharp and determined. But our brain can also get in the way. When we think too much, our brain ends up second-guessing us—we hesitate, and miss the pass. In sports, the lizard brain rules. The primitive part of the brain—the “danger, RUN” part—is the automatic part. Do something over and over (practice, practice, practice) and a skill will move from the thinking part of the brain to the automatic part. It becomes a reflex.

**Move fast. Get the blood flowing.** Moving fast makes the heart pump and the lungs suck in air, sending more oxygen-filled blood cells to the brain—it's like brain cell Miracle Grow. The result? Our reflexes quicken, our hearing gets sharper and we think faster. We recall what's needed when it's needed even when the other guys are screaming in our face.

In the NFL game today, there are a lot of better athletes than I am... But I kind of stick to my roots of the disciplined quarterback...working hard, getting ready to play and making good decisions on Sundays.

: PEYTON MANNING  
NFL Quarterback

Ninety percent of my game is mental. It's my concentration that has gotten me this far.

: CHRIS EVERT, Tennis Champion  
(and Fort Lauderdale native)

**Feed and water your brain regularly.** Things our brain likes: food, water, sleep. It's kind of like a pet that way.

**Keep moving. Then start moving again.** Sitting around saps oxygen flow to the brain. The brain gets lethargic. The eyes droop, head drops, and... hey, did you just fall asleep? The more active we get, the better the body gets at moving oxygen to the brain. We can stay alert longer, even under stress like the two-minute drill.

**Party with club soda. Win the next day.** There's no getting around it: Alcohol reduces athletic ability, even days after a drink. The body sees alcohol as a toxin—technically it is a toxin after all. So the body concentrates on getting rid of it. Everything else gets slower and weaker. That means sucking wind (less endurance), forgetting plays (memory is slower), and wimping out (less testosterone).

# HOW SMART ARE YOU?

Test your IQ

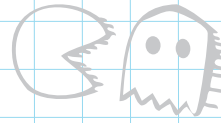


**1** Sam has a bag of apples. If all of the apples in the bag are red apples and all red apples have a stem, can Sam predict how long till wedding bells will ring?

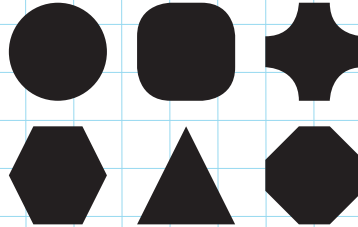
- a. Yes, by twisting the stem
- b. No, Sam hates apples
- c. Is this some stupid Internet test?



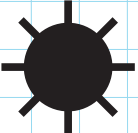
**2** Susie has a cake that she splits into six pieces to share with all her friends. If each person with a piece of cake then splits their piece in half to give to another friend, how many pieces of cake are there in the end?

- a. None, they all got eaten
- b. Is the frosting chocolate or vanilla?
- c. Susie's friends are allergic to wheat



**3** Which image belongs next in the sequence?



- a. 
- b. 
- c. 



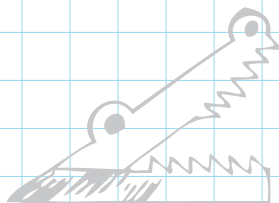
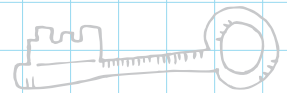
**4** All work and no play makes Jack \_\_\_\_\_.

- a. A grownup
- b. The best person to pick for your group project
- c. Jack's just whining. He doesn't really work that hard.



**5** If some of the pens are blue and some of the pens are in the drawer, then should you use a pencil sharpener?

- a. Duh, if you have a pencil
- b. Which drawer?
- c. My classroom doesn't have a pencil sharpener



## ANSWER KEY

(TURN UPSIDE DOWN TO READ)

If you answered a, b, or c to any of the answers above, or decided this test was totally bogus and tossed it, or at the very least are reading this right now, our money-back guarantee, double-blind scientifically proven test shows beyond any reasonable doubt that you have a brain. Congratulations!

# MAP OF THE BRAIN

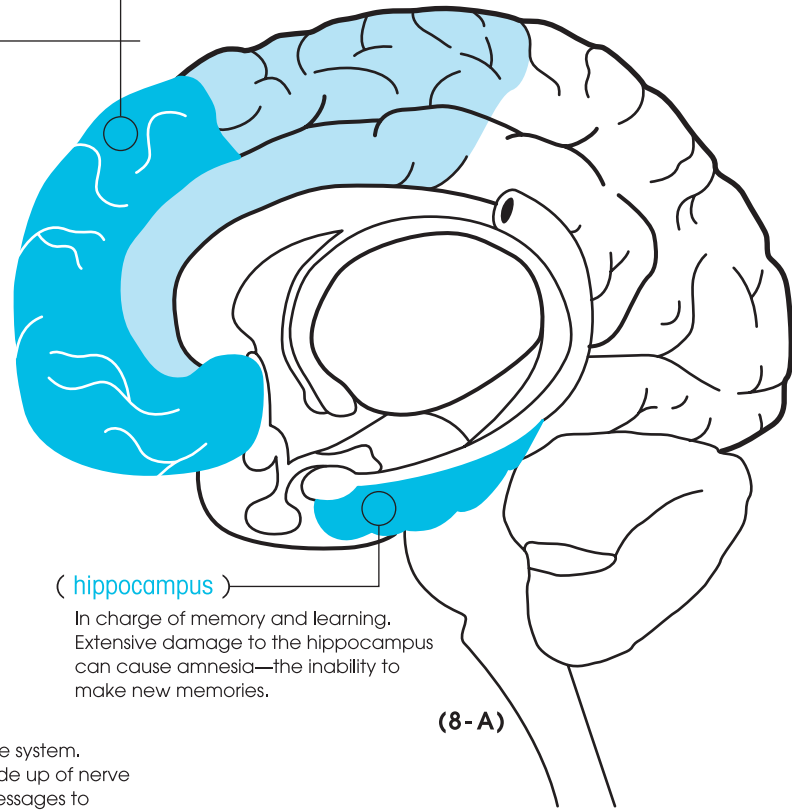
What's inside our heads

## ( prefrontal cortex )

Our brain's CEO. The prefrontal cortex is the part of the frontal lobes responsible for planning, good judgment, and impulse control. It's not fully developed until after age 21.

## ( frontal lobes )

Our emotional control center and home to our personality. The lobes are behind our forehead, one for each side of our brain.



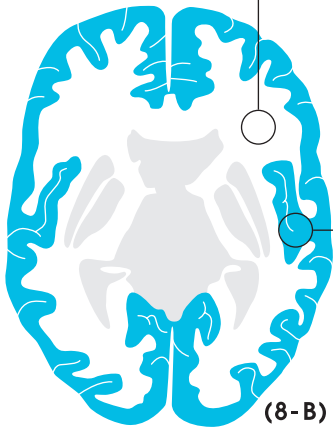
## ( hippocampus )

In charge of memory and learning. Extensive damage to the hippocampus can cause amnesia—the inability to make new memories.

(8-A)

## ( white matter )

The brain's message system. White matter is made up of nerve fibers that send messages to and from different parts of the brain. It also regulates body temperature, heart rate, and other automatic functions.



(8-B)

## ( gray matter )

Our information processing centers. Grey matter is in charge of things like muscle control, seeing and hearing, memory, emotions and speech.

Hey good looking.





# Drugs

Providing education and awareness of drug/substance use and abuse is imperative to promoting the academic success of our students. Not only do current findings suggest that drug/substance abuse prevention programs improve academic achievement, but research also shows the age of substance use onset is a HUGE predictor in terms of adult dependency. Prevention is therefore key to ensuring the well-being of our students today and in the future.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Drug Prevention Lesson: Primary Grade Level

### Drugs: The Dangers of Using Them

**Grade Level:** Primary

**Duration:** 30 minutes

**Title of Lesson:** Drugs: the dangers of using them

**Essential Question:** What are the differences between drugs and medicines and how are they used?

**By the end of this lesson students will be able to:**

- Understand the differences between drugs and medicines

**Materials/Resources Needed:** Chart Paper, markers

#### Instructions:

1. Write the following terms on the board: drugs, medicines, prescription medicines, over the counter (OTC), and illegal drugs. Lead students in a class discussion to brainstorm what they think the definition of each word/phrase is. After several responses write the correct definition next to the work/phrase.
  - Drugs: any substance, other than food that affects the way the body or mind works.
  - Medicines: drugs used to treat illness or disease. (All medicines are drugs, not all drugs are medicines. Medicines cause changes in the body that can help prevent, treat, or cure health problems.)
  - Prescription Medicines: medicines that can be bought only with an order/prescription from a doctor. They are strong and can be harmful if they are not taken correctly. That is why a doctor must decide who should take them. The doctor also decides how much of the medicine should be taken and for how long.
  - Over the Counter Drugs (OTC): medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays, and pain relievers are examples of OTC medicines.







- **Illegal Drugs:** drugs that are not medicines and that are against the law to sell, buy, have, or use.
2. Say “Now that we have a clear definition of each word/phrase take out a sheet a paper and write the correct definition of each. After you have written all the definitions you will draw an example for each word/phrase and label the substance. Think about the medicines/drugs you see in the grocery or drug store, in the doctor’s office and or on television to help you with your examples.”

**Assessment:** Use students’ verbal responses, class discussions and class work to assess for understanding of key concepts.

**Common Core Standards/ESOL:** Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.

## Drug Prevention Lesson: Secondary Grade Level

### Drugs: The Dangers of Using Them

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** Drugs: the dangers of using them

**Essential Question:** What are the differences between drugs and medicines and how are they used?

**By the end of this lesson students will be able to:**

- Understand the difference between drugs and medicines and the skills to say “No” to drugs

**Materials/Resources Needed:** Chart Paper, markers

#### Instructions:

1. Write the following terms on the board: drugs, medicines, prescription medicines, over the counter (OTC), and illegal drugs. Lead students in a class discussion to brainstorm what they think the definition of each word/phrase is. After several responses write the correct definition next to the work/phrase.
  - **Drugs:** any substance, other than food that affects the way the body or mind works.
  - **Medicines:** drugs used to treat illness or disease. (All medicines are drugs, not all drugs are medicines. Medicines cause changes in the body that can help prevent, treat, or cure health problems.)
  - **Prescription Medicines:** medicines that can be bought only with an order/prescription from a doctor. They are strong and can be harmful if they are not taken correctly. That is why a doctor must decide who should take them. The doctor also decides how much of the medicine should be taken and for how long.
  - **Over the Counter Drugs (OTC):** medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays, and pain relievers are examples of OTC medicines.





- Illegal Drugs: drugs that are not medicines and against the law to sell, buy, have, or use.
2. Say “Now that we have a clear definition of each word/phrase we will learn skills to say no to substances illegal and harmful to us.”
  3. Ask the students: “Why should you refuse drugs?” Call on several students to answer. Lead students to the conclusions: buying, selling, using illegal drugs, is breaking the law. Drugs can prevent them from doing well in school and sports and can ruin their health.
  4. Explain it is not always easy to withstand peer pressure and do the right thing. The next activity will help them develop creative answers to say no when offered drugs.
  5. Divide students into groups of 4-5 students. Give each team chart paper and markers.
  6. Tell students they will be creating a poster to educate others on ways to say no to drugs. Encourage them to be creative.
  7. Poster Guidelines: Every poster must include the title “Ways to Say No to Drugs.” Each poster must include at least three ways to say no to drugs. The posters must be visually appealing and interesting.
  8. Conclude the lesson by having students display their posters and do a gallery walk (students walk around the class to see other group’s final product.)

**Assessment:** Use students’ verbal responses, class discussions and class work to assess for understanding of key concepts.

**Common Core Standards/ESOL:** Across the 6-12 Grades: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures; E2 Flexible Grouping.

# Drugs Do Damage

DRUGDODG-09A1L



**MYTH** "SMOKING MARIJUANA IS THE BEST WAY TO UNWIND!"

**FACT** Drugs are a second-rate, dangerous way to unwind. There are lots of natural ways to relax. Take a walk, spend some time with a friend, or go to a movie.

**MYTH** "PEOPLE ARE FRIENDLIER WHEN THEY'RE DRUNK!"

**FACT** Not always. Sometimes they're more violent, more dangerous, more forgetful, more likely to hurt themselves. Half of all murders and a third of all suicides are alcohol-related.

**MYTH** "PEOPLE HAVE MORE FUN WHEN THEY'RE HIGH!"

**FACT** Nice try. Most people who get high become more violent, sleepy, and forgetful. They are more likely to take risks that hurt themselves and others. Does it really sound like fun?

**MYTH** "MARIJUANA INCREASES CREATIVITY AND ABILITY TO PERFORM!"

**FACT** It actually short-circuits your memory and your ability to concentrate. It *impairs* judgement and performance - including driving ability.

**MYTH** "TOBACCO ISN'T A DRUG!"

**FACT** Tobacco contains nicotine. Within two weeks of a person starting to smoke, nicotine changes the brains chemistry and addiction can begin.

**MYTH** "ONLY YOUNG PEOPLE HAVE DRUG PROBLEMS!"

**FACT** Drug abuse crosses all boundaries of age, gender, race and socio-economic groups.

**MYTH** "ALCOHOL ISN'T A DRUG!"

**FACT** It is. Alcohol is a major drug problem in North America – partly because not everyone recognizes the fact that it is a drug. Over 12 million Americans are dependent on alcohol!

**MYTH** "IF A FRIEND TAKES A DRUG AND SAYS IT'S OKAY, THEN IT WILL BE SAFE FOR ME!"

**FACT** Not true. We all have different bodies and react in different ways. Your reaction depends on your gender, general health, body size, age, tolerance, method of taking the drug, and even your attitude about taking the drug.

**MYTH** "MOST ALCOHOLICS ARE HOMELESS BUMS!"

**FACT** And aliens live on the moon!  
All kinds of people are alcoholics. Ninety-five percent of them are ordinary people like you and me.

## A Little More Information...

### WHO USES DRUGS?

There is no one kind of student that uses drugs. The old stereotype – leather, jeans, and greasy hair – just doesn't apply. Drugs can affect anyone, including you.

### WHAT DRUGS DO STUDENTS USE?

The list is endless. Tobacco, marijuana, cocaine, heroin, crack, PCP and LSD, gasoline, model airplane glue, paint thinner, and other cleaning fluids... All of these are dangerous chemicals. They mess with what ultimately is all you've got – you!

### WHY USE DRUGS?

Why should you use drugs? They don't solve problems; they create problems. Drugs don't feel good – after the first few times, they start to feel like chains and iron bars. They use up all your money. They eat up all your time. They're a waste of time.

### HOW DO DRUGS AFFECT YOU?

Drugs steal from you. They steal intelligence – over the long term (but not only in the long term) they fry your brain. They steal your meaning and purpose. Ultimately, drugs steal happiness.

### HOW DO DRUGS AFFECT YOU AND SCHOOL?

Drugs and school don't mix. Think about it. Where is your future? In school and education – not in getting low and lower on drugs! Can you be in school, learn, and do well while on drugs? You don't need any help answering that! Drugs strangle your academic life – and without school, about 90% of people are on a fast track to nowhere. Don't let it happen to you – or your friends.



# Inhalants

Inhalant abuse is a lesser-recognized but dangerous form of substance abuse. Inhalants are likely to be abused, in part, because they are readily available and inexpensive. Because of this ease of access, the dangers of inhalants are often underestimated and students are rarely aware that death can result from even one use.

Below and Appendix I are lessons to utilize with primary and secondary students. **Appendix I** is a workbook titled, ‘**The Truth about Drugs and Alcohol.**’ More links/resources are available at [www.browardprevention.org/resources/substance-abuse-prevention](http://www.browardprevention.org/resources/substance-abuse-prevention),

<http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).



BEEP

## Inhalant Prevention Lesson: Primary Grade Level

### Inhalants: The Dangers of Using Them

**Grade Level:** Primary

**Duration:** 30 minutes

**Title of Lesson:** Inhalants: the dangers of using them

**Essential Question:** How harmful is the use of inhalants on the brain, heart and body?

**By the end of this lesson students will be able to:**

- Know the harmful effects inhalants have on the brain, heart, and body

**Materials/Resources Needed:** ‘*Tips for Teens – The Truth About Inhalants*’ below or at <http://store.samhsa.gov/shin/content/PHD631/PHD631.pdf>

Dangers of Inhalants Word Search

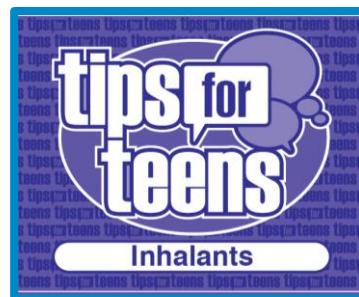
#### Instructions:

1. Lead a discussion with your students “The Truth About Inhalants” using the handout. Adjust the language in the handout to match your students’ grade level. Make sure you cover the following questions in your discussion: “What are inhalants? How can inhalants hurt you?”
2. Draw three columns on the board. Label each column: brain, heart, and body. Ask, “How do inhalants affect the brain?” Put answers in the appropriate column. Ask, “How do inhalants affect the heart?” Put answers in the appropriate column. Ask, “How do inhalants affect the body?” Put answers in the appropriate column. Use the Tips for Teens – The Truth About Inhalants to help you facilitate this activity.
3. Pass out a word search to each student. Allow them some time to find all the words. Explain that these are all dangers of using inhalants.
4. Upon completion of the word search, conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.

**Assessment:** Use students’ verbal responses and class discussion to assess understanding

**Common Core Standards/ESOL:** Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly.

A15 Use Simple, Direct Language; B2 Explain Key Concepts.





# Dangers of Inhalants



**BRAINDAMAGE**

**DEATH**

**HEARTATTACK**

**INHALANTS**

**LIVERDAMAGE**

**LUNGDAMAGE**

**NAUSEA**

**NOSEBLEEDS**



# Inhalant Prevention Lesson: Secondary Grade Level

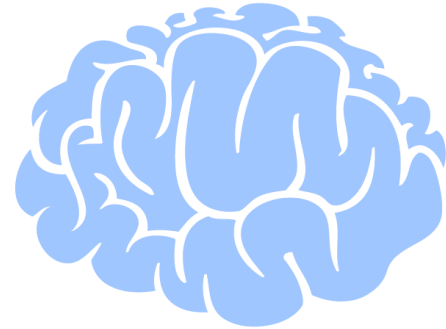
## Inhalants: The Dangers of Using Them

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** Inhalants: the dangers of using them

**Essential Question:** How harmful is the use of inhalants on the brain, heart and other parts of the body?



**By the end of this lesson students will be able to:**

- Know the harmful effects inhalants have on the brain, heart and body

**Materials/Resources Needed:** ‘*Tips for Teens – The Truth About Inhalants*’ below or at <http://store.samhsa.gov/shin/content/PHD631/PHD631.pdf> Dangers of Inhalants Cross Word Puzzle

### Instructions:

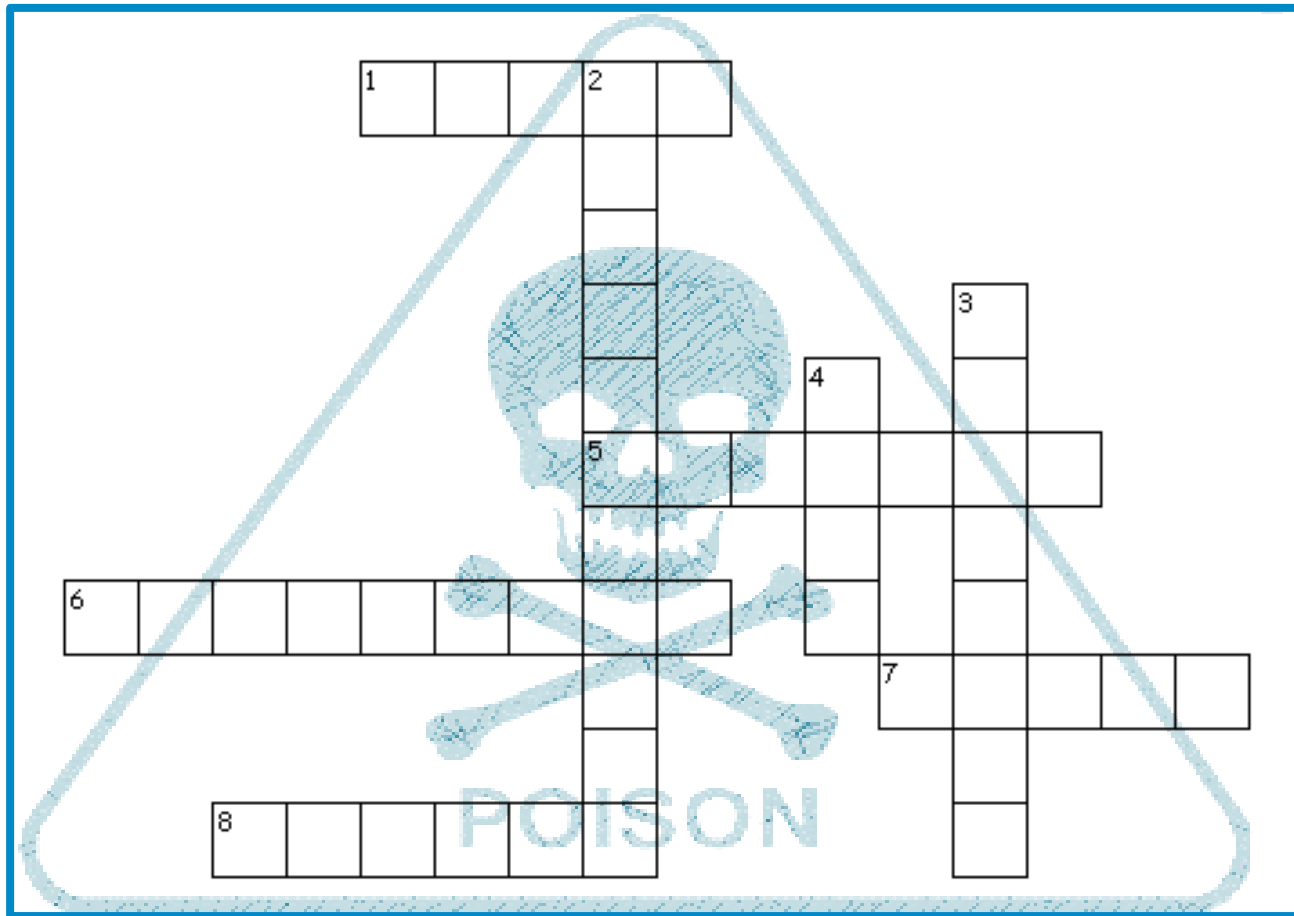
1. Have students read silently or aloud the “Tips for Teens: The Truth About Inhalants”
2. Draw three columns on the board. Label each column: brain, heart, and body. Ask, “How do inhalants affect the brain?” Put answers in the appropriate column. Ask, “How do inhalants affect the heart?” Put answers in the appropriate column. Ask, “How do inhalants affect the body?” Put answers in the appropriate column. Use the Tips for Teens – The Truth About Inhalants to help you facilitate this activity.
3. Pass out a cross word puzzle to each student. Allow them some time to find all the answers. Explain that these are all dangers of using inhalants.
4. Upon completion of the cross word puzzle, conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.



**Assessment:** Use students’ verbal responses and class discussion to assess understanding

**Common Core Standards/ESOL:** Across the 6-12 Grades: SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

# Dangers of Inhalants



## Across

1. Inhalants can kill you the very \_\_\_\_\_ time you use them
5. \_\_\_\_\_ inhalant abusers may permanently lose the ability to perform everyday functions like walking, talking, and thinking
6. \_\_\_\_\_ are substances or fumes from products such as glue or paint thinner that are sniffed or “huffed” to cause an immediate high
7. Inhalants can cause sudden \_\_\_\_\_
8. Inhalants starve the body of \_\_\_\_\_ and force the heart to beat irregularly and more rapidly

## Down

2. Inhalant users can die by \_\_\_\_\_.
3. \_\_\_\_\_ is a slang word for inhalants.
4. People who use inhalants can \_\_\_\_\_ their sense of hearing or smell.

# Info

To learn more about inhalants or obtain referrals to programs in your community, contact one of the following toll-free numbers:

**SAMHSA's Health Information Network**  
**1-877-SAMHSA-7 (1-877-726-4727)**  
**(English and Spanish)**  
**TTY 1-800-487-4889**



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention  
[www.samhsa.gov](http://www.samhsa.gov)

**The bottom line:** If you know someone who uses inhalants, urge him or her to stop or get help. If you're using inhalants—stop! The longer you ignore the real facts, the more chances you take with your life. It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

## Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at [www.freevibe.com](http://www.freevibe.com) or visit the Office of National Drug Control Policy Web site at [www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov).

and can cause you to suddenly engage in violent, or even deadly, behavior. You could hurt yourself or the people you love.

A. Yes. Inhalants affect your brain

**Q. Can inhalants make me lose control?**

A. No. One "huff" can kill you. Or the 10th. Or the 100th. Every huff can be dangerous. Even if you have huffed before without experiencing a problem, there's no way of knowing how the next huff will affect you.

**Q. Doesn't it take many "huffs" before you're in danger?**

A. No. Even though household products like glue and air freshener have legal, useful purposes, when they are used as inhalants they are harmful and dangerous. These products are not intended to be inhaled.

**Q. Since inhalants are found in household products, aren't they safe?**

# Q & A



# Inhalants





## The Truth About Inhalants

**Slang—Glue, Kick, Bang, Sniff, Huff, Poppers, Whippets, Texas Shoeshine**

### Get the Facts...

**Inhalants affect your brain.** Inhalants are substances or fumes from products such as glue or paint thinner that are sniffed or “huffed” to cause an immediate high. Because they affect your brain with much greater speed and force than many other substances, they can cause irreversible physical and mental damage before you know what’s happened.

**Inhalants affect your heart.** Inhalants starve the body of oxygen and force the heart to beat irregularly and more rapidly—that can be dangerous for your body.

### Inhalants damage other parts of your body.

People who use inhalants can experience nausea and nosebleeds; develop liver, lung, and kidney problems; and lose their sense of hearing or smell. Chronic use can lead to muscle wasting and reduced muscle tone and strength.

**Inhalants can cause sudden death.** Inhalants can kill you instantly. Inhalant users can die by suffocation, choking on their vomit, or having a heart attack.

### Before You Risk It...

**Get the facts.** Inhalants can kill you the very first time you use them.

**Stay informed.** Inhalants include a large group of chemicals that are found in such household products as aerosol sprays, cleaning fluids, glue, paint, paint thinner, gasoline, propane, nail polish remover, correction fluid, and marker pens. None of these are safe to inhale—they all can kill you.

**Be aware.** Chemicals like amyl nitrite and isobutyl nitrite (“poppers”) and nitrous oxide (“whippets”) are often sold at concerts and dance clubs. They can permanently damage your body and brain.

**Know the risks.** Chronic inhalant abusers may permanently lose the ability to perform everyday functions like walking, talking, and thinking.

**Look around you.** The vast majority of teens aren’t using inhalants. According to a 2006 study, only 1.3 percent of teens are regular inhalant users and 9 in 10 teens have never even tried inhalants.<sup>1</sup>

### Know the Signs...

#### How can you tell if a friend is using inhalants?

Sometimes it’s tough to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be using inhalants:

- Slurred speech
- Drunk, dizzy, or dazed appearance
- Unusual breath odor
- Chemical smell on clothing
- Paint stains on body or face
- Red eyes
- Runny nose

**What can you do to help someone who is using inhalants?** Be a real friend. Encourage your friend to seek professional help. For information and referrals, call SAMHSA’s Health Information Network at 1-877-SAMHSA-7 (1-877-726-4727).

**For more information or for references to facts found in this *Tips for Teens*, go to [www.samhsa.gov/SHIN](http://www.samhsa.gov/SHIN).**



# Marijuana

By most reports, marijuana use in any 30-day period is higher than cigarette use among all ages of teens. This high rate is greatly due to teens' misperceptions of the dangers associated with this substance. Marijuana is one of the drugs with the greatest amount of myths surrounding it, possibly due to it having some limited legal medical usage. The reality, however, is that for a young person who is still growing and developing, marijuana has the potential to inflict a long-lasting, negative impact on the brain.

Short-term marijuana use at a young age can result in weakened verbal and communication skills, lowered learning capabilities, impaired coordination, and shortened attention span. Chronic marijuana use has been linked to increased rates of anxiety, depression and schizophrenia. The effects of marijuana on developing lungs can be severe and cancer-causing as well, since marijuana smoke contains 50%-70% more carcinogenic hydrocarbons than tobacco smoke.



In the long term, marijuana use causes changes in the brain that increase the likelihood of becoming dependent on it, or other types of drugs, later in life – thus earning its place as the originally nicknamed “gateway drug.”

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Marijuana Prevention Lesson: Primary Grade Level

### Marijuana: The Dangers of Using It

**Grade Level:** Primary

**Duration:** 30 minutes

**Title of Lesson:** Marijuana: the dangers of using it

**Essential Question:** How harmful is marijuana?

**By the end of this lesson students will be able to:**

- Know the harmful effects marijuana has on the body

**Materials/Resources Needed:** ‘*Tips for Teens – The Truth About Marijuana*’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf> , ‘The Dangers of Marijuana Use!’ Comic Strip Worksheet, drawing materials



## Instructions:

1. Lead a discussion with your students about “The Truth About Marijuana” using the handout found in the line listed under materials/resources needed. Adjust the language in the handout to match your students’ grade level. Make sure you cover the many ways marijuana is harmful.
2. For the next activity, it would be helpful to project the Tips for Teens – The Truth About Marijuana or print it out for distribution (to be used as a reference.)
3. Tell the students they will be creating a comic strip to educate other kids about the dangers of marijuana. Explain they can create their own characters, and dialogue. It is important they understand that it must highlight the dangers of marijuana use. Students can refer to the Tip for Teens to complete their comic strip.
4. Pass out the Dangers of Marijuana Use Comic Strip worksheet (one per student) and drawing materials. Remind the students to include at least one danger of the use of marijuana in their comic strip.
5. Conclude the lesson by having students share their comic strips with each other.

**Assessment:** Use students’ verbal responses and comic strip to assess for understanding of key concepts.

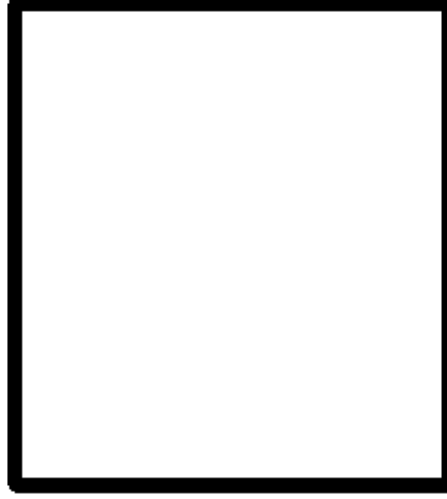
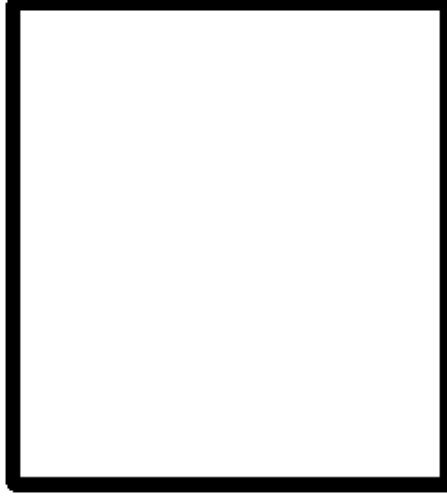
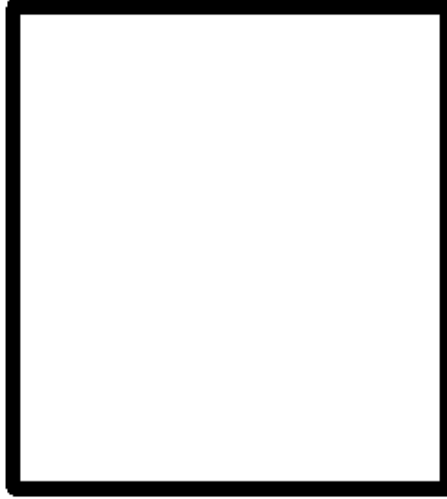
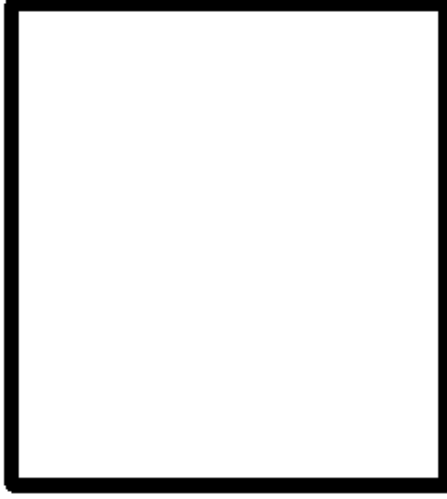
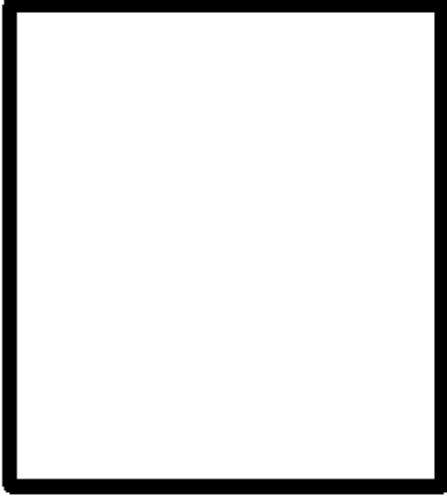
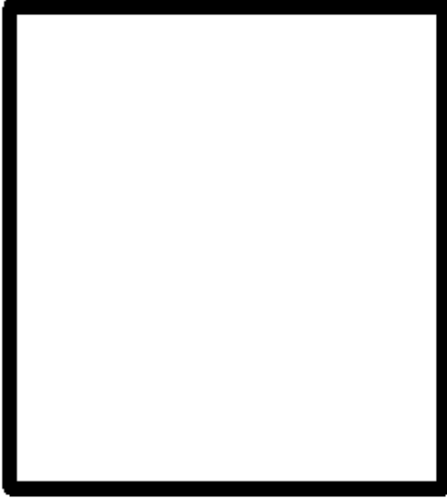
**Common Core Standards/ESOL:** Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.





# ***THE DANGERS OF MARIJUANA USE!***

**Directions:** Create a comic strip with illustrations and dialogue that highlight the dangers of marijuana use.





# Marijuana Prevention Lesson: Secondary Grade Level



## Marijuana: The Dangers of Using It

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** Marijuana: the dangers of using it

**Essential Question:** How harmful is marijuana?

**By the end of this lesson students will be able to:**

- Know the harmful effects marijuana has on the body

**Materials/Resources Needed:** ‘*Tips for Teens – The Truth About Marijuana*’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf> , ‘The Dangers of Marijuana Use Limerick Poem’ Worksheet

### Instructions:

1. Have students read silently or aloud the “Tips for Teens: The Truth About Marijuana” handout. Once they have read the handout, engage the students in a discussion about the dangers of using marijuana.
2. For the next activity, it would be helpful to project the Tips for Teens – The Truth About Marijuana or print it out for distribution (to be used as a reference.)
3. Explain that today they will be writing a limerick poem highlighting the dangers of marijuana.
4. Distribute a copy of The Dangers of Marijuana Use Limerick worksheet to each student. Explain the instructions of how to write a limerick on the handout if needed. Remind students to write about at least one danger of marijuana use in their poem.
5. Conclude the lesson by having students share their poems with each other.



**Assessment:** Use students’ verbal responses and poems to assess for understanding of key concepts.

**Common Core Standards/ESOL:** Across the 6-12 Grades: W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.



# Info

To learn more about marijuana or obtain referrals to programs in your community, contact one of the following toll-free numbers:

**SAMHSA's Health Information Network**  
**1-877-SAMHSA-7 (1-877-726-4727)**  
**(English and Spanish)**  
**TTY 1-800-487-4889**



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention  
[www.samhsa.gov](http://www.samhsa.gov)

**The bottom line:** If you know someone who smokes marijuana, urge him or her to stop or get help. If you're smoking marijuana—stop! The longer you ignore the real facts, the more chances you take with your health and well-being. It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

## Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at [www.freevibe.com](http://www.freevibe.com) or visit the Office of National Drug Control Policy Web site at [www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov).

Q. Can marijuana be used as a medicine?

A. While the active ingredient in marijuana, THC, can be manufactured in a pill available by prescription to treat nausea and vomiting associated with certain cancer treatments, scientists say that more research needs to be done on its side effects and other potential medical uses.<sup>11</sup>

Q. Can people become addicted to marijuana?

A. Yes. Research confirms you can become hooked on marijuana.

Q. Isn't smoking marijuana less dangerous than smoking cigarettes?

A. No. It's even worse. Five joints a day can be as harmful as 20 cigarettes a day.<sup>10</sup>

# Q & A



# Marijuana



## The Truth About Marijuana

**Slang—Weed, Pot, Grass, Reefer, Ganja, Mary Jane, Blunt, Joint, Roach, Nail**

### Get the Facts...

**Marijuana affects your brain.** THC (the active ingredient in marijuana) affects the nerve cells in the part of the brain where memories are formed.

**Marijuana affects your self-control.** Marijuana can seriously affect your sense of time and your coordination, impacting things like driving. In 2005, nearly 242,200 people were admitted to emergency rooms suffering from marijuana-related problems.<sup>1</sup>

**Marijuana affects your lungs.** Marijuana smoke deposits four times more tar in the lungs<sup>2</sup> and contains 50 percent to 70 percent more cancer-causing substances than tobacco smoke does.<sup>3</sup>

### Marijuana affects other aspects of your health.

Marijuana can limit your body's ability to fight off infection. Heavy marijuana use also has been linked with depression, anxiety, and personality disturbances.<sup>4</sup>

### Marijuana is not always what it seems.

Marijuana can be laced with substances such as PCP, formaldehyde, or codeine cough syrup without your knowledge. "Blunts"—hollowed-out cigars filled with marijuana—sometimes have crack cocaine added.

**Marijuana can be addictive.** Not everyone who uses marijuana becomes addicted, but some users do develop signs of dependence. In 2006, nearly 290,000 people entered drug treatment programs to kick their marijuana habit.<sup>5</sup>

### Before You Risk It...

**Know the law.** It is illegal to buy or sell marijuana. In most States, holding even small amounts of marijuana can lead to fines or arrest.

**Get the facts.** Smoking marijuana can cause health

problems, such as chronic coughing, chest colds, lung infections, breathing problems, and cancer.<sup>6</sup>

**Stay informed.** It has not yet been proven that using marijuana leads to using other drugs, but most teens who try drugs start with marijuana, alcohol, or tobacco.<sup>7</sup> One study found that people who had used marijuana before the age of 17 were more likely to use other drugs and develop addiction problems later on.<sup>8</sup>

**Know the risks.** Marijuana affects your coordination and reaction time, raising your risk of injury or death from car crashes and other accidents.

**Keep your edge.** Marijuana affects your judgment, drains your motivation, and can make you feel anxious.

**Look around you.** Most teens aren't smoking marijuana. According to a 2006 study, about four out of five 12- to 17-year-old youths had never even tried marijuana.<sup>9</sup>

### Know the Signs...

#### How can you tell if a friend is using marijuana?

Sometimes it's tough to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be using marijuana:

- Seeming dizzy and having trouble walking
- Having red, bloodshot eyes and smelly hair and clothes
- Having a hard time remembering things that just happened
- Acting silly for no apparent reason

**What can you do to help someone who is using marijuana or other drugs?** Be a real friend. Encourage your friend to seek professional help. For information and referrals, call SAMHSA's Health Information Network at 1-877-SAMHSA-7 (1-877-726-4727).

**For more information or for references to facts found in this *Tips for Teens*, go to [www.samhsa.gov/SHIN](http://www.samhsa.gov/SHIN).**

# Over-the-Counter Prescription Abuse



As many young people are turning away from street drugs, a new threat has emerged right in a family's own medicine cabinet. The abuse of prescription (Rx) and over-the-counter (OTC) drugs to get high can be especially dangerous because of their easy availability and the false



belief that they are a “safe” way to get high. There are serious health risks related to abuse of prescription and OTC drugs, however. A single large dose of prescription or OTC painkillers or depressants can cause breathing difficulties that can lead to death. Stimulant abuse can lead to hostility or paranoia, as well as heart failure or fatal seizures. Even in small doses, depressants and painkillers have subtle detrimental effects on motor skills, judgment, and ability to learn.

The abuse of OTC cough and cold remedies can cause blurred vision, nausea, vomiting, dizziness, coma, and even death. In fact, many teens report mixing prescription drugs, OTC drugs, and alcohol. Using these drugs in combination can most definitely be fatal.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Over the Counter Prevention Lesson: Primary Grade Level

### OTC Drugs: The Dangers of Abusing Them

**Grade Level:** Primary

**Duration:** 30 minutes

**Title of Lesson:** OTC Drugs: The dangers of using them

**Essential Question:** How are OTC drugs used to harm the body?

**By the end of this lesson students will be able to:**

- Understand how the use of OTC drugs can harm the body if not used properly

**Materials/Resources Needed:** Paper, markers, construction paper, and colored pencils or crayons

**Instructions:**

1. Write the definition of OTC drugs on the chalk/whiteboard:

- Over the Counter Drugs (OTC) are medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays and pain relievers are examples of OTC medicines.





2. Say, “Now we will talk about how to safely use OTC drugs.” Let the students know the following: “No over the counter drug is safe or effective unless you use it properly.”
3. Ask the students how can an adult know if they are using OTC drugs properly? Seek verbal responses from students. Answer: reading the labels carefully and following the directions is how adults know to use OTC drugs properly. Also, most OTC drugs warn the users about the possible side effects.
4. Say, “Now that we have a clear definition of OTC drugs, let’s talk about the possible short and long term effects of OTC drug use.”
  - **Short term effects:** Impaired judgment, nausea, loss of coordination, headache, vomiting, loss of consciousness, numbness of fingers and toes, abdominal pain, irregular heartbeat, aches, seizures, panic attacks, cold flashes, dizziness, and diarrhea.
  - **Long term effects:** addiction, restlessness, insomnia, high-blood pressure, coma, or even death.
5. Have students create a story on the use of OTC drugs. Students can read stories aloud to the class.

**Assessment:** Use students’ verbal responses, class discussions and stories to assess for understanding of key concepts.

**Common Core Standards/ESOL:** SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

## Over the Counter Prevention Lesson: Secondary Grade Level

### OTC Drugs: The Dangers of Abusing Them

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** OTC Drugs: The dangers of using them

**Essential Question:** How are OTC drugs used to harm the body?

**By the end of this lesson students will be able to:**

- Understand how the use of OTC drugs can harm the body if not used properly

**Materials/Resources Needed:** Paper, markers, construction paper, colored pencils or crayons, and computers

#### Instructions:

1. Write the definition of OTC drugs on the chalk/whiteboard:
  - Over the Counter Drugs (OTC) are medicines that can be bought without prescriptions. OTC medicines usually treat minor health problems. They are for short term use. Cough medicine, nasal sprays and pain relievers are examples of OTC medicines.
2. Say, “Now we will talk about how to safely use OTC drugs.” Let the students know the following: “No over the counter drug is safe or effective unless you use it properly.”
3. Ask the students how can an adult know if they are using OTC drugs properly? Seek verbal responses from students. Answer: reading the labels carefully and following the directions is how adults know to use OTC drugs properly. Also, most OTC drugs warn the users about the possible side effects.



4. Say, “Now that we have a clear definition of OTC drugs, let’s talk about the possible short and long term effects of OTC drug use.”
  - **Short term effects:** Impaired judgment, nausea, loss of coordination, headache, vomiting, loss of consciousness, numbness of fingers and toes, abdominal pain, irregular heartbeat, aches, seizures, panic attacks, cold flashes, dizziness, and diarrhea.
  - **Long term effects:** addiction, restlessness, insomnia, high-blood pressure, coma, or even death.
5. Have students create public service announcements or posters based on the statistics below:
  - In 2006, about 3.1 million people aged 12 to 25 (5.3 percent) had used an over the counter (OTC) cough and cold medication to get high (i.e., “misused” the drug), and nearly 1 million (1.7 percent) had done so in the past year.
  - Among youths aged 12 to 17, females were more likely than males to have misused OTC cough and cold medications in the past year, but among young adults aged 18 to 25, males were more likely than females to have misused these medications.
  - Among persons aged 12 to 25 who had misused an OTC cough and cold medication in the past year, 30.5 percent misused a NyQuil product, 18.1 percent misused a Coricidin product, and 17.8 percent misused a Robitussin product.

**Assessment:** Use students’ verbal responses, class discussions and PSA’s to assess for understanding of key concepts.

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects.

## Red Ribbon Week



### Broward County Public Schools Red Ribbon Week



Every year during the last full week in October, Broward County Public Schools celebrates Red Ribbon Week, a catalyst for drug and alcohol prevention in our schools and communities. The exact week and theme change every year, so to find the most up-to-date information, go to SBBC’s [resolutions](#) website or the [OPP Website](#). Red Ribbon Day is usually celebrated on the Wednesday of Red Ribbon Week.

Included in this book are the following teacher resources to utilize during Red Ribbon Week:

- Red Ribbon History
- Red Ribbon Daily Themes Suggestions
- Red Ribbon Pledge
- Certificate of Recognition, which teachers can distribute to students to recognize their participation in Red Ribbon Week activities
- Red Ribbon Morning Announcement Facts



Red Ribbon Week ideas for all grade levels, FCAT-related activities, website resources, and the Resource Guide may be found on the Office of Prevention Programs Web site at: <http://www.browardprevention.org/resources/substance-abuse-prevention/red-ribbon-week/>

## Red Ribbon History

### How did Red Ribbon Week Start?

Red Ribbon Week started with KiKi Camarena. Enrique "Kiki" Camarena grew up in a dirt-floored house with hopes and dreams of making a difference. Camarena worked his way through college, served in the Marines and became a police officer. When he decided to join the U.S. Drug Enforcement Administration, his mother tried to talk him out of it. "I can't not do this," he told her. "I'm only one person, but I want to make a difference."



The DEA sent Camarena to work undercover in Mexico investigating a major drug cartel believed to include officers in the Mexican army, police and government. On Feb. 7, 1985, the 37-year-old Camarena left his office to meet his wife for lunch. Five men appeared at the agent's side and shoved him in a car. Agent Camarena was kidnapped, tortured, and murdered by members of a drug gang in Mexico. It took a search by 500 special U.S. agents a month to find his battered body in a shallow grave on a ranch in Mexico. He was buried with honors in his hometown of Calexico, California.

In honor of Camarena's memory and his battle against illegal drugs, friends and neighbors began to wear red badges of satin. Parents, sick of the destruction caused by alcohol and other drugs, had begun forming coalitions. Some of these new coalitions took Camarena as their model and embraced his belief that one person can make a difference. These coalitions also adopted the symbol of Camarena's memory: The Red Ribbon. The first Camarena (Red Ribbon) Club was formed in April of 1985 at Calexico High School where Kiki Camarena and Henry Lozano graduated in 1966. Kiki's Memory Unites The Nation To Fight Substance Abuse.

## Red Ribbon Daily Themes Suggestions



**Sunday:** Kickoff!

**Monday: “Motivate to Celebrate Monday!”** Start the week by wearing red ribbons and decorating your school with a Red Ribbon motif.

**Tuesday: “Talk the Talk Tuesday!”** Have students bring in tobacco/alcohol magazine ads and discuss media literacy. Focus on the financial aspect of drug use.

**Wednesday: “Walk the Walk Wednesday!”** “Walk all over Drugs” contest; students can perform as step teams or put on a talent show.

Add energy to the celebration: walk laps around your school’s playground or track to celebrate the number of students who have already committed to a drug- free lifestyle.

“Rally in Red” for those wearing red today.

**Thursday: “Trash Drugs Thursday!”** Students clean trash in the local area and discuss the importance of living in a “green”, litter- free environment.

**Friday: “Drug- Free Friday!”** End the week by having the students take the pledge to remain safe and drug free.

*Pledge to be drug free!*

### Red Ribbon Pledge

*I pledge allegiance to myself  
and who I want to be.  
I can make my dreams come true,  
if I believe in me.  
I pledge to stay in school and learn  
the things I need to know,  
to make the world a better place for teens like me to  
grow.  
I pledge to keep my dreams alive and be all I can be.  
I know I can, and that's because  
I pledge to stay  
DRUG FREE!*



## **Red Ribbon Morning Announcement Facts Substance Abuse and Your Brain**

### **Monday**

#### **Alcohol**

Kids who drink tend to have smaller frontal lobes and a tinier hippocampus – parts of the brain that guides memory and learning. Did you know that bananas are good for the brain? The potassium in bananas helps our brain transmit messages (no monthly charges).

### **Tuesday**

#### **Marijuana**

Did you know that marijuana use negatively impacts your short-term memory? When you exercise your body, you exercise your brain. If you treat your body well, this can help your ability to process and remember information.

### **Wednesday**

#### **Prescription Drugs**

Did you know that there are healthy, natural alternative ways to relieve pain? Research shows that meditation can help you deflect from feeling pain and improve brain activity in areas responsible for mapping nerve signals and nerve receptors. Increasing your Vitamin D intake (generously found in milk, fish, eggs, beef and chicken) helps decrease bone and joint pain. Exercise can help relieve headaches, back pain, and decrease stress!

### **Thursday**

#### **Inhalants**

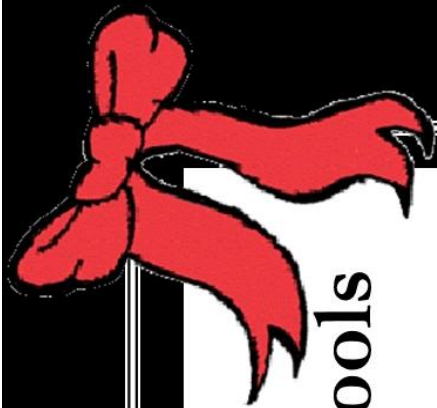
Since the hippocampus helps control memory, someone who repeatedly uses inhalants may lose the ability to learn new things, may not recognize familiar things, or may have a hard time keeping track of simple conversations. Did you know that eating eggs is good for your brain? Scrambled or hardboiled, however you like them eggs keep your memory sharp. Eggs have an essential brain nutrient called “choline.” Without it, your brain is fried.

### **Friday**

#### **Ecstasy and Club Drugs**

Ecstasy’s users report that it makes them feel good. However, it causes long-term brain damage. Did you know exercise is good for you? Exercise improves mood, boots energy, promotes better sleep, and most important, exercising causes the body to produce endorphins – chemicals that can help a person feels more PEACEFUL and HAPPY.





# Broward County Public Schools Red Ribbon Week

## Certificate of Completion

In Recognition of Your Pledge  
To Live a Drug-Free Life

&

Encourage Others  
To Follow Your Example



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# Steroids

Steroid use among professional athletes has gained increased media attention and unfortunately, some adolescents who look up to sports heroes may view steroids as a way to improve their own athletic performance. What the media often fails to emphasize is the dangers of steroid use, up to and including death. Prevention surrounding steroid abuse is critical to the health and safety of our youth.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>,



<http://beep.browardschools.com/ssoPortal/index.html>, and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Steroid Prevention Lesson: Primary Grade Level

### Steroids: The Dangers of Using Them

**Grade Level:** Primary

**Duration:** 30 minutes

**Title of Lesson:** Steroids: the dangers of using them

**Essential Question:** How harmful is the use of (anabolic) steroids on the brain and other parts of the body?

**By the end of this lesson students will be able to:**

- Know the harmful effects of (anabolic) steroids has on the brain and the body

**Materials/Resources Needed:** ‘*Tips for Teens – The Truth About Steroids*’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf>, paper, color pencils, markers



**Instructions:**

1. Explain to your students anabolic steroids are an artificial version of the hormone testosterone.
2. Lead a discussion with your students “The Truth About Steroids” using the handout found in the link <http://store.samhsa.gov/shin/content/PHD726/PHD726.pdf>. Adjust the language in the handout to match your students’ grade level. Make sure you cover the following questions in your discussion: “How are anabolic steroids abused? How do steroids affect your appearance? Can steroids make you angry and hostile for no reason?”



3. On a blank sheet of paper have students draw what a person would look like if they used steroids. Upon completion of the drawing have students share and discuss what they learned about steroid use.
4. Conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.

**Assessment:** Use students' verbal responses, class discussion and drawing to assess for understanding of key concepts.

**Common Core Standards/ESOL:** Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.

## Steroid Prevention Lesson: Secondary Grade Level

### Steroids: The Dangers of Using Them

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** Steroids: the dangers of using them

**Essential Question:** How harmful is the use of anabolic steroids on the brain and other parts of the body?

**By the end of this lesson students will be able to:**

- Know the harmful effects of anabolic steroids has on the body and athletes

**Materials/Resources Needed:** *'Tips for Teens – The Truth About Steroids'* below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf>, paper, pencils, or pens

#### Instructions:

1. Explain to your students anabolic steroids are an artificial version of the hormone testosterone.
2. Have students read silently or aloud the "Tips for Teens: The Truth About Steroids" (<http://store.samhsa.gov/shin/content/PHD726/PHD726.pdf>.)
3. Discuss the following questions with your class: "How are anabolic steroids abused? How do steroids affect your appearance? Can steroids make you angry and hostile for no reason?"
4. Have students research the effects steroid use has on athletes (they may use any of the athletes listed below or find one on their own.) Then have them write an essay on the effect of steroids on athletes using data from their research.
  - Marin Jones, Olympic Track Runner
  - Rafael Palmeiro, Major League Baseball Player
  - Alex Rodriguez, Major League Baseball Player
  - Chris Benoit, Professional Wrestler
  - Shawne Merriman, Professional Football Player
  - Bill Romonowski, Professional Football Player

**Assessment:** Use students' verbal responses and essays to assess for understanding of key concepts.

**Common Core Standards/ESOL:** Across the 6-12 Grades: W.6.4, W.7.4, W.8.4, W.9-10.4, W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.



# Info

To learn more about steroids or obtain referrals to programs in your community, contact one of the following toll-free numbers:

**SAMHSA's National Clearinghouse for Alcohol and Drug Information**  
800-729-6686  
TDD 800-487-4889

**linea gratis en español**  
877-767-8432



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention  
www.samhsa.gov

**The bottom line:** If you know someone who abuses steroids, urge him or her to get help. If you're abusing them—stop! The longer you ignore the real facts, the more chances you take with your life. It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

## Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at [www.freevibe.com](http://www.freevibe.com) or visit the Office of National Drug Control Policy Web site at [www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov).

**Q. What can I do to excel in sports if I don't use steroids?**  
A. Focus on getting proper diet, rest, and good overall mental and physical health. These things are all factors in how your body is shaped and conditioned. Excelling in sports is achievable and done by millions of athletes without relying on steroids.

**Q. How long do steroids stay in your system?**  
A. The length of time that steroids stay in the body varies. Injected steroids may be detected in the body for 3 to 4 months while the oral types may remain for 1 to 4 weeks.<sup>3</sup>

**Q. Are steroids addictive?**  
A. Yes, they can be. Withdrawal symptoms include mood swings, suicidal thoughts or attempts, fatigue, restlessness, loss of appetite, and sleeplessness.<sup>2</sup>

# Q & A



# Steroids



## The Truth About Steroids

**Slang—Arnolds, Gym Candy, Pumpers, Stackers, Weight Trainers, Juice**

### Get the Facts...

**Steroids affect your heart.** Steroid abuse has been associated with cardiovascular disease, including heart attack and stroke. These heart problems can even happen to athletes under the age of 30.

**Steroids affect your appearance.** In both sexes, steroids can cause male-pattern baldness, cysts, acne, and oily hair and skin.

**Steroids affect your mood.** Steroids can make you angry and hostile for no reason. There are recorded cases of murder attributed to intense anger from steroid use.

**Steroids increase your risk of infection.** Sharing needles or using dirty needles to inject steroids puts you at risk for diseases such as HIV/AIDS and hepatitis.

Other slang terms associated with steroid use include:

- Roid rages—uncontrolled outbursts of anger, frustration, or combativeness that may result from using anabolic steroids.
- Shotgunning—taking steroids on an inconsistent basis.
- Stacking—using a combination of two or more anabolic steroids.

### Before You Risk It...

**Know the law.** Steroids are illegal to possess without a prescription from a licensed physician. It is illegal for individuals to sell steroids.

**Get the facts.** Doctors prescribe steroids for specific medical conditions. They are only safe for use when a doctor monitors the person.

**Know the risks.** Illegal steroids are made overseas and smuggled into the United States or made in

underground labs in this country. They pose greater health risks because they are not regulated by the government and may not be pure or labeled correctly.

**Look around you.** The majority of teens aren't using steroids. Among teenage males, who are most likely to use steroids, only 1.3 percent of 8th graders, 2.3 percent of 10th graders, and 3.3 percent of 12th graders reported steroid use in the past year.<sup>1</sup>

### Know the Signs...

#### How can you tell if a friend is abusing steroids?

Sometimes it's hard to tell. But there are signs you can look for. If your friend has one or more of the following warning signs, he or she may be abusing steroids:

#### For Guys:

- Baldness
- Development of breasts
- Impotence

#### For Girls:

- Growth of facial hair
- Deepened voice
- Breast reduction

#### For Both:

- Jaundice (yellowing of the skin)
- Swelling of feet or ankles
- Aching joints
- Bad breath
- Mood swings
- Nervousness
- Trembling

**What can you do to help someone who is abusing steroids?** Be a real friend. Save a life. Encourage your friend to stop or seek professional help. For information and referrals, call the National Clearinghouse for Alcohol and Drug Information at 800-729-6686.

**For more information, or for references to facts found in this *Tips for Teens*, go to [www.ncadi.samhsa.gov](http://www.ncadi.samhsa.gov).**





# Tobacco

Although cigarette smoking is less popular than it was in previous decades, it is still dangerously addictive and remains a “gateway” drug to further drug use. Cigarette smoke contains over 4,000 chemicals, more than 40 of which are known carcinogens.

Smoking tobacco kills hundreds of thousands of people each year by causing bronchitis, emphysema (breakdown of lung tissue), heart disease, and many types of cancer including lung and mouth cancer. Every type of tobacco, including “chew,” carries serious health risks.

Below and Appendix I are lessons that can be utilized with primary and secondary students. **Appendix I** is a workbook supplement for middle and high students titled, “**The Truth about Drugs and Alcohol.**” To access more links and resources on substance abuse prevention, go to <http://www.browardprevention.org/resources/substance-abuse-prevention/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).



## Tobacco Prevention Lesson: Primary Grade Level

### Short Term Effects of Tobacco Use

**Grade Level:** Primary

**Duration:** 30 minutes

**Title of Lesson:** Short term effects of tobacco use

**Essential Question:** What are the short term effects of tobacco use and can those effects be reversible?

**By the end of this lesson students will be able to:**

- Identify the short term effects of tobacco

**Materials/Resources Needed:** ‘*Tips for Teens – The Truth About Tobacco*’ below or at <http://store.samhsa.gov/shin/content//PHD641/PHD641.pdf>, board/markers, ‘Effects of Tobacco’ Stick Figure Handout

#### Instructions:

1. Lead a discussion with your students “The Truth About Tobacco” using the handout found in the link <http://store.samhsa.gov/shin/content//PHD633/PHD633.pdf>. Adjust the language in the handout to match your students’ grade level.
2. Say “Tobacco use has both long term and short term effects.”
3. Ask “What is the difference between long term and short term effects?” (Answer: Long-term effects take years to occur and are harder to reverse. Short-term effects occur quickly and are almost always reversible.)



4. Say “Let’s talk about the short-term effects of tobacco use that may affect a student who smokes.”
5. Draw a stick person of a student on the board and handout copies of the Stick Figure handout. Note: The drawing needs to be big enough for everyone in the class to see.
6. Ask students to think of things that would happen to a student who is smoking. As they give examples, draw and have students draw those changes on the stick figure. Note: Focus on cosmetic changes kids are likely to experience:

▪ <b>Decreased senses of smell and taste</b>	▪ <b>Holes burned into clothing from ashes</b>
▪ <b>Yellow stained fingers</b>	▪ <b>Cough, wheezing</b>
▪ <b>Brown stained teeth and tongue</b>	▪ <b>Frequent colds</b>
▪ <b>Smelly hair and clothing</b>	▪ <b>More facial wrinkles sooner</b>
▪ <b>Acne</b>	▪ <b>Bleeding gums</b>
▪ <b>Frequent mouth sores</b>	▪ <b>Cigarette burns on skin</b>
▪ <b>Difficulty keep up with sports</b>	▪ <b>Bad breath</b>

7. Ask “What would happen to our kid if he/she stopped smoking today?” (Answer: All of these effects could be reversed.)
8. Erase the drawing until the stick person looks the way it did at the beginning while explaining you can do this because the changes you have been talking about are short term effects and are reversible changes caused by tobacco.
9. Conclude the lesson by discussing as a whole class the Q&A questions from the Tips for Teens.

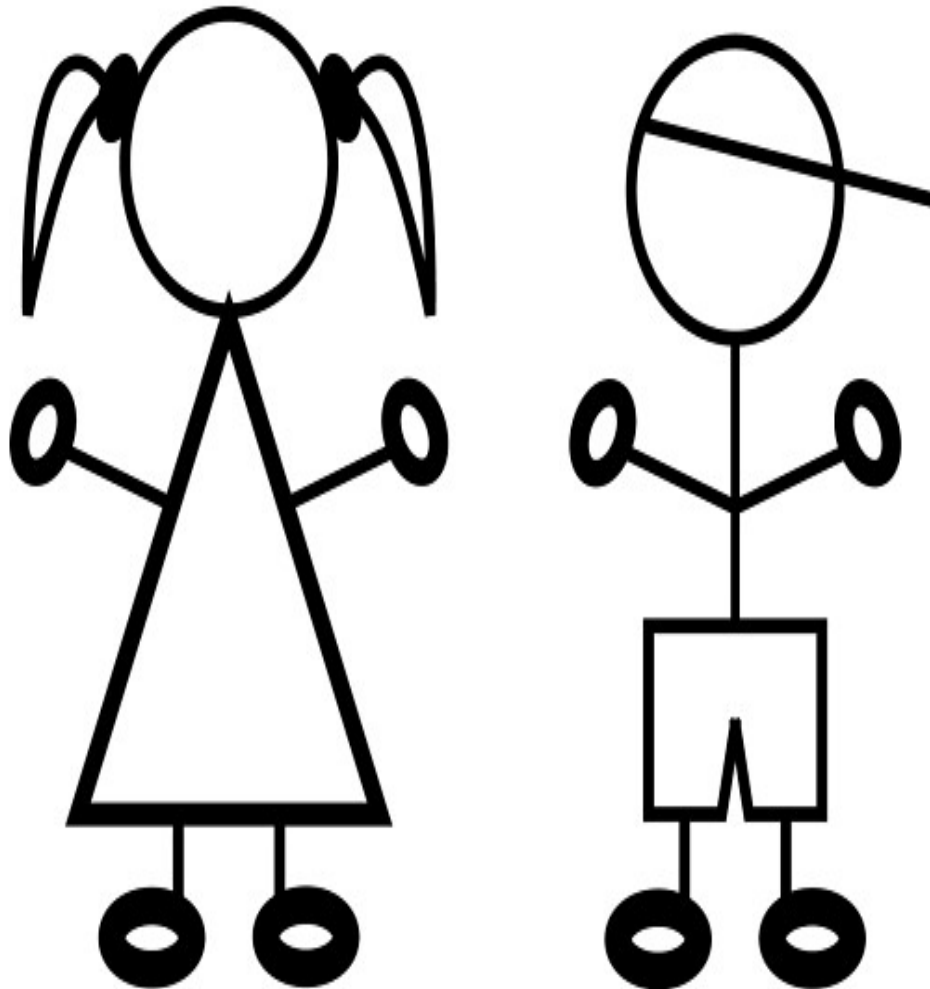
**Assessment:** Use students’ verbal responses and/or handouts to assess for understanding of key concepts.

**Common Core Standards/ESOL:** Across the K-5 Grades: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.





# Effects of Tobacco Use



# Tobacco Prevention Lesson: Secondary Grade Level



## Nicotine: How Addictive Is It?

**Grade Level:** Secondary

**Duration:** 30 minutes

**Title of Lesson:** Nicotine: how addictive is it?

**Essential Question:** What are the effects of nicotine on the brain?

**By the end of this lesson students will be able to:**

- Identify the effects nicotine has on the brain

**Materials/Resources Needed:** ‘Tips for Teens – The Truth About Tobacco’ below or at <http://store.samhsa.gov/shin/content/PHD641/PHD641.pdf>, Mind Over Matter, The Brain’s Response to Nicotine [http://teens.drugabuse.gov/mom/mom\\_nic1.php](http://teens.drugabuse.gov/mom/mom_nic1.php) computers, copy paper



### Instructions:

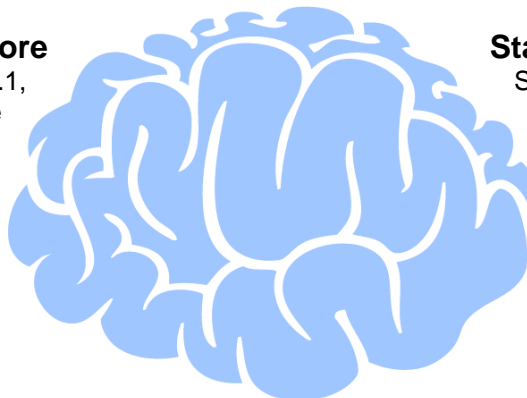
- Have students read silently or aloud the “Tips for Teens: The Truth About Inhalants” (<http://store.samhsa.gov/shin/content/PHD633/PHD633.pdf>)
- Share with the students there are several ingredients added to tobacco when cigarettes are manufactured. More importantly, over 4000 chemical compounds are created by burning a cigarette, many of which are toxic and/or carcinogenic (explain carcinogenic means it causes cancer.)
- Say “Today we are going to learn about nicotine, the chemical in cigarettes that is highly addictive and the effects it has on the brain.”
- Say “You will take a journey with Sara Bellum as you explore the brain’s response to nicotine.”
- Have students individually or in small groups (no more than three) read Mind Over Matter: The Brains’ Response to Nicotine found on this website: [http://teens.drugabuse.gov/mom/mom\\_nic1.php](http://teens.drugabuse.gov/mom/mom_nic1.php).
- After completing the journey with Sara Bellum instruct students to complete one of the following activities to report to the class what they learned about nicotine and its effect on the brain. Students can complete/create one or more of the following activities:
  - Create a public service announcement (PSA) on the effects nicotine has on the brain. Student can role play PSAs if access to technology is limited.
  - Write an essay on the effects nicotine has on the brain.
  - Create a poster on the effects nicotine has on the brain.

**Assessment:** Use students’ PSAs, essays and/or posters to assess for understanding of key concepts.

### Common

12 Grades: SL.6.1, SL.7.1, SL.8.1, participate effectively in a range on-one, in groups, and teacher-grades 6–12 topics, texts, and ideas and expressing their A15 Use Simple, Direct Concepts; E4 Group

### Core



### Standards/ESOL:

Across the 6-SL.9-10.1, SL.11-12.1 Initiate and of collaborative discussions (one-led) with diverse partners on issues, building on others’ own clearly and persuasively. Language; B2 Explain Key Reports/Projects.

# Info

To learn more about tobacco, or obtain referrals to programs in your community, contact:

**SAMHSA's National Clearinghouse for Alcohol and Drug Information**  
800-729-6686  
TDD 800-487-4889

**Linea gratis en español**  
877-767-8432

**Web site:** <http://ncadi.samhsa.gov>



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention  
[www.samhsa.gov](http://www.samhsa.gov)

**The bottom line:** If you know someone who is using tobacco, urge him or her to quit. If you are using it—stop! The longer you ignore the real facts, the more chances you take with your health and well-being.

It's never too late. Talk to your parents, a doctor, a counselor, a teacher, or another adult you trust.

## Do it today!

Curious about the TV ads of the National Youth Anti-Drug Media Campaign? Check out the Web site at <http://www.freevibe.com> or visit the Office of National Drug Control Policy Web site at <http://www.whitehousedrugpolicy.gov>.

**Do most teens smoke?** No, out of every 100 teens, 87 do not use a tobacco product. Currently, the number of girls who smoke cigarettes slightly outnumber the boys who smoke.<sup>16</sup>

A. No. Remember, "no smoke" doesn't mean that smokeless tobacco is safe. Even a little smokeless tobacco has enough nicotine to get you addicted. Smokeless tobacco can lead to many types of health problems as well as cause cancer.<sup>15</sup>

A. Only if you think bad breath, smelly hair, yellow fingers, and coughing are sexy. Advertisements often portray smoking as glamorous and sophisticated, but think carefully about who created these ads and why.

**Q. Doesn't smoking help you relax?**  
A. No. Smoking can actually increase feelings of stress and nervousness. Break the cycle: Use drug-free strategies to calm your nerves like exercise and talking to your friends.

# Q & A

tips for teens

**tips for teens**

Tobacco

tips for teens



# tips for teens

## The Truth About Tobacco

**Slang—Cigarettes: Smokes, Cigs, Butts. Smokeless Tobacco: Chew, Dip, Spit Tobacco, Snuff**

### Get the Facts...

**Tobacco—cigarettes, smokeless tobacco, and snuff—damages your health.** Smoking, which is the most common cause of lung cancer, is also a leading cause of cancer of the mouth, throat, bladder, pancreas, and kidneys. Over 13 percent—3.3 million—youths aged 12 to 17 used a tobacco product in the past month.<sup>1</sup> Smokeless tobacco contains 28 ingredients that can cause cancer in your lips, tongue, cheeks, gums, and the top and bottom of your mouth.<sup>2</sup>

**Tobacco affects your body's development.** Smoking is particularly harmful for teens because your body is still growing and changing. The 200 known poisons in cigarette smoke affect your normal development and can cause life-threatening diseases, such as chronic bronchitis, heart disease, and stroke.

**Tobacco is addictive.** Cigarettes contain nicotine—a powerfully addictive substance. The younger a person starts smoking, the more likely he is to become strongly addicted to nicotine.<sup>3</sup> Even though it is rare, addiction can occur after smoking as few as 100 cigarettes.<sup>4</sup> Of the adult tobacco users, more than 80 percent report using tobacco regularly before age 18.<sup>5</sup>

**Tobacco can kill you.** Each year in the United States, cigarette smoking accounts for 440,000 deaths.<sup>6</sup> More deaths are caused each year by tobacco than by all deaths from HIV, illegal drug use, alcohol use, motor vehicle injuries, suicides, and murder combined.<sup>7</sup>

### Before You Risk It...

**Know the law.** It is illegal for anyone under 18 to buy cigarettes, smokeless tobacco, or tobacco-related products.

**Stay informed.** Addiction to tobacco is hard to control. Young people often underestimate the addictiveness of tobacco and the effect of tobacco use on their health. Studies indicate that most teenage and young adult smokers want to quit and try to do so, but few succeed.<sup>8</sup>

**Keep your edge.** The poisons in cigarettes can affect your appearance. Tobacco stains teeth and nails and, also, dulls

skin and hair.<sup>9</sup> There's more! Research confirms smoking causes skin to age prematurely—*wrinkles*—and also links smoking and hair loss—*baldness*.<sup>10</sup>

**Be aware.** It can be hard to play sports if you use tobacco. Smoking causes shortness of breath and dizziness, and chewing tobacco causes dehydration.

**Think of others.** Anyone who smokes puts the health of friends and family at risk—more than 126 million nonsmoking Americans are exposed to secondhand smoke in homes, vehicles, workplaces, and public places. Every year, about 3,000 nonsmokers die from lung cancer due to secondhand smoke.<sup>11</sup> There is no risk free level of secondhand smoke exposure; even brief exposures can be dangerous.<sup>12</sup>

**Get the facts.** Each day, nearly 4,400 young people between the ages of 12 and 17 start smoking.<sup>13</sup> Many will suffer a long-term health consequence and roughly one-third of them will eventually die from a tobacco-related disease.<sup>14</sup>

### Know the Signs...

**How can you tell if a friend is using tobacco?** Sometimes it's tough to tell. But there are signs you can look for. If your friend has one or more of the following signs, he or she may be regularly using tobacco:

- Wheezing
- Coughing
- Bad breath
- Smelly hair and clothes
- Yellow-stained teeth and fingers
- Frequent colds
- Decreased senses of smell and taste
- Difficulty keeping up with sports and athletic activities
- Bleeding gums (smokeless tobacco)
- Frequent mouth sores (smokeless tobacco).

**What can you do to help someone who is using tobacco?** Be a real friend. Encourage your friend to quit. For information and referrals, call the National Clearinghouse for Alcohol and Drug Information at 800-729-6686.

**For more information or for references to facts found in this *Tips for Teens*, go to [www.ncadi.samhsa.gov](http://www.ncadi.samhsa.gov).**



# HEALTH & WELLNESS

*"The difference between  
the impossible and the  
possible lies in a  
person's determination."  
-Tommy Lasorda*



# Health & Wellness



Providing education and awareness on the numerous aspects of health and wellness is imperative to promoting the academic success of our students – that is why it is our prevention strand #3. Viewing health and wellness as a whole, we have divided it into two conceptual areas for practical integration into school curriculum and culture: mental health and wellness, and physical health and wellness.

Within those two areas, OPP’s recommends the following prevention lessons related to health and wellness:

- **Mental Health and Wellness**
  - **Character**
  - **Self-Esteem**
  - **Stress and Life Management**
- **Physical Health and Wellness**
  - **HIV/AIDS/STIs & Abstinence**
  - **Nutrition/Exercise**

Below and Appendix II are lessons that can be utilized with primary and secondary students. **Appendix II** is a workbook supplement for elementary and middle students entitled, “**The Road To A Healthy Body.**” To access more links and resources on health and wellness, go to <http://www.browardprevention.org/resources/health-wellness>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Mental Health and Wellness

Mental health and wellness refers to the internal mechanisms of health – as opposed to more physical or external. The internal and external are inextricably linked, however, and improvement in one area certainly can lead to improvement in the other.

Below and Appendix II are lessons that can be utilized with primary and secondary students to help improve their mental health and wellbeing. Additionally, **Appendix II** is a workbook supplement for elementary and middle students entitled, “**The Road To A Healthy Body.**” To access more links and resources on health and wellness, go to <http://www.browardprevention.org/resources/health-wellness>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).



# Character

***“Character is EVERYTHING I Say and Do That Show How Much I Care (Value) About Me and You!”***

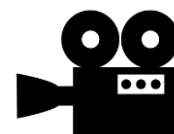
Broward County Public Schools has prioritized the education of our students’ character, and because of this it has adopted eight character traits that are infused throughout the curriculum and student activities: Cooperation (September), Responsibility (October), Citizenship (November), Kindness (December), Respect (January), Honesty (February), Self-control (March), and Tolerance (April).



Every month a **newsletter** is disseminated that contains classroom activities as well as home activities for all ages. It can be accessed at: <http://www.browardprevention.org/character-education-grant/monthly-activities/> We and the Sun Sentinel staff also celebrate students of exceptional character on a monthly basis; to check out who has been chosen recently or to nominate someone, go to: <http://www.browardprevention.org/character-education-grant/monthly-activities/>

Character **videos** on each monthly character trait are available for use for both primary and secondary grades. The Telly award-winning Reality Avenue series is divided into Reality Lane programs for grades K-5, and the Reality Avenue shows for grades 6-12. These shows are viewable on BECON or download them at: [www.browardprevention.org/character-education-grant/reality-character-series](http://www.browardprevention.org/character-education-grant/reality-character-series)

# REALITY AVENUE



Below and Appendix II are lessons that can be utilized with primary and secondary students to help improve their mental health and wellbeing. Additionally, **Appendix II** is a workbook supplement for elementary and middle students entitled, **“The Road To A Healthy Body.”** To access more links and resources on health and wellness, go to <http://www.browardprevention.org/resources/health-wellness>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

# Self-Esteem



**What is self-esteem?** Self-esteem is your opinion of yourself. It is very important because it affects how you think, act and relate to other people. High self-esteem is having a good opinion of yourself and low self-esteem is having a bad opinion of yourself. Self-esteem is not something we are born with, but something we learn. It fluctuates over time, and it can be improved with effort. Everyone feels badly about themselves from time to time, and no one was born with the perfect parents. But no one should have low self-esteem as a constant companion. Low self-esteem can keep you from enjoying life and succeeding. Good self-esteem creates optimism, healthy life choices, and resiliency to help us withstand hardships. Self-esteem is a crucial cornerstone to positive healthy living and we all have the right and ability to feel good about ourselves.

**How can we increase our self-esteem?** Self-esteem fluctuates, but is increased when we do things to actively practice it. Self-esteem is NOT increased by false or non-specific praise. Research shows that giving students constant praise and rewards with no connection to real hard work builds false self-esteem or a sense of false entitlement. Their sense of worth is not truly improved and students will lack coping skills to withstand any inevitable hardships. We all know when we REALLY do a good job, and that is something we want to feel good and proud about – that feeling lasts and helps to form the core view of ourselves. Have your students use the 'Personal Victories' worksheet to help celebrate theirs.



Here are some things we can do to protect, raise, or reinforce our self-esteem:

- Spend time with people who like you and care about you
- Ignore (and stay away from) people who put you down or treat you badly
- Do things that you enjoy, make you feel good, or are good at
- Reward yourself for your successes
- Develop your talents
- Be your own best friend - treat yourself well and do things that are good for you
- Take responsibility for yourself, your choices, and your actions
- Always do what you believe is right being true to yourself and your values
- Treat others with respect
- Set goals and work to achieve them

**What do self-esteem lesson plans look like?** Our students' self-esteem is greatly affected by how they define themselves and their expectations about how others will accept and value them. Self-esteem is not only developed internally, it is also influenced by the feedback of others. The following lessons focus on helping your students increase their positive sense of self in relation to their classmates. They will allow the students to share both the positive views they have of themselves, and the positive views they have of each other.





# Self Esteem Lesson: Primary Grade Level

## I Have Talent!

**Grade Level:** Kindergarten through second grade

**Duration:** Approximately 30 minutes

**Title of Lesson:** I Have Talent!

**Essential Question:** What things can I do well and what talents do my classmates know I have?

**By the end of this lesson students will be able to:**

- Reflect upon and list 5 unique talents they each possess
- Celebrate each other's talents

**Materials/Resources Needed:** Uniform cut strips of colored paper (5 for each student and approximately 15-20 extra), pencils, markers, or crayons, paste or staples

### Instructions:

1. The purpose of this activity is to increase each student's self-esteem by helping them recognize their talent – i.e. - what they do well. The student's sense of worth will also be enhanced by the additional recognition of what their peers feel they do well. Finally, the class will celebrate their worth together and how many talents they have. The talent chain will be displayed in the classroom as a year round reminder of what they can do well whenever a student's self-esteem is low (they are feeling bad about themselves.)
2. Begin by asking students, "Who has something that they really do well?" After a brief discussion about some talents, state, "we all have things we do well – let's recognize and celebrate what talented students you each are!" Pass out 5 colored paper strips to each student and ask the students to write down or draw a picture of 3 things that they do well.
3. Once all students have completed their 3 strips, ask for volunteers to share them.
4. Ask the students to take their remaining 2 strips of colored paper and have each student come up with one talent or thing they like about the student who sits on their left, and one thing they like about the student who sits on their right.
5. Once completed, have them give each strip to the student of whom the strip is written. Now each student will have 5 strips listing their talents.
6. Demonstrate how to create a paper chain with strips, linking 5 together. Then have the students create their own chains with their 5 completed strips. As students complete their mini chains, use the extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the ever-growing chain as you link it together, until the whole class is linked together with their talents.
7. Once the entire chain is constructed and linked together, and all students are standing holding their portion ask the class, "What does this chain show us?" (The fact that each of the students has many talents and things they do well.) Hang the chain in the classroom so it can be used as a positive reminder throughout the year that each student has many talents whenever they feel bad about themselves (their self-esteem is low.)

**Assessment:** Use student responses during step seven to assess the students' understanding of how many things they can do well.

**Common Core Standards/ESOL:** SL.K.1, SL.1.1, SL.2.1 Participate in collaborative conversations with diverse partners about *grade K-2 topics and texts* with peers and adults in small and larger groups. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

## Building on the Positive



**Grade Level:** Third through eighth grade

**Duration:** Approximately 45 minutes

**Title of Lesson:** Building on the Positive

**Essential Question:** What is self-esteem and what are my talents?

**By the end of this lesson students will be able to:**

- Explore the relationship between self-esteem and accomplishments
- List their personal positive qualities, talents, and accomplishments

**Materials/Resources Needed:** Personal Inventory forms, pencils, markers, colored pencils and construction paper, old magazines, scissors and glue, computer with Internet access (optional but helpful)

### Instructions:

1. The purpose of this activity is to increase each student's self-esteem by helping them recognize their positive qualities and talents. Begin this activity by asking your students to list things children can do that would be considered an accomplishment. Record their answers on the board.
2. Ask the students to define the term self-esteem. Write their ideas on the board. Help students understand that self-esteem refers to how we value ourselves. Make the connection between accomplishing things and feeling good about one self by showing them 'The Cycle of Positive Self-Esteem.' Explain that we can build our self-esteem by focusing on the positive and working to accomplish things that are important to us.

### The Cycle of Positive Self-Esteem



3. Then tell students they are going to complete the 'Personal Inventory' form during this lesson to help them build their self-esteem. Tell students to follow the directions, filling in blanks or checking the answers that apply to them. You may copy the inventory for students, read it out loud, or write it on a piece of newsprint and post it in the classroom.
4. Give students ample time (it should not take more than 10 or 15 minutes) in class to complete the inventory. Then ask students to take the information they learned about themselves and create a drawing, collage, or short essay that illustrates who they are.



Make available paper, art supplies, and magazines to cut up. Give students about 20 minutes to complete their projects.

5. Ask for student volunteers to share their artwork or essays, and their personal reflections, with the class. Ask students what they learned about themselves. How can they apply this information to their lives? How does it affect the goals they set for themselves? Tell them that understanding their own strengths and working toward accomplishments is essential in boosting their self-esteem.
6. Ask them to consider what they learned about themselves from the inventory, do they think they have high self-esteem or low self-esteem? What is one thing they can do to build their self-esteem? (Be sure to tell students that they need not share this information with anyone. These are questions that they can think about as they begin to learn more about themselves.)

**Assessment:** Use the following three-point rubric to evaluate students' involvement in class discussions, their attitude toward completing a personal inventory, and the quality of their projects:

1. One point: was not engaged during class discussions; demonstrated negative attitude toward completing the personal inventory; was not able to produce a project highlighting the results of the inventory.
2. Two points: was moderately engaged during class discussions; demonstrated mostly positive attitude toward completing the personal inventory; created a project that highlighted some key points from the inventory.
3. Three points: was highly engaged in class discussions; demonstrated positive attitude toward completing the personal inventory; created a realistic project highlighting the results of the inventory.

**Enrichment (Optional):** For older students, the lesson can be expanded by asking students what role they think self-esteem plays in leading a healthy life. If students feel good about themselves, do they think they will make good decisions about friends; diet; exercise; sex and abstinence; dangerous habits such as drugs, smoking, and drinking; and overall work habits? Do you think that a person with high self-esteem or low self-esteem would be more likely to become involved with drugs, alcohol, or a potentially bad crowd at school? Give reasons to support your ideas - why do they think this is so? Demonstrate this negative cycle of low self-esteem and decision making on the board using the reverse of 'The Cycle of Positive Self-Esteem.' Show that when someone feels badly about themselves, they may start to act in unhealthy ways which affects their ability to accomplish their goals. This failure to accomplish their goals then lowers further their self-esteem. Conclude that when we feel good about ourselves, we want to take care of ourselves. If we take care of ourselves, we are more likely to accomplish our goals and in turn, feel even better about ourselves.

**Common Core Standards/ESOL:** S.L.3.1, S.L.4.1, S.L.5.1, S.L.6.1, S.L.7.1, S.L.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3-8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures; G11 Writing Sample.





# Self Esteem Lesson: Secondary Grade Level

## Changing a Negative into a Positive

**Grade Level:** Ninth through twelfth

**Duration:** Approximately 45 minutes

**Title of Lesson:** Changing a Negative into a Positive

**Essential Question:** What negative thoughts am I telling myself and how can I change them into positive thoughts to build my self-esteem?

**By the end of this lesson students will be able to:**

- Recognize and change their negative thoughts into positive ones to help build their self-esteem

**Materials/Resources Needed:** Paper and pencil

### Instructions:

1. The purpose of this activity is to increase each student's self-esteem by teaching them to recognize the negative messages they may be giving themselves and to turn them into positive messages. Explain negative messages decrease self-esteem, while positive messages can help increase self-esteem. Many people give themselves negative messages without even knowing it. Maybe they are messages they learned when they were young, from different sources like other children, teachers, family members, caregivers, the media, or even from prejudice and stigma in our society. Once you learn them, you may repeat these negative messages over and over until you may come to believe them. You may have even worsened the problem by making up some negative messages or thoughts of your own. These negative thoughts or messages make you feel bad about yourself and lower your self-esteem.
2. Let the class brainstorm some examples of common negative messages that people repeat over and over to themselves ("I am stupid," "I am a loser," "I never do anything right," "No one likes me") they may include words like "should, ought, or must."
3. Instruct each student to fold a piece of note paper in half the long way to make two columns. In one column title it 'Negative Thoughts' and in the other column title it 'Positive Thoughts.'
4. Have each student then list 5 negative thoughts they have had in the negative column. Then ask yourself the following questions about each negative thought you have noticed:
  - Is this message really true?
  - Would a person say this to another person they cared about? If not, why am I saying it to myself?
  - What do I get out of thinking this thought? If it makes me feel badly about myself, why not stop thinking it?
5. The next step in this process is to develop 5 positive statements to replace the negative thought. No one can think two thoughts at the same time – let's choose the positive thought! In developing these contradicting thoughts, use positive words like happy, peaceful, loving, enthusiastic, and warm. Avoid using negative words such as worried, frightened, upset, tired, bored, not, never, can't. Don't make a statement like "I am not going to worry anymore." Instead say "I focus on the positive" or whatever feels right to you. Substitute "it would be nice if" for "should." Always use the present tense, e.g., "I am healthy, I am well, I am happy, I have a good job," as if the condition already exists. Use I, me, or your own name.





Negative Thought	Positive Thought
I am not worth anything.	I am a valuable person.
I have never accomplished anything.	I have accomplished many things.
I always make mistakes.	I do many things well.
I am a jerk.	I am a great person.
I don't deserve a good life.	I deserve to be happy and healthy.
I am stupid.	I am smart.

6. Once the exercise is completed, encourage the students to continue to work on changing their negative thoughts to positive ones by:
- replacing the negative thought with the positive one every time they realize they are thinking negatively
  - repeating positive thoughts over and over whenever they get a chance – in their head, out loud, to a friend, or by writing it over and over
  - making signs of the positive thought to hang in places where they can be seen often

**Assessment:** Use student responses during the class discussion and their worksheets to check for understanding of the how negative vs. positive thoughts affect self-esteem and how to change negative thoughts to positive ones.

**Enrichment (Optional):** Negative thoughts are often happening while we are hardly aware. Additionally they may occur when we are feeling down and less able to fend them off. So the first step is to become fully aware of them. Assign students the task of carrying a small pad with them as they go about their daily routine for several days and jot down negative thoughts about themselves whenever they notice them. Have them also track how they are feeling when they have it (tired, sick, or dealing with a lot of stress) and if any stressful or negative event preceded it. Have them bring the notebook in on the last day to see if they can find any pattern to the negative messages they are giving themselves, the events preceding them and how they are feeling at the time. Then have them determine an action plan to combat these messages, including positive replacement messages.

**Common Core Standards/ESOL:** SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C1 Charts; C6 Labeling.





What is stress? Why should we care about it? What can we do to manage it in a healthy way? Having the answers to these three essential questions can help promote positive mental health and wellbeing – for you and your students. Stress is the nonspecific reaction of the body to any demand made upon it. It is natural and normal, it can be ‘good stress’ or ‘bad stress,’ but how you handle it will determine its impact. Our efforts to cope and adapt to stress will determine whether our reaction and the results are ‘healthy’ or ‘unhealthy.’

## Stress & Life Management Lesson: Primary Grade Level

### Popping Our Stress Balloons

**Grade Level:** Second through fifth grade

**Duration:** 45 Minutes (change as needed)

**Title of Lesson:** Popping Our Stress Balloons

**Essential Question:** What stresses me and how can I manage my stressors in a healthy way?

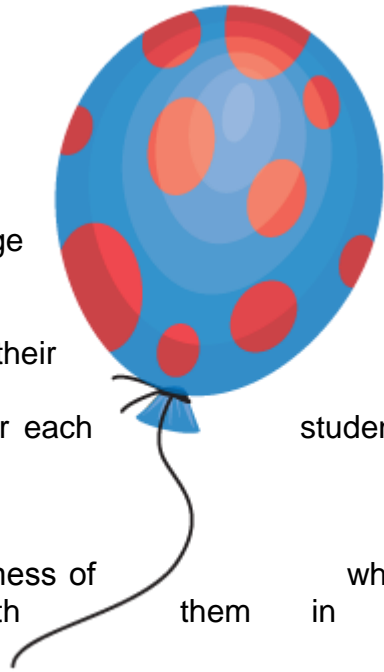
**By the end of this lesson students will be able to:**

- List what stresses them as well as 3 ways to manage their stressors in healthy ways

**Materials/Resources Needed:** Stress Balloons Worksheet for each student, pencils

#### Instructions:

1. The purpose of this activity is to increase students' awareness of what stressors they have in their lives as well as how to cope with them in a healthy way.
2. Begin by asking students, "What is stress?" After a brief discussion explain that stress is the nonspecific reaction of the body to any demand made upon it (adjust language to match your grade level.) Tell them that stress is natural and normal, it can be ‘good stress’ or ‘bad stress,’ but how you handle it will determine its impact. Let them know today they will learn some healthy ways to handle stress.
3. Have each student complete the Stress Balloons worksheet and list all the things that stress them (currently) in the balloons – big or small, good or bad.
4. Once all students have completed their balloons, ask for volunteers to share their answers.
5. Ask the students what are some of the positive ways they can cope with stress? Why are these ways effective? Then tell the students you are going to teach them two more healthy stress coping techniques – breathing and muscle relaxation.
6. Breathing Relaxation Technique: Say, “Sit in your chair with your feet on the ground. Take a deep breath in through your nose, and then blow it out of your mouth very slowly, like you are blowing up a big bubble gum bubble. Try to make a huge bubble by blowing out slowly.” Repeat deep breaths and blowing bubbles 3 times.
7. Muscle Relaxation Technique: This technique creates tension and then relaxation in a particular muscle group. Read the following to your students twice, using a calm voice,



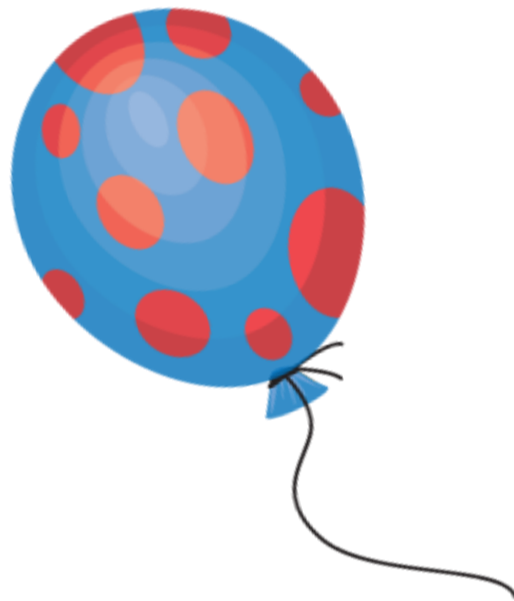


possibly with lights lowered and eyes closed: “Raise your eyebrows and wrinkle your forehead. Try to touch your hairline with your eyebrows. Hold for five seconds...and relax. Make a frown. Hold for five seconds....and relax. Close your eyes as tightly as you can. Draw the corners of your mouth back with your lips closed. Hold for five and relax. Open your eyes and mouth as wide as you can. Hold for five seconds...and relax. Feel the warmth and calmness in your face. Stretch your arms out in front of you. Close your fist tightly. Hold for five seconds...and relax. Feel the warmth and calmness in your hands. Stretch your arms out to the side. Pretend you are pushing against an invisible wall with your hands. Hold for five seconds...and relax. Bend your elbows and make a muscle in your upper arm. Hold for five seconds... and relax. Feel the tension leave your arms. Lift your shoulders. Try to make your shoulders touch your ears. Hold for five... and relax.”

8. Now that the students know 3 relaxation techniques – their own, breathing and muscle relaxation – which do they think they are most likely to try when working to pop their stress balloons? Why? Conclude by encouraging them to try a new technique over the coming week.

**Assessment:** Use student responses during the class discussion, their worksheet, and participation in the relaxation exercises to assess their level of participation.

**Common Core Standards/ESOL:** SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C1 Charts.



# My Stress Balloons







# Stress & Life Management Lesson: Secondary Grade Level

## Eat The Frog First!

**Grade Level:** Sixth through twelfth grade

**Duration:** 45 Minutes

**Title of Lesson:** Eat The Frog First!

**Essential Question:** What stresses me and how can I manage my stressors in a healthy way?

**By the end of this lesson students will be able to:**

- Define stress and understand healthy versus unhealthy coping mechanisms
- Prioritize healthy coping mechanism by doing what is most urgent first

**Materials/Resources Needed:** Identifying Stressors Worksheets, pencils

### Instructions:

1. The purpose of this activity is to increase students' awareness of what a stressor is, how to differentiate healthy versus unhealthy coping mechanisms and how to prioritize their own stressors so they can cope with them in a healthy way.
2. Begin by asking students, "What is stress?" After a brief discussion explain that stress is the nonspecific reaction of the body to any demand made upon it. Tell them that stress is natural and normal, it can be 'good stress' or 'bad stress,' but how you handle it will determine its impact. Let them know today they will learn some healthy ways to handle stress.
3. Board Exercise: write on the board "healthy" and "unhealthy." Explain the goal of any coping mechanism is to distract, avoid, or escape the stressor. Make a list with the students of healthy and unhealthy coping mechanisms for stress. Let them know today they will learn some healthy ways to handle their stress.
4. Explain that one of the greatest stressors for us is being overwhelmed, not by huge things, but by many little things that we have to deal with or accomplish. Prioritizing is an essential coping technique to avoiding being overwhelmed, and the feel of "I just can't do it all!" Ask students to complete the Identifying Stressors worksheet. Tell them, "take all the things that are stressing you and you have to get done and put each in its proper column - URGENT, IMPORTANT AND NOT (urgent or important). Once your list is complete start first with the urgent. It is our tendency to do things in the "not or important" list first, avoiding the urgent by procrastinating or becoming overwhelmed. At the bottom – list the one or two things that you have been dreading to do the most, but are most urgent to complete. These are the "frogs." To explain why we call these the "frogs" ask students to imagine you gave them a plate with three things they had to eat: a candy, a carrot, and a frog. What would they eat first? Last? Those things which we dread to do and procrastinate in completing become our "frogs." We must learn to "Eat the frog first!" – IE – do what you least want to do first. "Studies have shown that productivity goes way down as people procrastinate, and as the day wears on, they get less and less done, feeling worse and worse. When we eat the frog first and do what we dread and get it out of the way, productivity goes way up, as does job satisfaction and stress goes down."
5. Once all students have completed their Identifying Stressors worksheet, ask for volunteers to share how the experience was for them. Was it hard to identify their frog or were they aware of it all along? Have them imagine how they would feel right now if their

frog was completed. This is the feeling of relief from stress, encourage them to eat their frog as soon as possible and then give themselves a well-deserved pat on the back.

**Assessment:** Use student responses during the class discussion and their worksheet to assess their level of participation.

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts.





## Mental Math, Give Yourself an Attitude Adjustment



**Grade Level:** Sixth through twelfth grade

**Duration:** 45 Minutes

**Title of Lesson:** Mental Math, Give Yourself an Attitude Adjustment

**Essential Question:** What stresses me and how can I manage my stressors in a healthy way by changing my thoughts?

**By the end of this lesson students will be able to:**

- Define stress and understand healthy versus unhealthy coping mechanisms
- Increase the awareness of their thoughts concerning a stressor and how to alter these thoughts as a healthy coping mechanism

**Materials/Resources Needed:** Mental Math Role Play Scenarios cut up into five strips

### Instructions:

1. The purpose of this activity is to increase students' awareness of what a stressor is, how to differentiate healthy versus unhealthy coping mechanisms and how to prioritize their own stressors so they can cope with them in a healthy way.
2. Begin by asking students, "What is stress?" After a brief discussion, explain stress is the nonspecific reaction of the body to any demand made upon it. Tell them stress is natural and normal, it can be 'good stress' or 'bad stress,' but how you handle it will determine its impact. Let them know today they will learn some healthy ways to handle stress.
3. Board Exercise: write on the board "healthy" and "unhealthy." Explain the goal of any coping mechanism is to distract, avoid, or escape the stressor. Make a list with the students of healthy and unhealthy coping mechanisms for stress. Let them know today they will learn some healthy ways to handle their stress.
4. Explain that one of the best ways to manage and reduce stress is to focus on our thoughts. Our cognitions about any event increase or decrease our levels of stress. By becoming aware of these thoughts and managing them, we can greatly reduce our stress. Write on the board: A (Event) + B (Thoughts @ Event) = C (Resulting Emotion.) Explain that what you tell yourself/think about any event will most often determine how you feel. Give an example: if the same thing happens to 3 different people – will they react the same way? Say Joey tells Suzie he likes her shirt – she thinks he is making fun of her – how does she feel? Now Joey tells Tamara he likes her shirt – she thinks he wants to borrow money – how does she feel? Finally Joey tells Marie he likes her shirt – she thinks her shirt is great too – how does she feel?
5. Break the class into 5 groups and give each a scenario set (A, B and C) from the Mental Math Role Play Scenarios. Each group will have the same Action (A), but a different Thought (B) regarding the Action and in turn, a different Emotion response (C). Each team will have an opportunity to act out (without talking) their scenario (A, B and C) in front of the class. Give groups time to assign roles and practice acting out their scenario. Have each group act out the Action with Thought/Emotion sequence. The class must "guess" the Emotion and Thought represented. See and discuss how each group varied or were similar.
6. After the exercise, have the class discuss and relate experiences where they noticed that they Thought and in turn Felt differently than another person regarding an Action or stressful life event. Does this thought = emotions apply to all life circumstances? Is there any action in the world where everyone would react/feel exactly the same way?

**Assessment:** Use student responses during the class discussion and their role play participation to assess their level of understanding of key concepts.



**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E9 Role Play.

## Mental Math Role Play Scenarios

**A1 = You were rear ended in a car accident and have no insurance!**

B1 = Thank God the kids weren’t in the car!

C = Relief

**A1 = You were rear ended in a car accident and have no insurance!**

B2 = Yes! I hated this car, time for a new one!

C = Excitement

**A1 = You were rear ended in a car accident and have no insurance!**

B3 = What an idiot, how stupid can that guy who hit me be?!

C = Anger

**A1 = You were rear ended in a car accident and have no insurance!**

B4 = Oh well, no biggie, at least it wasn’t totaled.

C = Calm, Acceptance

**A1 = You were rear ended in a car accident and have no insurance!**

B5 = Oh my God, the baby is crying! Why is she holding her neck, has she been hurt?! What do I do?

C = Panic

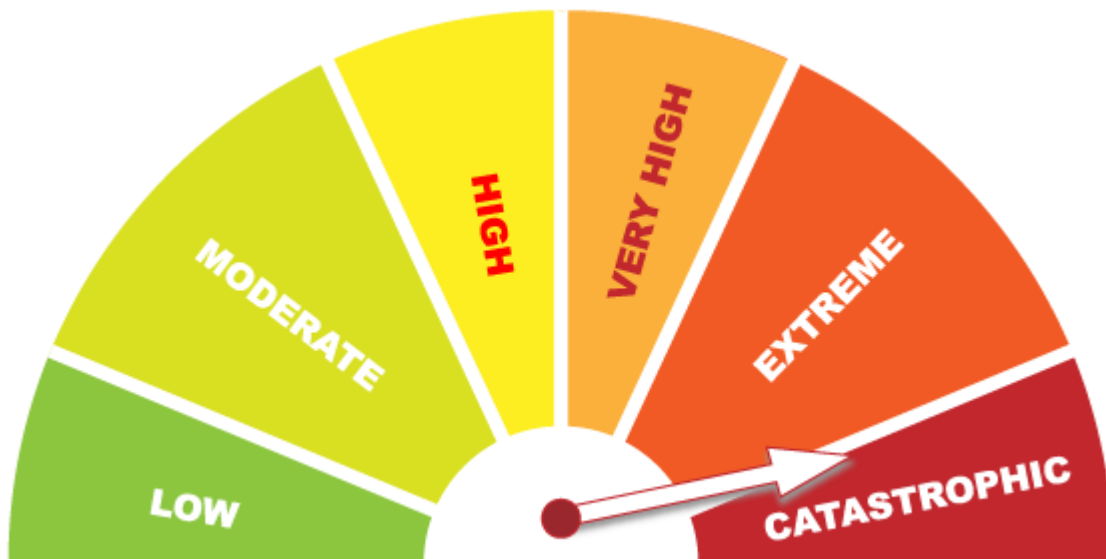
**Other optional role play scenario options more appropriate for younger participants:**

A2 = Being diagnosed with cancer.

A3 = Getting tripped and made fun of in the Cafeteria at school.

A4 = Having your girlfriend/boyfriend break up with you.

A5 = Having a disagreement and being punished by your parent.





# I Can Do It

## WORKSHEET

MY NAME

DATE

MY GOAL

I WILL REACH MY GOAL BY (DATE)

PERSON WHO WILL  
HELP ME TO REACH MY GOAL

TELEPHONE

1. I WANT THIS GOAL BECAUSE

2. IN ORDER TO REACH MY GOAL, I WILL HAVE TO

3. HERE IS MY PLAN FOR REACHING MY GOAL

### GOAL ELEMENTS:

The steps I will take in order to reach my goal by:

\_\_\_\_\_ DATE

### TIME

DATE

HOURS

MIN.

# Managing Your Time

*"I'm late! I'm late! for a very important date!"*

- Alice in Wonderland



**Time** is the only **non-renewable resource**. Once it's used it cannot be recycled. In the next year, you will have **8,760 hours** available to use. How you use them depends on **(1)** identifying your priorities (what's important to you); **(2)** making a schedule of commitments (writing them in your agenda); and **(3)** sticking to that schedule (managing your time).

## How can you manage your time so that you can better control your life?



**CONTROL YOUR LIFE BY LOOKING AT THE BIG PICTURE...TAKE TIME TO PLAN!**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SAT./SUN.
Basketball		Play opening 7:30	School Play	Science test School Play	Play closing & party
Music Club	Return library books		Track tryouts	Start job	Movie with friends
Hand in math assignment		Computer club	Dentist	Leadership mtg	

Enter **important events**, personal commitments, and **major assignment deadlines** in your agenda on the monthly calendar pages.

**PLAN - AND ENJOY - YOUR SUCCESS!**

Plan fun activities along with the “**must do**” responsibilities.

In your daily agenda space, enter your school activities **above** those taking place after school.

SCHOOL HOURS

Thursday  
DAY 5

*English - essay on The Chrysalids 5/02*

*Math - p. 173. #4, 6, 9 5/04*

*Science - bring rocks*

*P.E. - bring laces*

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*4:00 swimming practice*

*5:45 Math. p. 175 #2-7 5/05*

*7:00 watch Wheel of Fortune, make notes*

*7:30 practice oboe*

*8:30 Sci. - notes, Ch 11 samples 5/04*

*9:30 Eng. - read 2 editorials, make notes 5/02*

Always try to list events in the **order** in which they **occur**.

Show assignment **hand-in** and **due dates**.

You determine balance between **in-school** and **after-school** activities each day.

AFTER-SCHOOL HOURS

Check off each entry when **completed**.



**BREAK YOUR ASSIGNMENTS DOWN INTO MANAGEABLE PIECES**

ASSIGNMENT ELEMENTS	DATE	HOURS	MINUTES
<i>Write outline &amp; thesis statement</i>	<i>05/22</i>	<i>1</i>	<i>15</i>
<i>See Mrs. Rogers for approval</i>	<i>05/23</i>	<i>0</i>	<i>20</i>

Once you have identified the elements and given each one a **date** and **estimated duration**, enter them in your agenda, indicating the **due dates**:

Thursday  
DAY 5

*7:30 Eng. - Urban Violence. Write outline and thesis statement 5/22*

**MANAGING YOUR TIME**



## Physical Health and Wellness

Physical health and wellness refers primarily to the external and biological mechanisms of our health, whereas mental health and wellness refers more to the internal mechanisms of health. But the internal and external are inextricably linked, and improvement in one area certainly can lead to improvement in the other. The physical benefits of looking good and feeling terrific often lead to the psychological benefits of enhanced self-esteem, self-control, determination and a sense of direction (and visa versa).

Based on research, the most common physical health and wellness issues affecting teachers and the students they serve are: obesity, hunger, chronic disease, infectious disease and sexual and reproductive health. Therefore these are the primary areas we address with our prevention curriculums. Hopefully this will help students increase their sense of personal responsibility for caring for their own health on these key issues.

Below and Appendix II are lessons that can be utilized with primary and secondary students to help improve their physical health and wellbeing. Additionally, **Appendix II** is a workbook supplement for elementary and middle students entitled, “**The Road To A Healthy Body.**” To access more links and resources on health and wellness, go to <http://www.browardprevention.org/resources/health-wellness>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

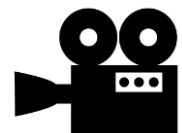
## HIV/AIDS/STIs & Abstinence

There are numerous myths that surround HIV/AIDS, and Office of Prevention’s goal is to replace them with facts. Broward County Public Schools has policies and procedures in place, which meet all state and district level mandates. In order for teachers to teach students about Family Life/Human Sexuality and HIV/AIDS, teachers must be trained.

A list of HIV/AIDS training dates is available through ESS or by calling the Office of Prevention at 754-321-2568. Once trained, teachers will have information about SBBC curriculum specific to grade level, know the exact guidelines concerning confidentiality and be better equipped to implement the curriculum with fidelity. Below, you will find additional information to supplement what is provided in the training.



**HIV/AIDS/STIs & Abstinence PSAs** in English, Creole and Spanish are available for download at: <http://www.browardprevention.org/hiv/>



## BCPS HIV/AIDS Related Questions & Answers



**What's the big deal about HIV and AIDS?** It's easy to think that AIDS and HIV are things for other people to worry about – gay people, drug users, people who sleep around; however, this is wrong. Whoever you are, wherever you live need, it is important to take the threat of HIV, the virus that causes AIDS, seriously. To be able to protect yourself, you need to know the facts, and know how to avoid becoming infected.

**Isn't it only a problem for adults?** HIV is a problem for young people, as well as adults. It is estimated that there were 2.5 million people under 15 living with HIV in 2009 and that one third of all new HIV infections are among people aged 15-24. Globally AIDS is the second most common cause of death among 20-24 year olds.

**What is the difference between HIV and AIDS?** Human immunodeficiency virus, or HIV, is the virus that causes Acquired Immune Deficiency Syndrome, or AIDS. The virus weakens a person's ability to fight infections and cancer. People with HIV are said to have AIDS when they develop certain infections or cancers or when their CD4 count is less than 200. HIV and AIDS cannot be cured. Although people with AIDS will likely one day die from an AIDS-related illness, there are ways to help people stay healthy and live longer. Having HIV does not always mean that you have AIDS. It can take many years for people with the virus to develop AIDS.



**How is HIV contracted?** HIV is transmitted via blood, semen, vaginal fluids and breast milk of an infected person. If infected blood, sexual fluid, or breast milk gets into your body, you can become infected. The most common way for this to happen is by having unprotected sexual intercourse with an infected person and/or sharing needles. People can also be born with HIV if their mother is infected. HIV can't be caught by kissing, hugging or shaking hands with an infected person and it can't be transmitted by sneezes, door handles or dirty glasses.

**Can a person get infected their first time?** Yes, the virus can be spread through vaginal, anal and/or oral sex if one of the partners is HIV positive.

**What are ways to avoid contracting the virus?** Abstinence is the only 100% effective way to protect oneself from contracting the virus. Abstinence not only means sexual abstinence, but also abstinence from engaging in high-risk behaviors such as the use of drugs and alcohol. The use of latex or poly-urethane condoms can provide protection; however, condoms are not 100% effective at preventing the spread of HIV and other Sexually Transmitted Infections (STI's).

**How can I tell if someone is infected with HIV?** There is no way to tell just by looking at someone whether they are infected with HIV. Someone can be infected but have no symptoms and still look perfectly healthy. They might also feel perfectly healthy and not know themselves that they are infected. The only way to know if a person is infected or not is if they have an HIV test.





**How can someone get tested?** A person age 13 or older can be tested without parental consent. The Broward County Health department provides testing. One can also visit [www.hivtest.net](http://www.hivtest.net) for a list of testing sites in your area.

## World AIDS Day is December 1<sup>st</sup>

Every year on December 1, Broward County Public Schools and its partners observe World AIDS Day to raise awareness of the global impact of HIV/AIDS. We recognize the success to date of global and domestic programs and commit to save more lives. An estimated 1.1 million people are living with HIV in the United States. Of those, as many as 1 in 5 people are unaware of their HIV infection. We encourage HIV testing because finding new HIV infections means people can get lifesaving treatment and can take steps to protect their loved ones from being infected.

On World AIDS Day, we pay tribute to the millions of people living with HIV/AIDS in the United States and around the world, and the millions of people who have been tested for HIV. To learn more and access lesson plans, go to:

[www.browardprevention.org/resources/health-wellness/hivaids-education/world-aids-day/](http://www.browardprevention.org/resources/health-wellness/hivaids-education/world-aids-day/)



### **Suggested activities to observe World AIDS Day are:**

- Set aside class time for a special lesson or speaker on HIV/AIDS or start a peer education program
- Plan a special session for parents to learn about talking with children and teenagers about HIV/AIDS
- Obtain or create a website, brochure or DVD for teaching students and parents the facts about HIV/AIDS
- Invite a person living with AIDS or health care worker to come and talk to students about HIV/AIDS
- Create a special HIV/AIDS writing assignment for December 1 (or any day): essay, poem, book report, brochure, poster, or research report
- Obtain public service announcements about HIV/AIDS and air over the school's public address system or cable TV program.
- Distribute red ribbons and information about HIV/AIDS at an exhibit set up in the school.
- Make a long-term commitment to develop and support HIV prevention education in the context of comprehensive school health education
- Form a youth rap, dancing, singing, band or theater group that dedicates performances to those affected by HIV/AIDS
- Have older students from the local high school, trained in HIV/AIDS, talk to junior high or elementary school students
- Bring AIDS Memorial Quilt to your school.
- Role play to make students aware of discrimination associated with HIV/AIDS
- Create a board game, quiz or game show on HIV/AIDS facts that can be used in class

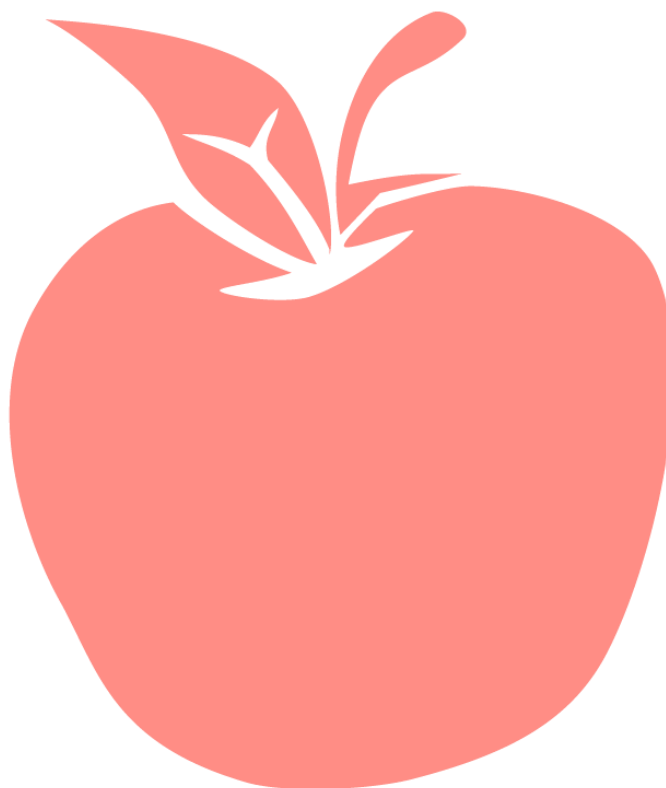
## Nutrition/Exercise



Based on research, the most common physical health and wellness issues affecting teachers and the students they serve are: obesity, hunger, chronic disease, infectious disease and sexual and reproductive health. Optimal physical wellness is developed through the combination of beneficial physical activity/exercise and healthy eating habits.

Below and Appendix II are worksheets that can be utilized with primary and secondary students to help improve their physical health and wellbeing as it related to nutrition and exercise. Additionally, **Appendix II** is a workbook supplement for elementary and middle students entitled, “**The Road To A Healthy Body.**” To access more links and resources on health and wellness, go to <http://www.browardprevention.org/resources/health-wellness>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

Also available are colorful booklets from SAMHSA (<http://www.bblocks.samhsa.gov/store/default.aspx>) featuring likeable characters who encourage children to play outside and exercise, eat healthy meals and snacks, and discover the world around them. Activities throughout the book let children show all of the things that they can do, too! Use this oversized, colorful book in the classroom or send it home to engage young children in reading, problem-solving, and making healthy decisions.



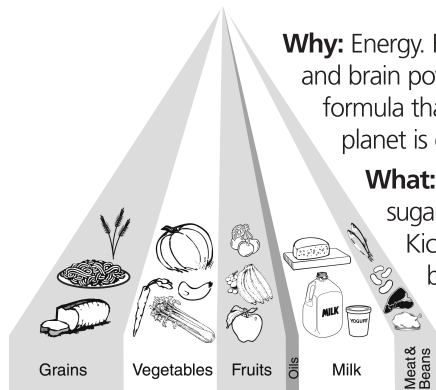
# Health: Quick 4-Minute Guide

## THE QUICK FOUR-MINUTE WHY-WHAT-WHEN-WHERE-HOW GUIDE.

Eat your veggies! Drink your milk! It's bedtime, NOW! Why don't you walk? Go play outside! If you've heard these phrases (or something like them), someone cares about your health.

### FOOD

#### YOU EAT IT; YOU NEED IT.



**Why:** Energy. Food in = movement and brain power out. It's a simple formula that every creature on the planet is designed to follow.

**What:** Get "grained." Eat less sugar and more good food. Kick your bad eating habits by replacing them with smarter choices.

**When:** Start right. Skipping breakfast is like running a race without your track shoes. Snack throughout the day and eat smaller portions more often, rather than eating larger meals less frequently. Keep your body's energy level even-keeled.

**Where:** When you follow "what" you'll hit the fast food places less and rediscover the vegetable crisper in your and your friend's refrigerator. (Carrots are really good for your eyesight!)

**How:** No lessons needed here. Save starving for a day that won't come and just chew with your mouth closed!

Check out the USDA interactive pyramid at [www.MyPyramid.gov](http://www.MyPyramid.gov).

### SLEEP

#### GO TO SLEEP, CLOSE YOUR EYES ...

**Why:** Growth hormones kick into high gear when your peepers are sleeping. Close them when people (like your teachers) don't mind seeing your eyelids. You'll be in a better mood with more shut-eye too.

**What:** Sleep makes you more alert. Your body just plain needs a recharge every day. Maybe that's why it gets dark so often...

**When:** You need your beauty sleep even if you have a shot with a modeling agency. The more hours you sleep before midnight, the better your body recharges.

**Where:** Bed and blanket is best. Turn off the TV and let your brain create nighttime images.

**How:** Avoid that glazed look in class and dark bags under your eyes by closing them for nine or ten hours every night. Because you are still growing (you are!), your body needs more rest than the regular stressed out person.



### EXERCISE

#### JUST MOVE IT.

**Why:** Bodies were made to move. (If they weren't you probably couldn't touch the middle of your back with your pinky finger, or make a clean get away from that loud neighbor dog.)

**What:** Swim, stretch, Pilates, martial arts, lift weights, skip, jog, walk, row, you name it. Check out internet sites and the piles of books and magazines on exercising and healthy living. There's no excuse for exercise ignorance.



**When:** Whenever as long as "now" is part of it. Why wait? Discover what time you are most motivated to get going. First thing in the morning? Early afternoon? Late night? All through the day? That time is your best exercise time.

**Where:** Wherever. Start a routine or join a team. Whatever gets your heart pumping and body moving is going to be good for your body, heart, soul, and mind. Even if you just increase your pace on things you do everyday ... or take the stairs instead of the elevator...

**How:** However you can. Start big or start small, just don't let yourself NOT start at all. Just move it.

# Workout Tracker



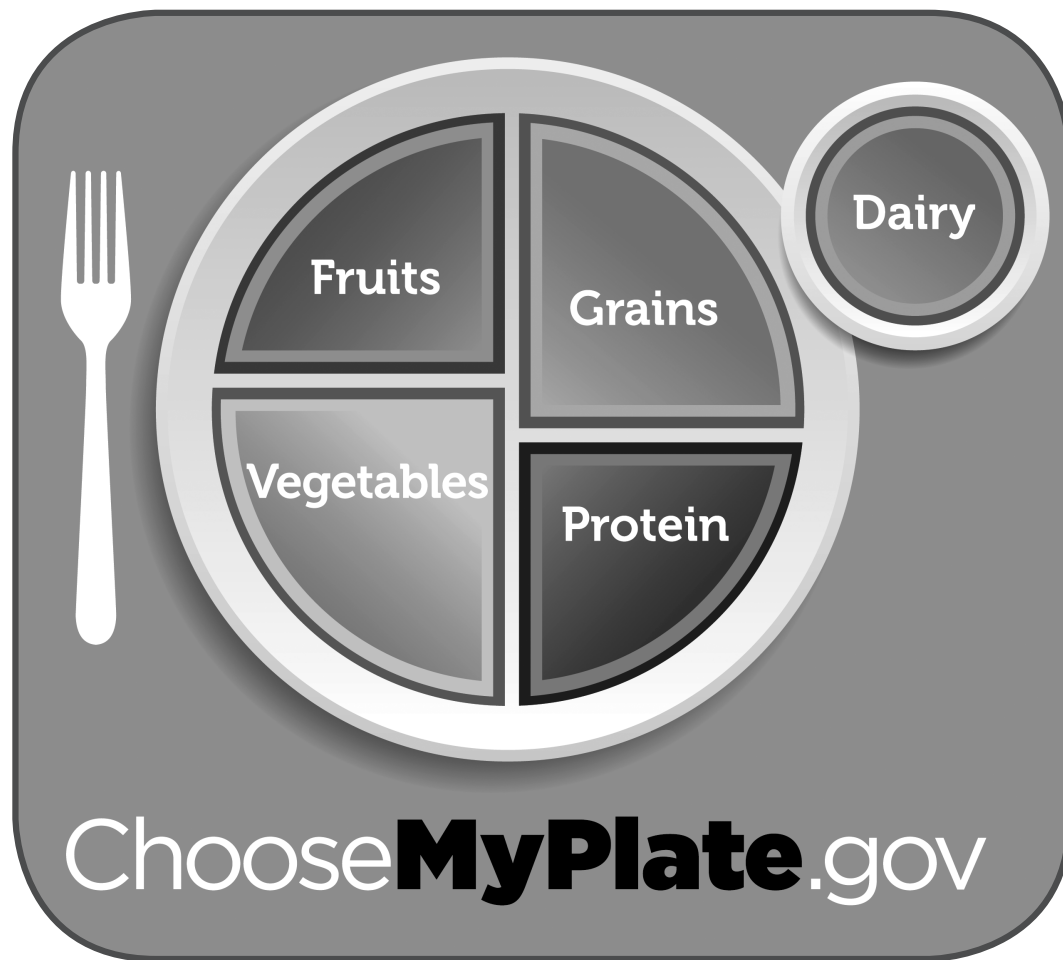
Resting Heart Rate: \_\_\_\_\_  
 Blood Pressure: \_\_\_\_\_

Week of: \_\_\_\_\_ — \_\_\_\_\_ Year: \_\_\_\_\_

Cardio	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Recovery Heart Rate							
Exercise							
Time							
Level							
Distance							

Weight Training	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Number/Reps/Weight							
Muscle(s) Worked							
Number/Reps/Weight							
Muscle(s) Worked							
Number/Reps/Weight							
Muscle(s) Worked							
Number/Reps/Weight							
Muscle(s) Worked							

# Food Guide - Choose My Plate



**Take action** on the Dietary Guidelines by making changes in these three areas. Choose steps that work for you and **start today**.

## PORTIONS COUNT

- Eat smaller portions while still enjoying your food.
- Avoid oversized portions.

## GOOD THINGS TO EAT

- Make at least half of your meal fruits & vegetables.
- Eat whole grains regularly.
- Choose a reduced-fat or fat-free milk.

## FOODS TO AVOID

- Avoid foods that are high in sodium.
- Avoid sugary drinks; drink more water!

**One size doesn't fit all.** The ChooseMyPlate Plan can help you choose the foods and amounts that are right for you.

- For a quick estimate of what and how much you need to eat, visit the ChooseMyPlate Plan ([choosemyplate.gov/myplate/index.aspx](http://choosemyplate.gov/myplate/index.aspx)) and enter your age, sex, and activity level.
- For a detailed assessment of your food intake and physical activity level, visit the MyPyramid Tracker ([mypyramidtracker.gov](http://mypyramidtracker.gov)).
- Use the advice inside ChooseMyPlate ([choosemyplate.gov](http://choosemyplate.gov)) to help you
  - Make smart choices from every food group.
  - Find your balance between food and physical activity, and
  - Get the most nutrition out of your calories.



<b>GRAINS</b> Make half your grains whole	<b>VEGETABLES</b> Vary your veggies	<b>FRUITS</b> Focus on fruits	<b>MILK</b> Get your calcium-rich foods	<b>MEAT &amp; BEANS</b> Go lean with protein
Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day  1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or ½ cup of cooked rice, cereal, or pasta	Eat more dark-green vegetables like broccoli, spinach, and other dark leafy greens  Eat more orange and red vegetables like carrots, sweet potatoes, and tomatoes  Eat more dry beans and peas like pinto beans, kidney beans, and lentils	Eat a variety of fruit  Choose fresh, frozen, canned, or dried fruit  Go easy on fruit juices — look for 100% fruit juice	Go low-fat or fat-free when you choose milk, yogurt, and other milk products  If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages	Choose low-fat or lean meats and poultry, or processed soy products  Bake it, broil it, or grill it  Vary your protein routine — choose more fish, beans, peas, nuts, and seeds  Have at least 8 oz. of cooked seafood a week

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to [MyPyramidTracker.gov](http://MyPyramidTracker.gov).

Eat 6 oz. every day	Eat 2½ cups every day	Eat 2 cups every day	Get 3 cups every day; for kids aged 2 to 8, it's 2	Eat 5½ oz. every day
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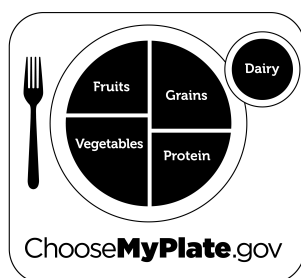
### Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be at least moderately physically active for at least 30 minutes most days of the week, or at least 2½ hours per week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



### Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, *trans* fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.





# VIOLENCE PREVENTION

*"You cannot prevent  
the birds of sadness  
from passing over  
your head, but you  
can prevent their  
making a nest in  
your hair."*

*-Chinese Proverbs*

# Violence Prevention



Providing education and awareness on violence prevention is imperative to promoting the academic success of our students – that is why it is our prevention strand #4. Students cannot learn if they do not feel safe. To learn more on this topic and its resources, go to [BrowardPrevention.org](http://BrowardPrevention.org).

OPP's recommended prevention lessons related to violence prevention are:

- **Bullying: Anti-Bullying Policy 5.9, No Name Calling Week, The ABC's of Bullying Prevention**
- **Choose Peace Stop Violence Week**
- **Conflict Management/ Peer Counseling**
- **Dating Violence, Policy 5010**
- **Diversity: LGBTQ, Gay Straight Alliance, Day of Silence**
- **Internet Related**
- **Suicide Prevention**

More resources are available on this topic at [BrowardPrevention.org](http://BrowardPrevention.org), Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html>, and the "Prevention Programs" CAB Conference located within Learning Communities (see Instructional Resources).

## Bullying

The Office of Prevention Programs believes that anyone can make a difference in a student's life. For this reason we work to provide as many resources as possible to make informed decisions about ways that you can effectively prevent and intervene in bullying.

We offer a number of avenues for schools to enhance their efforts toward creating safer and more respectful schools. The effectiveness of the type of intervention often relates to its comprehensiveness and the amount of time and/or effort the school is able to dedicate into incorporating them into already existing structures. Examples include:

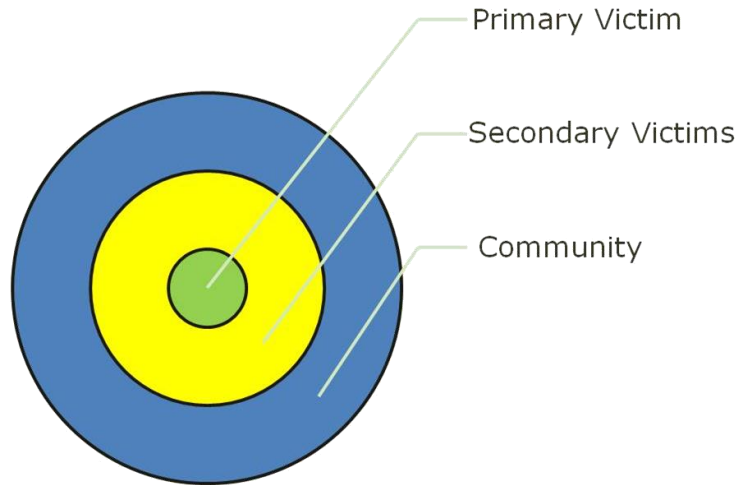
- One lesson **Anti-Bullying Policy 5.9 Training Modules**
- Three lessons per grade level **ABC's of Bullying Prevention** (see below)
- Eight-ten lesson proven program, **Get Real About Violence**, which is located in the "Prevention Programs" CAB Conference located within Learning Communities (see Instructional Resources)





Further links and website resources, information on proven programs, downloadable documents, curriculum and links to relevant webpages, articles, videos and books are available at [BrowardPrevention.org](http://BrowardPrevention.org) or Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html>

## Anti-Bullying Policy 5.9



The Schools Board of Broward County, Florida expressly prohibits bullying, or cyberbullying, by or towards any student or employee through its Anti-Bullying Policy 5.9. What affects one of our students, affects all of us in our community. Academic success can only be achieved in environments where students feel safe and respected. The policy, which was adopted in 2008, was designed by the District’s Office of Prevention Programs, under the Safe Schools Healthy Students Grant initiative, to help ensure all of our students and staff can feel safe and respected while attending school. The Anti-Bullying Policy 5.9 is available for review along with the Anti-Bullying Training Modules at: <http://www.browardprevention.org/anti-bullying/anti-bullying-policy-59/>

## No Name-Calling Week: January

No Name-Calling Week (NNCW) is an annual anti-bullying, violence prevention observance that schools can use to help in their positive school culture efforts. It normally occurs in the last week of January. During NNCW, educators and students across the nation take part in the effort to end name-calling and bullying in school. NNCW information, planning tips, lesson plans and promotional materials are available now online at [NoNameCallingWeek.org](http://NoNameCallingWeek.org), in the SBBC “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).



# abc's of bullying prevention

**attitude + behavior = change**

Key concepts/lessons for each grade level: What is the problem? Why should I care? What can I do about it?  
**What you need... to stop bullying.**





**How do I use the ‘ABC’s of Bullying Prevention’ lessons?**

The ABC’s of Bullying Prevention contains three lessons for every grade level. Each grade lesson is different, but contains the essential three concepts regarding bullying that students must understand in order for their Attitude and Behavior to Change: **A**ttitude + **B**ehavior = **C**hange

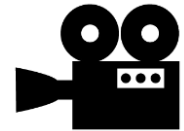
**The key concepts/lessons for each grade level are:**

1. What is the problem?
2. Why should I care?
3. What can I do about it?

Without all 3 concepts, it is highly unlikely students will act to intervene and report when bullying occurs. The three grade lessons are designed to be taught each year, at each grade level, over the school life of each Broward County student. At the end of the ABCs lesson planner, there is a helpful Day/Period Planner worksheet to assist you in scheduling your yearly bullying prevention lessons.

Before beginning any lesson, please ensure you set ground-rules, as the topic of bullying is a sensitive one and involves the safety of our students. Some basic ground rules to set would be: confidentiality (no names – “I know someone who...”), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, we can agree to disagree, etc.

You will notice the camera icon for videos in some of the lessons. These videos are available at [www.browardprevention.org](http://www.browardprevention.org) and we recommend you download them prior to beginning the lesson. An additional supplement you may choose to use is the Anti-Bullying Policy 5.9 training module video (about 10 minutes). It is for grades four to twelve and it addresses the Broward County Public School’s Anti-Bullying Policy and procedures. This video and the along with parent and teacher training videos can be found at [www.browardprevention.org/anti-bullying/anti-bullying-policy-59/anti-bullying-training-modules/](http://www.browardprevention.org/anti-bullying/anti-bullying-policy-59/anti-bullying-training-modules/)



**What is the basic knowledge I need to teach bullying?**

Below is the basic definitions and concepts that are key to bullying prevention. The lessons reference back to these pages/concepts at different points.

**Bullying Defined**

*Bullying* is the systematic and chronic infliction of physical hurt or psychological distress. It is further defined as: unwanted purposeful written, verbal, nonverbal, or physical behavior, including but not limited to any threatening, insulting, or dehumanizing gesture, by an adult or student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long term damage; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation, is carried out repeatedly and is often characterized by an imbalance of power. Bullying behavior can be *by* a person or group, and *to* a person or a group.



of

In Broward County Schools Anti-Bullying Policy, when investigating and determining bullying, the behavior has to have ALL the following three RIP elements:

- **R** – Repeated (more than once)
- **I** – Imbalance of Power (physical, social, economic, racial, etc.)
- **P** – Purposeful (this refers to the intent to harm, have been told or know their action is hurtful or unwanted)

### Types of Bullying

There are 3 TYPES of bullying: verbal, physical, and mental (or emotional.)

1. **Verbal bullying includes:** calling names, gossiping, threatening, and making fun of someone among other things
2. **Physical bullying includes:** hitting, punching, tripping, taking or damaging the belongings of another person, and pushing among other things
3. **Mental bullying includes:** exclusion, rumor spreading, and cyber-bullying among other things

Another way that bullying can be differentiated is by it being either direct or indirect:

- **Direct Bullying** includes ongoing face to face behavior such as verbal threats or physical harm.
- **Indirect Bullying** consists of ongoing acts such as relational bullying (spreading rumors or excluding someone from a group) or cyberbullying.

**Cyber-bullying** (a form of mental bullying) is defined as the intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. It most often occurs on social networking sites, such as Facebook, MySpace, chat rooms, etc. and on other Web-enhanced channels, such as text messaging, blogs and message boards.



**Effects of Cyber-bullying:** Cyber-bullying can cause significant emotional damage, such as fear, loneliness, depression, suicide, failing grades, and a desire for revenge. Research shows it can be more damaging than face-to-face bullying, because:

- It has a much longer duration (can be available for up to 50 years)
- There is no escape into the safety of your own home
- It has greater audience impact since it is both local and global
- It seems like the aggressors are many in number, when there may only be 1 person
- It is very difficult to stop due to its anonymity and viral nature

**Sexting** is defined as using any electronic device, including cell phones, to send or receive sexually explicit texts, pictures or other materials. It can be used to cyberbully.

**Effects of Sexting:** Sexting can have all the same damaging effects as cyberbullying, as well as additional legal consequences:

- There are federal and Florida laws including prison sentences and designation as a sex offender for those distributing and/or possessing sexually explicit pictures of minors.
- Minors will not be found guilty if they did ALL 3 of the following: (1) did not solicit the image, (2) did not transmit the image, and (3) tried to report the image to an adult.

- Be aware that most high school seniors will reach the age to be considered an adult, not a minor, in the criminal justice system, where the consequences are more severe for these offenses.

**Dating and Relationship Violence:** This abuse has similar dynamics to bullying – the use of power to control and hurt another who is unable to defend him/herself. It can come in the forms of physical, verbal, mental, sexual and/or financial abuse.

**Facts About Dating and Relationship Violence:**

- Only about 33% of girls who have been in or known about an abusive relationship said they told anyone
- Boys are equally likely to be victims of dating and relationship violence, although they are much less likely to tell anyone

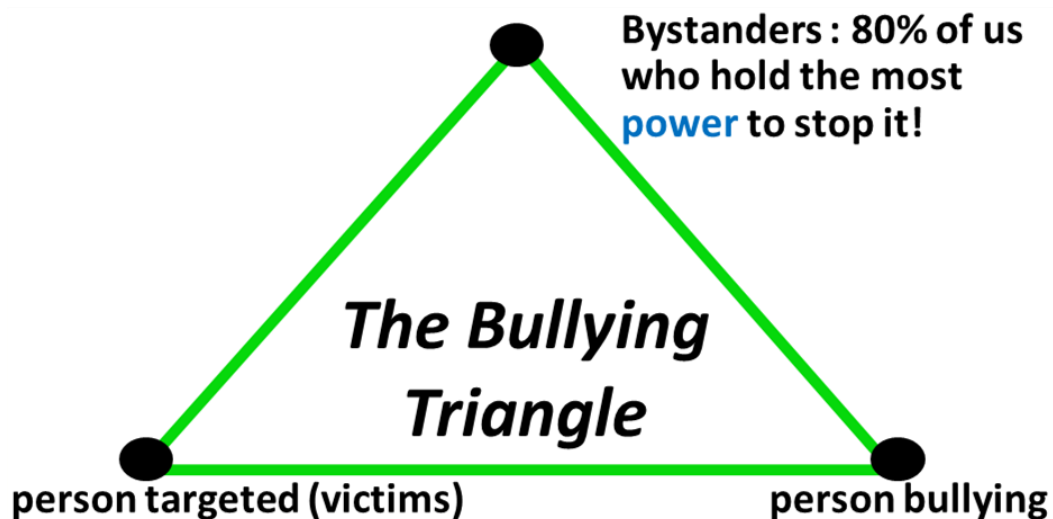
**Sexual Harassment:** is defined in the Student Code of Conduct as “taking part in physical acts of a sexual nature, engaging in sexual harassment, or offending others by indecent exposure. Using insulting, profane, racially or sexually offensive written or oral language, or making obscene remarks and gestures. Harassing others because of physical appearance or for any other reason.”

**Facts About Sexual Harassment:**

- Sexual harassment is a misuse of power and control, not flirtation or love
- Both males and females are targets of sexual harassment
- Sexual harassment can occur at school, at work, in an extracurricular activity, with an older dating partner, or any relationship where there is an imbalance of power
- Unlike bullying, sexual harassment can occur only once

**The Bullying Triangle**

There are three parties involved in most bullying situations – therefore we refer to it as the bullying triangle. The parties are the person targeted, the person bullying and the person bystanding. In most circumstances, one out of ten students are targeted, one out of ten bully, and eight out of ten are bystanders.



**Bystanders:** While there are variations as to the definition of the bystander, a bystander can be an active and involved participant in the bullying or a passive witness. Bystanders are the majority of us – both students and staff. Research shows the reaction of the bystander can add to or diffuse a bullying situation. Often the person bullying is motivated to continue bullying because they seek the approval and attention from their peers. When the bystanders condone this behavior or fail to act, they are giving power to the person bullying. But when bystanders directly and/or indirectly intervene, it has been shown to stop the bullying behavior with great success. The bystanders hold the POWER to stop bullying both in their numbers as the majority and by their action to stop the aggression by removing their support of the violence. They set the tone and culture within a school as to what is acceptable.

How bystanders react to bullying changes over time as students move from Elementary to Middle to High: Elementary – authority driven, will tell teacher; Middle (highest rates of suspension and violence) – will rarely tell or do anything for fear of being “different” and not knowing what is normal or how to respond; High – may fight, will ignore, and more likely to disapprove of “mean” kids.

#### **Why bystanders do not intervene?**

- Fear being seen as a “snitch”
- Fear of becoming next target
- Fear of trying to help and making it worse
- Fear of losing friends
- Fear they’ll have to prove allegations, and it’s hard to prove
- Fear of trusting authority figures to do the right thing
- Hope that the situation will resolve itself
- Belief that it is someone else’s responsibility

**Person Bullying:** The person bullying is the perpetrator/instigator of the violent behavior.

#### **Why do they bully?**

- Want attention
- Desire popularity/status/power through domination
- May seek to relieve boredom, or have a drive for excitement and drama
- Have impulse control problems
- Want revenge or retaliation
- May be acting out hurt/anger/pain from other areas of life
- Feel peer pressure, think everyone does it and it’s “normal”

**Person Targeted:** The person targeted is the recipient of the bullying behavior. They:

- Feel helpless to stop it: targets are often selected because there is an imbalance of power between themselves and the person bullying
- Hope that it will stop on its own if they ignore it, but it often escalates
- Fear that they will make the situation worse if they tell so never get help
- Fear that they have no support and that peers/bystanders support the abuse
- Desire to save face and not appear vulnerable in front of peers

### How to Report Bullying Anonymously:

- Drop a note in the school's Anonymous Reporting Box
- Text "SBBC"-space-plus the text message to CRIMES (274637)
- Email SIU at [school911@browardschools.com](mailto:school911@browardschools.com)
- Call SIU's Silence Hurts Tip Line (754)-31-0911



### Effects of Bullying

**Myth:** It's not hurting *me*. **Truth:** Bullying hurts everyone.

#### Damaging Effects of Bullying on Those Targeted:

- Miss school out of fear
- Have trouble studying
- Reduced academic success
- Trouble sleeping
- Depression
- Wanting revenge
- Suicidal thoughts

#### Damaging Effects of Bullying on Those Who Bully:

- More likely to drop out of school
- More likely to have criminal charges against them
- More likely to have substance abuse issues
- May perpetuate adult family violence as adults

#### Damaging Effects of Bullying on Bystanders

- Feel frightened that bullying might happen to them
- Feel guilt for not helping the person targeted
- May feel a loss of hope
- May experience a loss in school connectedness
- May feel a loss in belief that adults have the power to help
- May develop a loss of empathy for the target
- May lose feelings of self-worth
- May develop a dislike or avoidance of school, have difficulty concentrating

### Safe Ways for Bystanders to Intervene In Bullying Situations

Students often feel the only way to stop bullying is to jump into the middle of it. This is not what we recommend. Bullying can be intervened with directly or indirectly. It is always safest to intervene early, before the violence has a chance to escalate. Safety is priority!

#### Indirect Bullying Interventions:

Toward the person bullying:

- Do NOT encourage
- Ignore
- Walk away, encourage other to walk away with you

Toward the person targeted:

- Say something nice
- Invite them to join you for lunch
- Say "Hi," especially if they are new students





- Anonymously report: Drop a note in the school's Anonymous Reporting Box, Text "SBBC"-space-plus the text message to CRIMES (274637), Email SIU at school911@browardschools.com, Call SIU's Silence Hurts Tip Line (754)-31-0911

### Direct Bullying Interventions:

Toward the person bullying:

- Show your displeasure
- Say something like "That's not cool."
- "Let's NOT...."
- "Stop, you're better than that."
- Distract—change the subject or suggest a better idea
- Say NO and exit

Toward the person targeted:

- Help targeted student leave the situation
- Offer to go with them to get help

Remind students that most bullying is about increasing popularity. The person bullying thinks their behavior makes them popular, and is wanted by the bystanders. If bystanders do nothing they are making that person more powerful and condoning the abuse.

### Why Don't All Bystanders Intervene?

Fears/Myths Preventing Bystanders from Intervening	Facts
Fear of being seen as a "Snitch"	We tell to help; heroes tell
Fear of becoming the next target	If bullying is allowed, it increases and we are all more likely to be hurt
Fear of trying to help and making it worse	Any help is wanted help—targets forever remember those that try to help them
Fear of losing friends	We respect and prefer to be with those students who offer help
Fear of having to provide proof	It is not about "proving" for punishment, but about helping and stopping it
Fear of trusting authority figures	There is always one teacher or adult we value and trust who will help
Belief that the situation will resolve itself	Unaddressed behaviors will continue or escalate
Belief that it is not their responsibility	We are part of the problem and we are part of the solution—we hold the power to stop bullying!

# ABC's of Bullying Prevention: Kindergarten

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Kindergarten

**Duration:** 30 Minutes

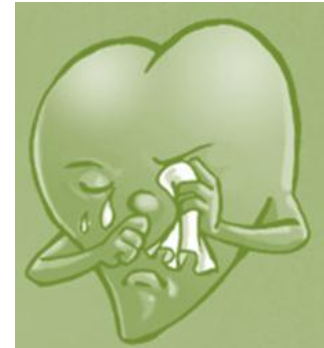
**Title of Lesson:** What Is The Problem?

**Essential Question:** What are the different types of bullying?

**By the end of this lesson students will be able to:**

- Verbally express the definition of bullying
- Describe the different types of bullying
- Tell who is a part of the bullying triangle and who within the triangle has the most power to stop bullying

**Materials/Resources Needed:** Scenarios



### Instructions:

1. Assemble the students in a semi-circle.
2. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
3. Discuss the different types of bullying with the students (physical, verbal, and mental.) Refer to page 123 for more information on types of bullying.
4. Explain that you'll be reading them three scenarios, and they'll have to identify which type of bullying it is according to what they learned today.
5. Write each type of bullying on the board as a visual prompt.
6. Read a scenario. Afterwards, ask the students: "Which type of bullying was represented in this scenario?" Discuss and clarify the information as needed. Cover all three scenarios.
7. To prompt for higher order thinking, you may ask: "How could you tell it was \_\_\_\_\_ type of bullying?"
8. Explain there are several people involved in bullying. There is the person bullying, the person targeted, and the bystanders. Refer to page 124 for more information on the bullying triangle.
9. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

**Assessment:** Check for understanding through the different scenarios.

**Common Core Standards/ESOL:** SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it. What type of bullying is this?

**Scenario #2:** A week ago Allie got a new haircut, and since then, a group of girls at her school have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day. What type of bullying is this?

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been three days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they just ignore him and pretend he's not there. What type of bullying is this?

**Teacher Answer Key:**

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it.

**R:** It happened every day during lunch. If it happened twice, it would be enough to meet the repeated requirement.

**I:** AJ is older and thus may have more power. Imbalance of power can also include who has more friends, or different personality types. For example AJ is loud and Junior is shy and quiet.

**P:** Junior asked him to stop, and AJ did not. This shows that AJ knew it was unwanted behavior and it was hurting in some way. Junior continued to be hurtful on purpose.

**Scenario #2:** A week ago Allie got a new haircut, and since then, a group of girls at her school have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day. The girls didn't stop and continued to make fun of her.

**R:** The incident started a week ago, and it is implied that it has happened several times since then. Even if an incident happened in the morning and on the same day another incident happened in the afternoon, it would be considered repeated.

**I:** A group of girls has more power than a single girl; this is called social status or social power.

**P:** Allie told the girls it hurt her feelings and they continued to make fun of her. They knew she did not like it and they continued to be hurtful on purpose.

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been three days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they just ignore him and pretend he's not there.

**R:** It has happened three days in a row.

**I:** Carlos is new to the school and doesn't have any friends. Having more friends than another student and using that to be hurtful is an imbalance of power.

**P:** The boys are ignoring Carlos on purpose. Carlos has made several attempts to get their attention but they chose to continue the ignoring behavior anyway.

## **ABC's of Bullying Prevention Lesson 2**

**Grade Level:** Kindergarten

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson students will be able to:**

- Identify the participants in the bullying triangle
- Reflect on the effects of bullying on each participant in the bullying triangle

**Materials/Resources Needed:** Bullying Triangle Worksheet, Bullying Story

**Instructions:**

1. Review with the students the RIP (repeated, imbalance of power, and purposeful) definition of bullying. Refer to page 122 for more information on RIP.
2. On the board, draw a triangle and label it “Bullying Triangle.”
3. Hand each student a Bullying Triangle Worksheet.
4. Ask the students who they think is involved in bullying. Guide their responses and label each corner as person bullying, person targeted, and bystanders. Refer to page 124 for more information on the bullying triangle. Have them label their individual worksheets too.
5. Explain to students that you will be reading them a short story, and you want them to pay attention to how each person in the bullying triangle got hurt.
6. Read the bullying story.
7. Prompt students to identify the three participants in the bullying triangle within the story.
8. Ask students how bullying hurt the targeted person, the bystanders, and the person bullying.
9. Conclude the activity by reinforcing the message that bullying hurts everyone in the bullying triangle.



**Assessment:** Check for understanding through the discussion after the bullying story.

**Enrichment (Optional):** Read the bullying story and have students identify the type of bullying that took place (verbal, physical, or mental.)

**Common Core Standards/ESOL:** SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. A15 Use Simple, Direct Language; C6 Labeling; FI Activating and/or Building Prior Knowledge; F7 Read Aloud; F11 Summarizing.

**Bullying Story:**

My name is Mike and I’m in kindergarten. CJ is a girl in my class. She hangs out with her friends by the swings during recess. Any time someone gets near the swings, she uses her mean voice and says things like, “the swings are not for babies” or “you can’t play with us.” Everyone in the class is a little scared of her. It doesn’t feel nice when she acts mean.

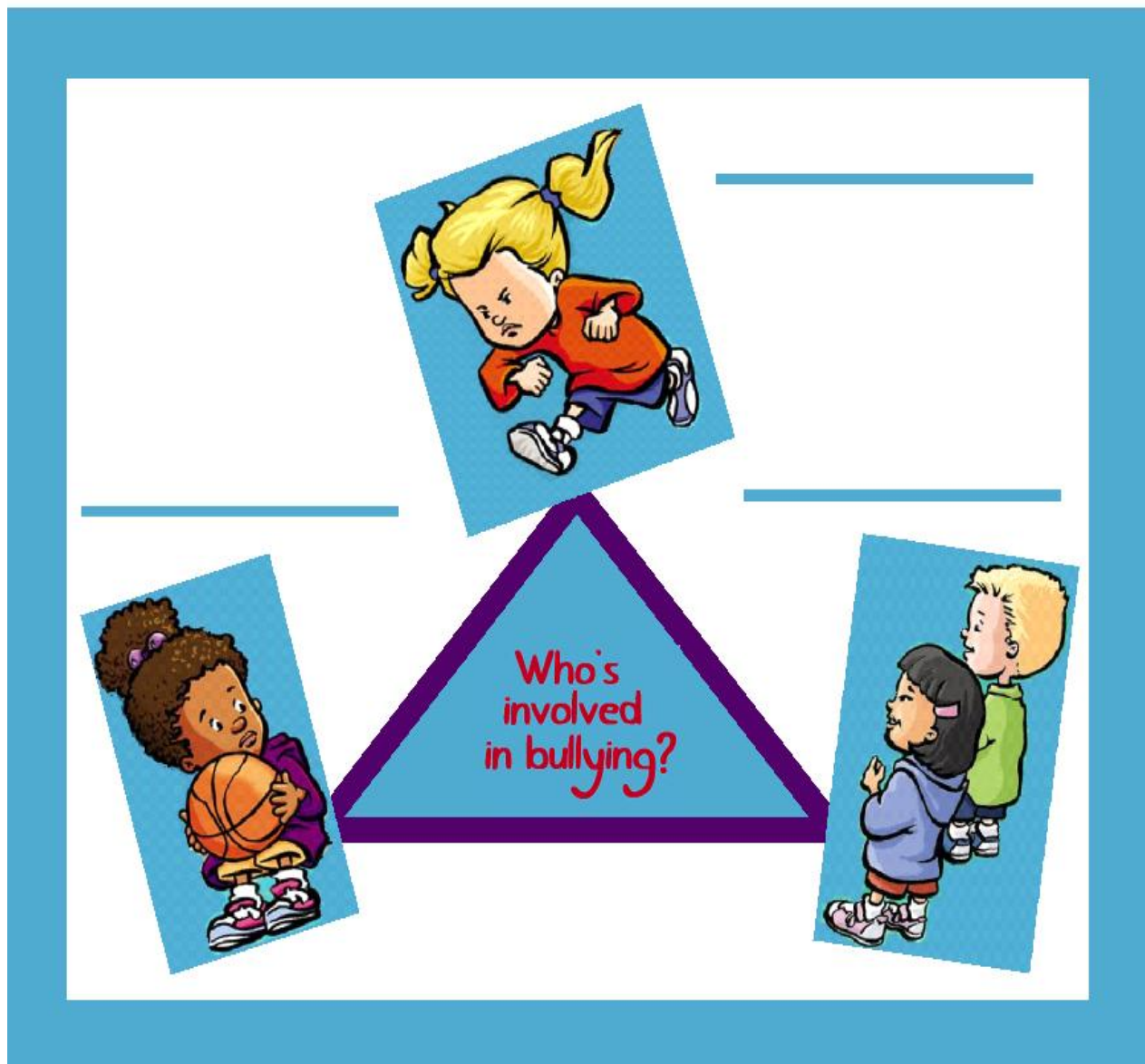
During art, Ms. Sunny asked us to share our work with the rest of our group, I went first. I showed the picture I drew of my dog, Fluffy. CJ ripped the paper from me and said, “This is the ugliest dog I’ve ever seen!” It hurt my feelings a lot, I love Fluffy. The rest of my group was quiet; they didn’t know what to say.

Later that day, when CJ was in the bathroom, everyone in the group talked about how they were afraid to share their work. They thought CJ would say mean things about their drawings too. It made sharing and learning scary instead of happy and fun.

At dismissal, while we were waiting for our parents, I overheard CJ’s friends talking about her. They were saying how nice it was to be CJ’s friend last year when she was friendly with everyone. This year, every time she was mean to someone, they didn’t know what to do. They didn’t like it, but thought if they said something CJ would be mean to them too. They really didn’t want to be her friend anymore.

Oh, I wish we could all just be nice to each other.

# The Bullying Triangle





## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Kindergarten

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use empathy to stop bullying?

**By the end of this lesson students will be able to:**

- Name the three keys to a safe school
- Recognize various feelings in others
- Identify caring ways to respond to other's feelings

**Materials/Resources Needed:** Feeling list, Scenarios

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things. When you are respectful to others, they feel good.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate. When you are kind to others, you are nice and gentle.
5. Explain today they'll be learning more about how to use empathy to stop bullying.
6. Explain the rules to "Feelings Charades:" (1) one student or the teacher will act out a feeling without talking; (2) the rest of the class will guess the feeling. Play at least 7-10 rounds.
7. Tell the students next they'll have an opportunity to practice thinking about how to show empathy in a bullying situation.
8. Read a scenario and ask the students: "Think about how you would feel if you were in the same situation. Now that you know that, what is something you can do to make the student in the scenario feel better?"
9. Have them share their ideas with a partner. Then ask a few students to share with the whole class.
10. Repeat this process with several scenarios. After each scenario expand on their ideas to promote empathy as a way to stop bullying.

**Assessment:** Use class discussion to assess students' understanding of empathy as a tool to stop bullying.

**Enrichment (Optional):** Have students draw a picture and label the three keys to a safe school (empathy, respect, and kindness.)

**Common Core Standards/ESOL:** SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. A15 Use Simple, Direct Language; E3 Games; E10 Think, Pair, Share.



**Feelings List:**

Cheerful, calm, strong, sad, unhappy, annoyed, grumpy, worried, shy, confused, embarrassed, bored, caring, jolly, happy, proud, thankful, hurt, lonely, lost, angry, frustrated, scared, furious, excited.

**Scenarios:**

- Everyone got invited to a party except Kayla. She feels unhappy.
- When the teacher calls on Ramiro to answer a question, Sally laughs at his answers. It makes him feel nervous to participate in class.
- Every morning Jayden’s older brother makes fun of his clothes. It makes him feel angry.
- Sophia doesn’t like walking down the hall by herself when the older kids are hanging out. She feels worried they’ll tease her.
- Paige watches Sue get teased every day. It makes her feel confused; she doesn’t know what to do.
- During recess, kids never want to play with Junior. It makes him feel lonely.
- A boy in the class told Chang if he didn’t let him cheat from his test, he would beat him up after school. Chang felt scared.
- Kids are always making fun of Amori’s lunch. It makes her feel embarrassed.

# ABC's of Bullying Prevention: 1<sup>st</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** First

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How can you identify bullying?

**By the end of this lesson students will be able to:**

- Define bullying using the RIP (repeated, imbalance of power, and purposeful)
- Name the different types of bullying
- Tell who is a part of the bullying triangle and who within the triangle has the most power to stop bullying

**Materials/Resources Needed:** Bullying Paint by Number Worksheet

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful). Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal, and mental). Refer to page 123 for more information on types of bullying.
3. Explain that today they will be practicing how to identify bullying using the RIP.
4. Pass out the Bullying Paint by Number Worksheet.
5. Worksheet instructions: "Read the scenarios in your worksheet. Think about the RIP definition of bullying. If the situation shows either the R for repeated, I for imbalance of power, or the P for purposeful, color it (scenario will show one component of the RIP). If it does not have at least one component from the RIP, leave that space blank. When you finish, read the hidden message in the puzzle." Complete 1-17 as a whole class and 18-35 individually.
6. Teacher Answer Key: Colored numbers: 8, 9, 11, 15, 17, 18, 20, 21, 23, 24, 26, 27, 28, 34, and 35. Hidden message: Bullying Expert.
7. Next explain there are several people involved in bullying. There is the person bullying, the person targeted, and the bystanders. Refer to page 124 for more information on the bullying triangle.
8. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

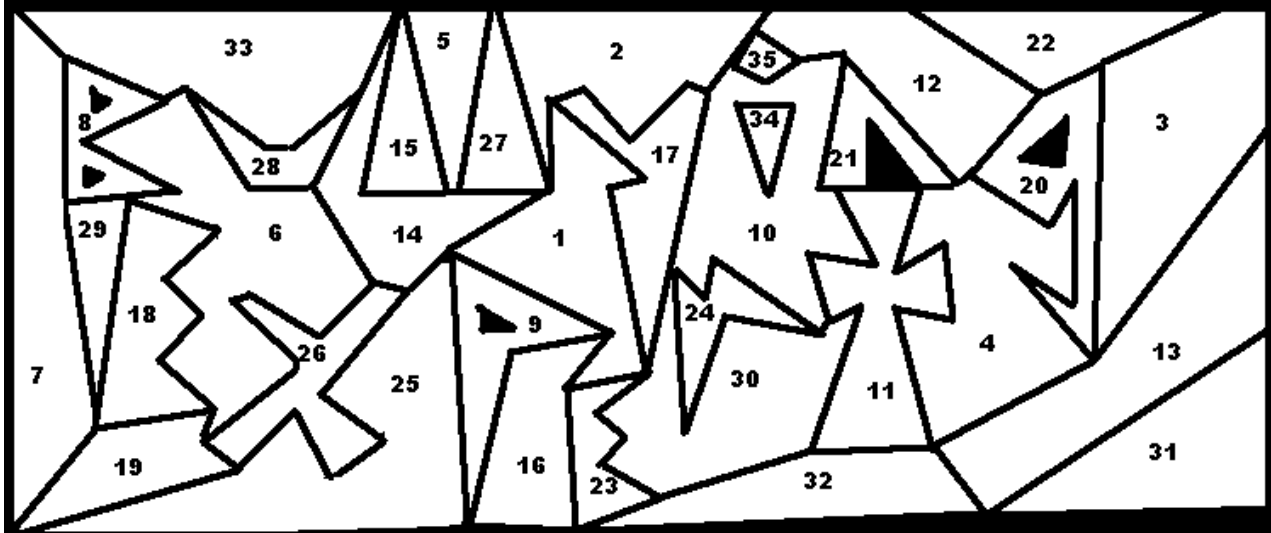
**Assessment:** Use the students' work to assess for understanding of the RIP.

**Common Core Standards/ESOL:** SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. RI.1.1. Ask and answer questions about key details in a text. A15 Use Simple, Direct Language; B2 Explain Key Concepts.



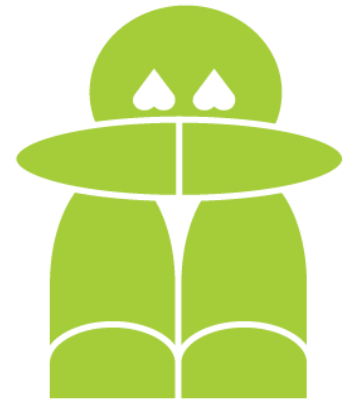
## Bullying Paint by Numbers

**Instructions:** Read the following scenarios. Think about the RIP definition of bullying. If the situation shows either the R for repeated, I for imbalance of power, or the P for purposeful, color it. If it does not meet the RIP, leave that space blank. When you finish, read the hidden message in the puzzle.



Jason looks at me funny.	Carol said my shoes were old.	Ian said my answer is wrong.
Tamar didn't sit with me during lunch.	Hadley prefers to play tag, instead of ball with me.	Sam is using the red marker and I want it.
Jess said she didn't like my new dress.	Jose makes fun of my lunch every day.	Jenny and her girlfriends never let me play with them.
Ben said I'm not good at throwing the ball.	I told Thais to stop poking me, but she wouldn't.	Kyle sat with the new kid in the bus instead of with me.
Desire tripped me by accident when we were playing.	Mark said he couldn't come to my party.	Jared trips me every time we play softball in P.E.
Kristy doesn't want to share her stickers with me.	My older sister makes me do her chores or she yells at me.	I told TJ it hurts my feelings when he calls me names, but he won't stop.
Caleb gave his extra candy bar to Mia instead of me.	I'm nervous about getting in the bus; it's been three days in a row that no one wants to sit with me.	I am mostly quiet. There's this loud, older kid in my class that teases me in the cafeteria.
Roberto wants to be friends with Sally.	Dante knows I hate it when he punches my arm. No matter how many times I ask him to stop, he just keeps going.	I don't like singing in music class. Every time I do, Kim says I sing like a baby.
Sonia didn't want to share her cupcake with me.	A group of boys in my class say mean things about the new kid.	During free time, I noticed my friend was getting picked on. I told the person bullying to stop it, but they continued to say mean things.
Every time I see my cousin, he teases me about my size.	My sister doesn't want to watch the same T.V. show as me.	Jake interrupted me.
Lee stuck his tongue out at me.	Charles is not friendly.	My cousin and I wrestle some times for fun.
My twin sister and her friends make me do their homework.	I told Jason to stop calling me four eyes, but he just comes up with other mean things to say.	

## ABC's of Bullying Prevention Lesson 2



**Grade Level:** First

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson students will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Jeopardy Chart, Jeopardy Questions

### Instructions:

1. Review the bullying triangle and its participants (person bullying, person targeted, and bystanders). Refer to page 124 for more information on the bullying triangle.
2. Explain that today the students will be playing a game to help them learn how bullying affects everyone in the bullying triangle.
3. Copy the Jeopardy Chart onto your board.
4. Explain the rules of Jeopardy: Class will be divided into two or three teams. Each team will be given the opportunity to choose a category and a point amount (for example, bystanders for 100 points.) The teacher will ask the corresponding question (questions are true or false: after students answer the question, elaborate with the additional information following each question.) If they get the correct answer they get the points, if they answer incorrectly they don't get any points. The turn goes to the next team. Continue until you've covered all the questions.
5. Debrief the game by asking students what they learned about how bullying hurt the targeted person, the bystanders, and lastly the person bullying.
6. Conclude the lesson by reinforcing the message that bullying hurts everyone in the bullying triangle.

**Assessment:** Use students' responses during the game and in the debriefing conversation to assess for understanding.

**Common Core Standards/ESOL:** W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. A15 Use Simple, Direct Language; E3 Games; F1 Activating and/or Building Prior Knowledge.

### Jeopardy Chart (Board):

Person Bullying	Person Targeted	Bystanders
100	100	100
200	200	200
300	300	300
400	400	400

### Jeopardy Questions:

Note to the teacher: Questions are true or false, after students answer the question, elaborate with the additional information following each question.

### Person Bullying:



**100: Bullying doesn't hurt the person bullying. False** – Bullying hurts everyone in the bullying triangle, including the person bullying, the person targeted, and the bystanders.

**200: The person bullying may not have any real friends. True** – Kids sometimes pretend to be friends with the person bullying because they are scared if they're not, they will be targets for the person bullying. A relationship based on fear is not a real friendship.

**300: The person bullying never gets in trouble. False** – Kids who bully do get in trouble. Consequences for bullying may include a call to their parents, lost privileges, and in some cases they may get suspended.

**400: The person bullying may be getting bullied too. True** – Sometimes kids who bully are also getting bullied either at home or at school. They may think bullying is one way to have power.

#### **Person Targeted:**

**100: Bullying only hurts the person targeted. False** – Bullying hurts everyone in the bullying triangle, including the person bullying and the bystanders.

**200: Bullying can affect students' grades. True** – It's hard for kids to learn when they do not feel safe in school.

**300: Bullying will get worse if you tell a grownup. False** – Telling a grownup about someone getting bullied is one of the best ways to help stop bullying. You can ask the grownup to keep your name a secret.

**400: Bullying only hurts when a person gets punched or kicked. False** – Bullying can hurt someone's body, but it can also hurt a person's feelings, self-esteem, and their ability to learn, and feel safe.

#### **Bystanders:**

**100: The bystanders have the most power to stop bullying. True** – The bystanders are the majority and they have the most power to stop bullying.

**200: The bystanders enjoy watching other kids getting bullied. False** – The bystanders often feel sad when they see other kids getting hurt. They may also feel scared about getting bullied too.

**300: You may get in trouble for telling a grownup someone is getting bullied. False** – Telling is different from tattling. We tell to help. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. Tattling is when you tell on someone to get them in trouble.

**400: Bystanders can feel angry and like they can't do anything to stop bullying. True** – Often bystanders don't realize they have the most power to stop bullying, or they don't know what to do to stop it. If this is your case, ask a grownup to help you.

## **ABC's of Bullying Prevention Lesson 3**

**Grade Level:** First

**Duration:** 40 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use respect to stop bullying?

**By the end of this lesson students will be able to:**

- Name the three keys to a safe school
- Identify ways they can show respect for others

**Materials/Resources Needed:** Respect Poem Worksheet

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, “How would it make ME feel if someone did that to me?”
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Explain that today they will be learning more about how to use respect to stop bullying.
6. Pass out the Respect Poem worksheets.
7. If needed, explain how to complete an acrostic poem.
8. Tell students to imagine they are the bystanders in a bullying situation. Ask them to think about different ways to use respect to stop or prevent bullying from happening. They must come up with one for each letter of respect. They may work in pairs.
9. Invite a few students to share their poem with the class.
10. Conclude the activity by reminding students where there is respect, there is no room for bullying.

**Assessment:** Use students’ work to assess their understanding of respect as a tool to stop bullying.

**Common Core Standards/ESOL:** SL.K.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. A13 Use of Illustrations/Diagrams; A15 Use Simple, Direct Language; E10 Think-Pair-Share; G11 Writing Sample.



## Respect Poem Worksheet

Imagine you are the bystanders in a bullying situation. Think about different ways to use respect to stop or prevent bullying from happening. Come up with one way that starts with each letter of the word *respect*.

**R**

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**E**

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**S**

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**P**

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**E**

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**C**

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**T**

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# ABC's of Bullying Prevention: 2<sup>nd</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Second

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How do bystanders have power to stop bullying?

**By the end of this lesson students will be able to:**

- Define bullying using the RIP (repeated, imbalance of power, and purposeful)
- Name the different types of bullying
- Tell who is a part of the bullying triangle and how the bystanders have the most power to stop bullying

**Materials/Resources Needed:** Masking tape, scripts



### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful). Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal, and mental). Refer to page 123 for more information on types of bullying.
3. Explain who's involved in bullying (person bullying, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
4. Tell the students they will be doing an activity today to learn more about the bullying triangle and who has the most power to intervene or stop bullying.
5. Place a piece of masking tape about 7 feet long on the floor of your classroom. Choose one student to play the person bullying and have that person stand on one side of the tape, and choose one student to play the person targeted and have that person stand on the opposite side of the tape.
6. Ask them to read script #1.
7. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target? Ask the person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary for a discussion later on.
8. Ask five students to act as bystanders and stand on the side of the person bullying. Have them read script #2.
9. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target with the support of the bystanders? Ask the person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary for a discussion later on.
10. Ask the five students to act as bystanders but this time have them stand on the side of the person targeted. Have them read script #3.
11. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target without the support of the bystanders? Ask the

person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary for a discussion later on.

12. Ask students to stay in their places and read script #4.
13. Ask the person bullying to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt bullying the target without the support of the bystanders? Ask the person targeted to rate on a scale from 1-10, 10 being the most powerful, how powerful he felt when he was being bullied? Record the answers on the board if necessary.
14. Tell students to go back to their seats.
15. Debrief the activity by asking: Based on what you saw in this activity, who would you say has the most power to stop bullying? (Bystanders) How did you get to that conclusion?
16. Conclude the lesson by emphasizing the bystanders do have the most power to intervene and prevent bullying.

**Assessment:** Use the students' responses to assess for understanding of the power of the bystander.

**Common Core Standards/ESOL:** W.2.8. Recall information from experiences or gather information from provided sources to answer a question. SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E9 Role Play.

**Script #1:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Script #2:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Bystanders:** (Giggle nervously.)

**Script #3:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Bystanders:** (Stand in front of the person targeted to protect him or her)

**Script #4:**

**Person Bullying:** "Eeeww I don't want to sit next to you! You smell rotten! You're gross!"

**Person Targeted:** (In a soft, quiet voice) "No, I don't."

**Bystanders:** (Stand in front of the person targeted to protect him or her.)

**Bystander #1:** "Hey, that's not cool! Cut it out!"

**Bystander #2:** (Speaking to the person targeted) "Don't listen to him (or her). Come sit next to me."

## **ABC's of Bullying Prevention Lesson 2**

**Grade Level:** Second

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?



**By the end of this lesson students will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** How Bullying Hurts Tic-Tac-Toe Questions

**Instructions:**

1. Review the bullying triangle and its participants (person bullying, person targeted, and bystanders). Refer to page 124 for more information on the bullying triangle.
2. Explain that today they will be playing a game to help them learn how bullying affects everyone in the bullying triangle.
3. Preparing for the game: Divide the class into two teams and set up a Tic-Tac-Toe grid on the board.
4. Explain the rules of “How Bullying Hurts Tic-Tac-Toe.” You will ask Team One a true or false question, if they get the correct answer; they get to go up to the board and mark an X or O in the space of their choice. Repeat the process with Team Two. Continue until a team gets three X’s or O’s in a row.
5. Debrief the game by asking students what they learned about how bullying hurt the targeted person, the bystanders, and the person bullying.
6. Conclude the lesson by reinforcing the message that bullying hurts everyone in the bullying triangle.

**Assessment:** Use students’ responses during the game and in the debriefing conversation to assess for understanding.

**Common Core Standards/ESOL:** W.2.8. Recall information from experiences or gather information from provided sources to answer a question. SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. A15 Use Simple, Direct Language; E3 Games; FI Activating and/or Building Prior Knowledge.

**How Bullying Hurts Tic-Tac-Toe Questions**

- Bullying only hurts the person targeted. **False** – Bullying hurts everyone in the bullying triangle, including the person bullying and the bystanders.
- Bullying affects everyone in the bullying triangle. **True** – Bullying affects everyone in the bullying triangle, and the school.
- Bullying never hurts the person bullying. **False** - Kids who bully often get in trouble. Sometimes they may get a call to their parents, or lose privileges, and in some cases they may even get suspended.
- It is possible the person bullying doesn’t have any real friends. **True** – Sometimes kids are friends with the person bullying because they are afraid that if they are not friendly with them, they’ll get bullied too.
- Bullying only hurts a person’s feelings. **False** – Bullying can hurt a person’s feelings, self-esteem, and their ability to learn, and feel safe.
- Bystanders feel angry and helpless. **True** – Often bystanders feel like they don’t have any power to stop bullying. The truth is they have the most power.
- Bystanders like it when other kids get bullied. **False** - Bystanders may feel scared too because they know that they could be bullied or they may feel sad when they see someone else getting hurt.
- Bullying makes it hard to learn and pay attention in school. **True** – When you’re scared, sad, or angry it’s hard to concentrate.

- Telling is tattling. **False** – We tell to help. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. Tattling is when you tell on someone to get them in trouble.
- Bullying can affect students' grades. **True** – When kids don't feel safe in school, it makes it hard to learn. This in turn may drop their grades.
- If you tell a grownup about someone getting bullied, it's going to get worse for that person. **False** – When you tell a grownup, this person will help stop the bullying.
- The bystanders have the most power to stop bullying. **True** – The bystanders are the majority and they have the most power to stop bullying.

### ABC's of Bullying Prevention Lesson 3

**Grade Level:** Second

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** What is the difference between tattling and telling?

**By the end of this lesson students will be able to:**

- Name the three keys to a safe school
- Understand one way to stop bullying with kindness is by telling when someone is getting hurt
- Tell the difference between tattling and telling

**Materials/Resources Needed:** Tattling vs. Telling Statements



**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Explain that today they will be learning more about how to use kindness to stop bullying.
6. Say: "One way to use kindness to stop bullying is telling a grownup when someone is being bullied."
7. Share with them that often students do not want to tell when they see bullying because they are scared they will get in trouble for tattling.
8. Ask the students what they think is the difference between tattling and telling.
9. Clarify as needed: "Tattling is when you tell on someone to get them in trouble. For example, when you tell the teacher someone is not doing their work. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. For example, when someone is saying mean things to another student in class."
10. Tell them that you will be doing an activity to help them understand the difference between tattling and telling.
11. Ask them all to stand up. Explain that you will be reading a statement. If they think it is tattling, ask them to sit down. If they think it is telling, ask them to stay standing.
12. Read each statement and wait for a response. Debrief as necessary.

13. Conclude the activity by asking students what they learned about tattling and telling and go over the various ways they can report a bullying situation. Refer to page 126 for more information how to report bullying.

**Assessment:** Use tattling/telling activity to check for understanding of the difference between these two key concepts.

**Common Core Standards/ESOL:** SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. A15 Use Simple, Direct Language; E3 Games.

### Tattling vs. Telling Statements:

1. Kelly tripped me on purpose in the hallway. (Telling)
2. Bob didn't do his homework. (Tattling)
3. Billy says if I don't let him copy off my test, he'll beat me up. (Telling)
4. Sofia took out her cell phone during class even though we're not supposed to. (Tattling)
5. Kim's desk is messy. (Tattling)
6. Jose told us not play with the new kid. (Telling)
7. Ana is saying bad things about Katie behind her back. (Telling)
8. Tim always pushes and shoves to cut in line at the cafeteria. (Telling)
9. Carolina didn't put away her books when the teacher asked us to. (Tattling)
10. My friend plays with matches at home when his parents are not there. (Telling)
11. My cousin never goes home right after school like she's supposed to, she meets at the park with some older kids. (Telling)
12. Jean calls me names all the time and it hurts my feelings. (Telling)
13. Devon never puts the library books back in its correct place. (Tattling)
14. Thais uses the wrong paper for math. (Tattling)
15. Jarvis takes my things without asking and then returns them broken. (Telling)



# ABC's of Bullying Prevention: 3<sup>rd</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Third

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What are the different types of bullying?

**By the end of this lesson will be able to:**

- Define bullying using RIP (repeated, imbalance of power, purposeful)
- Name the different types of bullying
- Tell who is in the bullying triangle & which person has the most power to stop bullying

**Materials/Resources Needed:** Types of Bullying Worksheet, pencils

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful). Refer to page 122 for more information on RIP.
2. Explain that today they will be learning more about the different types of bullying (physical, verbal, and mental – cyber-bullying). Refer to page 123 for more information.
3. Pass out the Types of Bullying worksheet.
4. Ask students to think about the pictures on the page and how people use those things to hurt others. For example, what are some ways people use their mouths/words to hurt others? Have them write down at least 2 things under each column (may work in pairs.)
5. On the board write Types of Bullying and add four columns (if you can, draw the mouth, hand, brain, and computer.)
6. Ask students to share some of their examples and write them down on the board under the appropriate column (request examples in order.)
7. Explain that when a person uses their mouth/words to hurt others, it's called "verbal bullying." Label that column, and ask students to do the same on their papers.
8. Continue to explain; "When people use their hands/bodies to hurt others, it is called "physical bullying. When people use their minds to hurt others, it is called "mental bullying." Lastly, one aspect of mental bullying is when a person uses electronic devices to bully, that's called cyber-bullying." Label all columns accordingly and ask students to.
9. Transition into a discussion about who's involved in bullying. Explain there are three participants in bullying: the person bullying, the targeted person, and the bystanders (the people watching the bullying happen). They can picture this as the bullying triangle. Refer to page 124 for more information on the bullying triangle.
10. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

**Assessment:** Use the students' work to assess for understanding of the types of bullying.

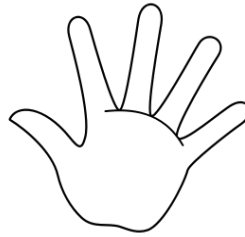
**Common Core Standards/ESOL:** W.3.7. Conduct short research projects that build knowledge about a topic. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. A13 Use of Illustrations/Diagrams; A15 Use simple, direct language; B2 Explain Key Concepts; C6 Labeling; C8 Pictures; E10 Think-Pair-Share.

# Types of Bullying Worksheet



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## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Third

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Scenario and Effect Strips

### **Instructions:**

1. Introduce the bullying triangle (person bullied, person targeted, and bystanders.) Refer to page \_\_\_ for more information on the bullying triangle.
2. Explain that today they'll be doing an activity to help them learn how bullying affects everyone in the bullying triangle.
3. Preparing for the activity: Print and cut the Scenario and Effect Strips. There are scenario/effect strips for each of the participants in the bullying triangle (person bullied, person targeted, and bystanders.) Prepare as many strips as you need for your class.
4. Instructions for the game: The purpose of this game is to demonstrate to the students how bullying affects different people within the bullying triangle. Divide the class into groups of six; each group will represent one person in the bullying triangle (modify groups as needed.) Within each group, three students will read the scenario strips, and the other three will read the effect strips (see diagram below.) Explain they'll receive a strip of paper with either a scenario or an effect. If they have a scenario, their job is to approach someone who has an effect within their team. They'll read each other their strip. The student with the scenario strip ALWAYS reads first. Tell them to make sure they pair up with everyone within their team that has the opposite strip (scenario vs. effect). As they do this activity, encourage them to notice what they are learning about how bullying affects the participants in the bullying triangle.
5. Once all teams completed the activity, ask them to go back to their seats to discuss what they learned.
6. Debrief the activity by asking the following questions to each team respectively: How did bullying affect the person targeted? How did bullying affect the person bullying? How did bullying hurt the bystanders?
7. Conclude the lesson by reinforcing that bullying hurts ALL the participants in the bullying triangle.

**Assessment:** Use student responses during debrief to assess their understanding of how bullying hurts the people involved.

**Common Core Standards/ESOL:** L.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E3 Games.

**Scenario and Effect Strips:**

**Person Bullying Scenario:** Every morning during recess, I ignore Alex on purpose because I don't want to play with him. I tell all my friends to ignore him too.

**Person Bullying Scenario:** Every time Aaliyah makes a mistake in class, I make fun of her and laugh.

**Person Bullying Scenario:** I always want to buy snacks after school, so I make Mark give me his money. If he doesn't want to give it to me I tell him I'll beat him up.

**Person Bullying Effect:** Other kids are just my friends because they are scared of me. That's not real friendship.

**Person Bullying Effect:** The teacher called my parents because I was bullying someone. I got grounded.

**Person Bullying Effect:** Nobody wanted to come to my birthday party.

**Person Targeted Scenario:** I thought having a cell phone would be so cool, but it's turned out to be a nightmare. Some kids in 5<sup>th</sup> grade got my number and they're always sending me really cruel and mean text messages.

**Person Targeted Scenario:** I hate recess. No one wants to play with me.

**Person Targeted Scenario:** When the teacher is not looking, Hallie, who sits behind me, is always pinching me and making mean faces at me. Her friends just laugh.

**Person Targeted Effect:** I'm nervous in school. I'm afraid someone is going to hurt me.

**Person Targeted Effect:** I feel so sad and lonely.

**Person Targeted Effect:** It's hard to concentrate when others bully me. My grades are dropping.

**Bystander Scenario:** On the field trip yesterday, James kept pushing and shoving Josh out of line.

**Bystander Scenario:** Carmen never lets the new girl play with us. She is always making fun of her behind her back.

**Bystander Scenario:** Lucas is always playing mean jokes on people to get other people to laugh. It's not funny.

**Bystander Effect:** I feel so upset and the worst part is I don't know how to help.

**Bystander Effect:** It's so hard to focus and learn when I see others getting hurt.

**Bystander Effect:** I'm scared if I say something, I'll get bullied too. I don't feel safe in school.

## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Third

**Duration:** 30 Minutes

**Title of Lesson:** What can I do about li?

**Essential Question:** How can you use empathy to stop bullying?

**By the end of this lesson will be able to:**

- Name the three keys to a safe school
- Define empathy
- Identify how others feel in different scenarios

**Materials/Resources Needed:** Feelings List, Empathy Scenarios

### **Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Tell students today that they will be learning how to use empathy to stop bullying.
6. Explain that an important aspect of empathy is being able to tell what feeling another person may have in any given situation. Tell them the following exercise will help them practice. Say a feeling from the list and ask students to think about different situations that would give them that feeling. For example, if you say happy, they could say: "I feel happy when I play with my friends," "I feel happy when Dad comes home, or" "I feel happy when I score a point for the team."
7. Do this exercise with at least 10 feelings; make sure to use a wide range of feelings. Take several answers for each feeling.
8. Tell the students that now they are going to do it backwards. You will give them a situation/scenario, and they will have to come up with the feelings. Read the scenarios. After each scenario, ask students the following questions: "How do you think \_\_\_\_\_ feels?" "Now that you know that, what could be something you do to help them feel better?"
9. Conclude the activity by explaining that empathy is a tool to prevent or stop bullying. When there is empathy and caring in a classroom and school, there is no room for bullying. Encourage students to practice empathy throughout the week.

**Assessment:** Use students' responses to check for understanding of how empathy can be used as a tool to stop bullying.

**Common Core Standards/ESOL:** SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. A15 Use Simple, Direct Language; B2 Explain Key Concepts.

**Feelings List:**

Cheerful, calm, strong, sad, unhappy, annoyed, grumpy, worried, shy, confused, embarrassed, bored, caring, jolly, happy, proud, thankful, hurt, lonely, lost, angry, frustrated, scared, furious, excited.

**Empathy Scenarios:**

**Scenario #1**

TJ is sitting alone, crying in the bus. Another student pushed him out of his seat and told him: “There’s no room for nerds in this bus!” Everyone laughed. How do you think TJ feels? Now that you know that, what could be something you do to help him feel better?

**Scenario #2**

Betty is in the cafeteria picking up her food from the floor. Another student just walked by and tripped her on purpose; then walked away laughing with a few other kids. How do you think Betty feels? Now that you know that, what could be something you do to help her feel better?

**Scenario #3**

It’s time for recess and the whole class is playing softball together. When picking teams, the team captains did not want to pick Carlos, the new student because he doesn’t speak English. How do you think Carlos feels? Now that you know that, what could be something you do to help him feel better?

**Scenario #4**

You’re walking down the hall and you see one of your classmates getting shoved by a 5<sup>th</sup> grader. How do you think your classmate feels? Now that you know that, what could be something you do to help him or her feel better?

**Scenario #5**

You notice there’s a group of students laughing in the corner. They are passing around a paper. Eventually, the paper gets to you. It’s a picture of another student in the class and it says really mean things about them. How do you think that student feels? Now that you know that, what could be something you do to help him or her feel better?



# ABC's of Bullying Prevention: 4<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Fourth

**Duration:** 30 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How can you identify bullying?

**By the end of this lesson will be able to:**

- Define bullying using RIP (repeated, imbalance of power, purposeful)
- Name the different types of bullying
- Tell who is a part of the bullying triangle and who has the most power to stop bullying within the triangle

**Materials/Resources Needed:** Scenario Strips, Teacher Answer Key

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Go over the different types of bullying (physical, verbal, and mental – cyber-bullying.) Refer to page 123 for more information on types of bullying.
3. Explain that today they will be practicing how to identify bullying using the RIP definition.
4. Divide the class into four groups.
5. Explain that each group will be receiving a scenario. As a team they will discuss how the scenario meets the RIP definition of bullying. Ask each team to choose a presenter and have them share with the class their scenario and their findings.
6. After each presentation, debrief and clarify as needed using the Teacher Answer Key.
7. Transition into a discussion about who is involved in bullying. Explain there are three participants in bullying: the person bullying, the targeted person, and the bystanders (the people watching the bullying happen.) They can picture this as the bullying triangle. Refer to page 124 for more information on the bullying triangle.
8. Conclude the lesson by stating that in the bullying triangle, the bystanders have the most power to stop bullying.

**Assessment:** Use the students' presentations to assess for understanding of RIP definition of bullying.

**Common Core Standards/ESOL:** SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E10 Think-Pair-Share.



### Scenario Strips:

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it.

**Scenario #2:** A week ago Allie got a new haircut. Since then a group of girls have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day.

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been 3 days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they ignore him and pretend he's not there.

**Scenario #4:** Erica's parents finally gave her permission to get a Facebook account. She thought it would be lots of fun to have one, but the popular kids in her class are posting mean things on her wall every day. They post things like: "Nerd" and "Fatso." In school she asked them to stop, but they didn't.

### Teacher Answer Key for Scenario Strips:

**Scenario #1:** Every day during lunch, AJ pushes Junior out of line to get ahead of him. AJ is older and louder than Junior, who is usually shy and quiet. Junior asked him to stop several times, but AJ keeps doing it.

**R:** It happened every day during lunch. If it happened twice, it would be enough to meet the repeated requirement.

**I:** AJ is older and thus may have more power. Imbalance of power can also include who has more friends, or different personality types. For example AJ is loud and Junior is shy and quiet.

**P:** Junior asked him to stop, and AJ didn't. This shows that AJ knew it was unwanted behavior and it was hurting in some way. Junior continued to be hurtful on purpose.

**Scenario #2:** A week ago Allie got a new haircut, and since then, a group of girls at her school have been telling her she looks ugly. Allie told them that it hurts her feelings and even started to cry one day. The girls didn't stop and continued to make fun of her.

**R:** The incident started a week ago, and it's implied it's happened several times since then. Even if an incident happened in the morning and on the same day another incident happened in the afternoon, it would be considered repeated.

**I:** A group of girls has more power than a single girl; this is called social status or social power.

**P:** Allie told the girls it hurt her feelings and they continued to make fun of her. They knew she didn't like it and they continued to be hurtful on purpose.

**Scenario #3:** Carlos is new in school. He came from another country. He's trying to make friends, but it's been 3 days that the other boys won't let him play in any of their games during recess. Every time Carlos asks them if he can play, they ignore him and pretend he's not there.

**R:** It's happened three days in a row.

**I:** Carlos is new to the school and doesn't have any friends. Having more friends than another student and using that to be hurtful is an imbalance of power.

**P:** The boys are ignoring Carlos on purpose. Carlos has made several attempts to get their attention but they chose to continue the ignoring behavior anyway.

**Scenario #4:** Erica's parents finally gave her permission to get a Facebook account. She thought it would be lots of fun to have one, but the popular kids in her class are posting mean things on her wall every day. They post things like: "Nerd" and "Fatso." In school she asked them to stop, but they didn't.

**R:** They are posting on her wall every day.

**I:** The fact that the kids doing the bullying are more popular and it's a group demonstrates an imbalance of power. Social status is a form on imbalance of power.

**P:** Erica asked them to stop and they continued the behavior. Once a student expresses the behavior is unwanted, if the other student continues it demonstrates purposeful intent to harm.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Fourth

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson will be able to:**

- Identify how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Chart or poster paper, markers/pens, Big Paper Questions

### Instructions:

1. Introduce the bullying triangle (person bullied, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Explain that today they will be doing an activity to help them learn how bullying affects everyone in the bullying triangle.
3. Preparing for the activity: Divide the class in groups of three. Each group will get a "big paper" with a question written in the middle (prepare these ahead of time using the Big Paper Questions.) Each person must have a different color marker to make it easier to track the conversation.
4. Instructions for the activity: Students will work together to explore the various effects bullying can have on the participants in the bullying triangle. Tell students this is a silent activity and all communication will be done in writing. Let them know they will have time to speak later. Before starting, ask students if they have any questions to minimize talking during the activity. Explain that each group will be receiving a Big

Paper with a question. Once they read the question in silence they can comment and/or ask other questions about the topic in writing. Tell them to draw lines to connect thoughts and comments in the paper. Make sure they know that more than one person can be writing on the paper at the same time and encourage them to read each other's comments and questions. Give students 10-15 minutes to work on this activity. After the time is up, instruct students to walk around the classroom and read/comment on other team's Big Papers, still in silence. Allow 5 minutes for this part.

5. Once time is up, ask them to go back to their seats to read any additional comments made on their Big Paper and discuss what they learned (as a whole class.)
6. Debrief the activity by asking the following questions: What did you learn about how bullying affects the person targeted? What about the person bullying? And the bystanders? Elaborate and clarify as needed. Refer to page 124 for more information on the bullying triangle.
7. Conclude the lesson by reinforcing that bullying hurts ALL the participants in the bullying triangle.

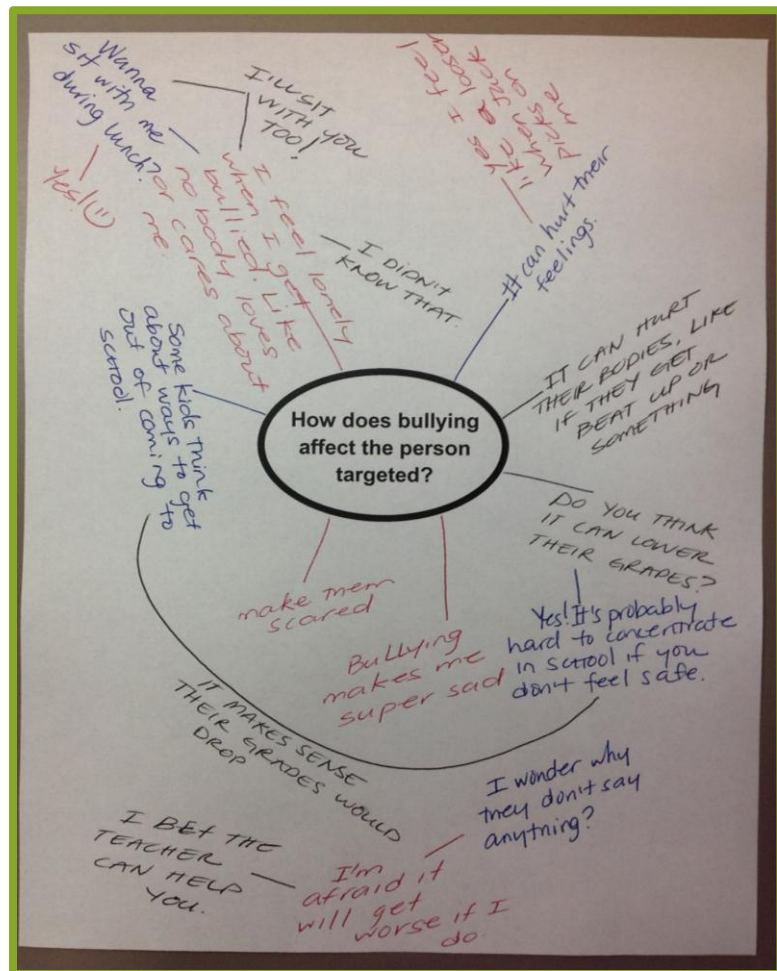
**Assessment:** Use student responses during the Big Paper activity and debrief to assess their understanding of how bullying hurts the people involved.

**Common Core Standards/ESOL:** W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects.

### Big Paper Questions:

1. How does bullying affect the person bullying?
2. How does bullying affect the person targeted?
3. How does bullying affect the bystanders?
4. How does bullying affect the school?

### Example:



## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Fourth

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use the keys to a safe school to stop bullying?

**By the end of this lesson will be able to:**

- Name the three keys to a safe school
- Provide examples of how to use the keys to a safe school to prevent or stop bullying

**Materials/Resources Needed:** Letters, paper/pencil

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Tell students today they will be practicing how to use the keys to a safe school to prevent or stop bullying.
6. Ask students to pretend they all write for a school paper. They are the writers for the "Advice Column." Students in their school write to them for advice on their problems.
7. Each student will receive a letter. Instruct them to think about how that student could use the keys to a safe school to solve their problem. Ask students to write a letter back with their advice. Students may work in pairs.
8. For each letter, choose one student to share their letter of advice with the class. Elaborate and clarify as necessary.
9. Conclude the activity by explaining that empathy, respect and kindness are tools to prevent or stop bullying.

**Assessment:** Use students' work to check for understanding of how empathy, respect, and kindness can be used as tools to stop bullying.

**Common Core Standards/ESOL:** W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.

**Letters:** Note: The following page has 3 different letters, each written from the perspective of a different person within the bullying triangle. The letter signed Confused is the bystander's perspective; Unhappy is the target's perspective; Lonely, is the person bullying's perspective.



Dear \_\_\_\_\_ (Your name),

There's something that is really bugging me. Sammy, this kid in my class is really mean. He is always making fun of others when they read or answer questions in class. In the cafeteria, he sometimes steals other kids' lunches. If they don't want to give up their lunch, Sammy threatens them. Many kids are afraid of him. He always does his mean things when the teacher is not looking, so he never gets caught. He's pretty nice to me, but the other day he wouldn't let my friend Kim play with us during recess. She was pretty hurt by it. The thing is I don't know what to do. I'm afraid if I say something to Sammy, he'll start bullying me too. But I feel really bad for the other kids. I don't know how to help them. What should I do?

Signed -- Confused

Dear \_\_\_\_\_ (Your name),

I hate coming to school. There's a kid in my class, his name is Sammy, and he just loves picking on me. I can't stand it anymore. He's always calling me names, or making fun of me when I answer a question in class. It really hurts my feelings. The worst part is he always does it when the teacher is not looking, so he never gets in trouble. During recess, he never lets me play with them. He says I'm too short and clumsy to play basketball. The other day he said I couldn't even watch them play because I am cursed! I'm starting to believe that I am. I don't really have a lot of friends. The few that I have are only nice to me when Sammy is not there. When he picks on me, no body stands up for me. Some kids even laugh. I can't take the bullying anymore. What should I do?

Signed -- Unhappy

Dear \_\_\_\_\_ (Your name),

I hate coming home. My parents are getting a divorce and my dad left the house. I haven't seen him in a while. I miss him. My mom is so sad she's always crying in her room. Most nights I have to make my own dinner. I have an older brother, but he's super mean to me. He treats me like I'm his personal slave. He never lets me hang out with him and his friends. He says I'm cursed and that's why dad left. At home I feel no one cares about me. That's why I prefer to be at school. My teacher is nice to me. In school I feel in control. I'm no one's pet. I can even get other kids to do things for me. I just do what my brother does to me. I pick on others so they won't pick on me. The thing is, I don't actually have any good friends, and I could really use one. What can I do about that?

Signed -- Lonely



# ABC's of Bullying Prevention: 5<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Fifth

**Duration:** 40 Minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What are the roles of the people within the bullying triangle?

**By the end of this lesson will be able to:**

- Define bullying using RIP (repeated, imbalance of power, purposeful)
- Name the different types of bullying
- Understand the roles of the participants in the bullying triangle and who has the most power to stop bullying

**Materials/Resources Needed:** Bullying Triangle Worksheet

### Instructions:

1. Introduce the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal, and mental – cyber-bullying.) Refer to page 123 for more information on types of bullying.
3. Explain today they will learn about the different roles participants in the 'bullying triangle.' Draw a triangle on the board. Ask the students who they think the three participants are. Guide them to the answer and label them: person bullying, person targeted, and bystanders. Refer to page 124 for more information on the bullying triangle.
4. Tell them they will be doing an activity to help them better understand the role each person in the bullying triangle plays.
5. Explain they will each get a Bullying Triangle worksheet. The goal is for them to work together with various students in the class to think and share their ideas about each role. Once the activity is finished, ask them to go back to their seats for a class discussion.
6. Debrief activity, ask students to share answers for each question. Elaborate and clarify.
7. Conclude the activity by emphasizing the power of the bystanders to stop bullying.

**Assessment:** Use the students' answers in their worksheets and during the class discussion to assess for understanding of the roles of the participants in the bullying triangle.

**Common Core Standards/ESOL:** SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E2 Flexible Grouping; E10 Think-Pair-Share; F9 Reciprocal Teaching; G5 Interview.



## Bullying Triangle

1. Find someone with the same hair color as you and ask them: “What is the definition of person bullying?” Discuss it and come up with a definition you both agree on. Write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. Find someone with the same eye color as you and ask them: “What is the definition of person targeted?” Discuss it and come up with a definition you both agree on. Write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. Find someone with the same size hand as you and ask them: “What is the definition of bystander?” Discuss it and come up with a definition you both agree on. Write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
4. Find someone the same age as you and ask them: “Who in the bullying triangle has the most power to stop bullying and why?” Discuss it and write it in the space bellow.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
5. Find someone the same height as you and together make a list of: “Three reasons bystanders might choose to do nothing when they see a bullying situation.” Discuss it and write it in the space bellow. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Fifth

**Duration:** 30 Minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How does bullying hurt the participants in the bullying triangle?

**By the end of this lesson will be able to:**

- Express how bullying affects each of the three participants in the bullying triangle

**Materials/Resources Needed:** Unfinished Stories, paper and pencil

### **Instructions:**

1. Introduce the bullying triangle (person bullied, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Explain that today they'll be doing an activity to help them learn how bullying affects everyone in the bullying triangle.
3. Divide the class into small groups; make sure you have at least 3 groups.
4. Explain that each group will receive an unfinished story about a participant in the bullying triangle. Their job is to finish the story. The purpose of this activity is to help students reflect on how bullying affects all the participants in the bullying triangle. The key is to finish the story expressing one or various ways bullying is affecting that person.
5. Once they finish the stories, ask a few students to share their endings. Elaborate or clarify as needed.
6. Conclude the lesson by reinforcing that bullying hurts ALL the participants in the bullying triangle.

**Assessment:** Use students' written work and discussion to assess their understanding of how bullying hurts the people involved.

**Common Core Standards/ESOL:** W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G11 Writing Sample.

### **Three Unfinished Stories:**

My name is Jane. I'm in Mrs. Smith's 5<sup>th</sup> grade class. I see something going on in class that really bothers me. Some kids in my class are acting really mean, their leader is Zach. The latest thing is going on online. Zach created a Facebook group where he and his buddies say terrible things about other kids. Not everyone in the school posts things on the group, but I hear people talking about it in the cafeteria, EVERYONE is reading it! They mainly pick on Kenneth. He's in my class, and my neighbor. I admit Kenneth is a little awkward and he walks weird because he had an accident when he was little. But that's not a reason to treat him so badly. Watching this bullying is really doing something to me. I mean I feel...

My name is Kenneth. I'm in Mrs. Smith's 5<sup>th</sup> grade class. Since last year I hated coming to school. I get bullied a lot because I'm different. I always looked forward to coming home and feeling safe, but now the bullying is even happening when I'm home too. There's a group of kids in my class who pick on me all the time, their leader is Zach. Zach created a Facebook group. Everyone in the school sees the group and him and his buddies post really hurtful things about me. I'm tired of being their target. It happens

every day in one way or another. Sometimes they call me names, or don't let me play during recess. Other times they break my things and make fun of me online. This bullying is really affecting me. For example...

My name is Zach. I'm in Mrs. Smith's 5<sup>th</sup> grade class. I wish I could stay in school all day. It's not like I want to be working all the time, but things at home make me sad. My parents are getting a divorce and my dad the left the house. At school I feel powerful, like I have control of my life. At home, my mom doesn't pay attention to me, so I go on the internet. I spend a lot of time on Facebook. I created this really popular group and everyone goes on it. So what if we make fun of a few students? I don't get what's the big deal. Yesterday, the principal called me into his office and...

## **ABC's of Bullying Prevention Lesson 3**

**Grade Level:** Fifth

**Duration:** 30 Minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** What is the difference between tattling and telling?

**By the end of this lesson will be able to:**

- Name the three keys to a safe school
- Understand one way to stop bullying with kindness is by telling when someone is getting hurt
- Tell the difference between tattling and telling

**Materials/Resources Needed:** 'Tattle vs. Tell Adventure!' Comic Strip Worksheet

**Instructions:**

1. Discuss the three keys to a safe school: empathy, respect, and kindness.
2. Empathy means imagining what another person feels like. Think to yourself, "How would it make ME feel if someone did that to me?"
3. Respect is showing consideration, understanding, and regard for people, places, and things.
4. Kindness means being helpful, thoughtful, caring, compassionate and considerate.
5. Explain today they will be learning more about how to use kindness to stop bullying.
6. Say one way to use kindness to stop bullying is telling a grownup when someone is being bullied.
7. Share with them that often students do not want to tell when they see bullying because they are scared they will get in trouble for tattling.
8. Ask the students what they think is the difference between tattling and telling.
9. Clarify as needed: Tattling is when you tell on someone to get them in trouble. For example, when you tell the teacher someone did not do their homework. Telling is when you report to a grownup when someone is doing something that may end up hurting someone. For example, when someone is hitting another student.
10. Tell them that you will be doing an activity to help them practice telling the difference between tattling and telling.
11. Pass out a Comic Strip worksheet to each student. They are responsible for illustrating and finishing the story. The first box gives them a situation. In the second box, they must determine whether they should tell a grownup or not. In the third box, they must come up with what they think the outcome of their action will be. Go over the instructions with them.

12. Once students finish, you can have a couple of students share their comic with the rest of the class or in pairs.
13. Conclude the activity by asking students what they learned about tattling and telling and go over the various ways they can report a bullying situation. Refer to page 126 for more information how to report bullying.

**Assessment:** Use students' work to check for understanding of the difference between tattling and telling.

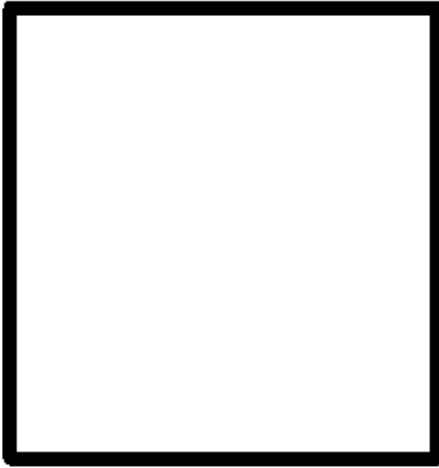
**Common Core Standards/ESOL:** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) A15 Use Simple, Direct Language; B2 Explain Key Concepts; C8 Pictures.

Tell  
Tattle

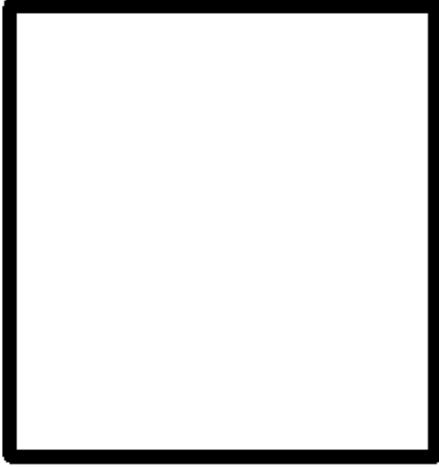


# TATTLE VS. TELL ADVENTURE!

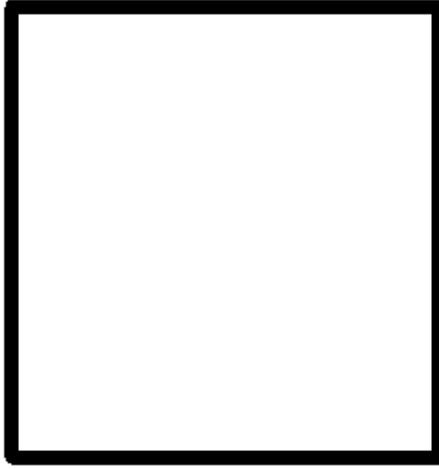
**Directions:** Read each statement and add the illustration and dialogue for each box.



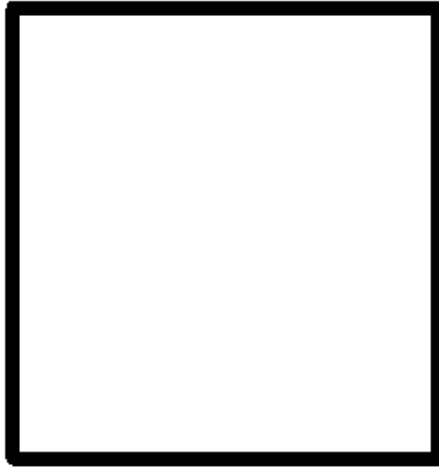
**Jake didn't do his homework.**



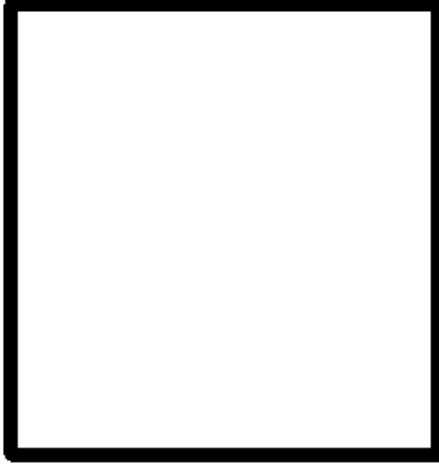
**What should you do? Should you tell a grownup or not?**



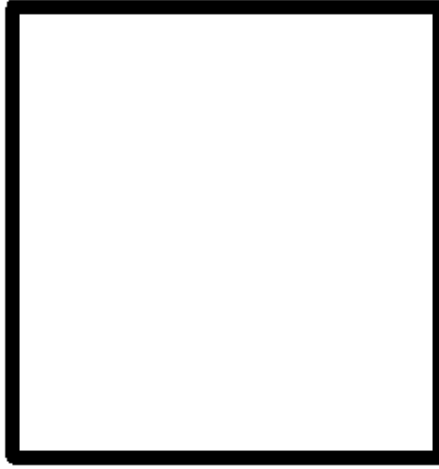
**What happened after?**



**Everyday during recess, Kathy and her friends won't let Janet play.**



**What should you do? Should you tell a grownup or not?**



**What happened after?**

# ABC's of Bullying Prevention: 6<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Sixth

**Duration of Lesson:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** Why does the bystander have the most power in the bullying triangle?

**By the end of the lesson students will be able to:**

- Define the components of bullying using the RIP definition (repeated, imbalance of power, purposeful)
- Identify the types of bullying (physical, verbal and mental) and be able to give examples of each
- Name the participants in the bullying triangle and explain the power of the bystander
- Define cyber-bullying and give examples of the power of the bystander in cyberbullying situations

**Materials/Resources Needed:** Writing paper or student journals, The Bystander's Role in Cyber-bullying Situations handout

### Instructions:

1. Ask students to write a paragraph describing a bullying situation on a piece of paper or in their writing journals.
2. Discuss the bullying definition using RIP (repeated, imbalance of power, purposeful.) Refer to page 122 for more information on RIP. Ask students to look at their paragraphs and determine whether they described a bullying situation that included these three elements.
3. Identify the types of bullying (physical, verbal and mental.) Ask students to give you an example of each type. Mental bullying will probably be the most difficult one for them to understand. Discuss the terms "exclusion" and "isolation" as types of mental bullying. Refer to page 123 for more information on the types of bullying.
4. Introduce the bullying triangle and discuss the three participants in the triangle (person bullying, person targeted, and bystander.) Refer to page 124 for more information on the bullying triangle.
5. Inform students that research shows the bystander has the most power in the bullying triangle. Ask them to volunteer some reasons why this is true (Most of us are bystanders—we have larger numbers. Only 20% of students are the ones targeted or the people bullying; 80% of students are bystanders. Also, most students who bully are trying to impress other students to show their power or popularity by their actions. When bystanders intervene, 53% of bullying situations stop within 10 seconds.)
6. Ask students if they know about cyber-bullying. Give them the oral definition: "Cyber-bullying is the repeated and purposeful mistreatment of others through the use of technology such as computers, cell phones and other electronic devices." Explain that cyber-bullying is a form of mental bullying (see page 123 for more information.)
7. Use the following questions to learn what their experiences have been with cyber-bullying: "What forms does it take among your peers? Where does it happen most often? What experiences have you had with cyber-bullying?"

8. The next activity is called Cyber-bullying Bystanders. The purpose of this activity is to have students recognize their roles as potential bystanders in cyber-bullying situations and their power as bystanders. Students should work in small groups of 3-4 members to complete this exercise. Teacher's Directions to Students: "I am going to give you a handout, which contains some fictional letters written to Ms. Cyber-Advisor. These letters are written by targets and perpetrators of cyber-bullying. Your group task is to determine who the bystanders are in these scenarios and describe what power they have to influence the situation. You will be sharing your findings with the class." After students have completed their small group work, ask students to share their responses and suggestions with the class.

**WHY?**  
**WHO?**  
**EW**  
**N?**  
**?**

**Assessment:** Class feedback and group participation will provide the teacher with an assessment of the students' comprehension of major concepts.

**Common Core Standards/ESOL:** SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E4 Group Reports/Projects.

**Teacher's Answer Key**

**The Bystander's Role in Cyberbullying Situations**

1. The bystanders in this scenario are all the people who are reading the website and/or voting. They are also the people writing comments, whether it is about this girl or someone else. Their participation in this "contest" encourages the person bullying. Their comments defending the persons targeted or their reporting of this website to a trusted adult would help to stop it.
  
2. The bystanders in this scenario are the boy's friends who know about the situation. There might also be friends of the person bullying who know what is going on. Anyone who is aware of the situation is a bystander. They can use their power as bystanders by the choices they make. If they do nothing and tell no one, they are supporting the situation to continue or escalate. If they tell an adult, the boy's parents, or report it, they are using their power to stop the bullying.
  
3. The bystanders in this situation are the girls who know who is behind the malicious online profile and all those who are reading it and posting comments. Those bystanders who know who the person bullying is could discourage any more posts, take down the profile, etc. Those who are reading the profile or know it exists (including friends of the person targeted,) could report it and tell people they know it is a fake profile.

## The Bystander's Role in Cyberbullying Situations

- Directions:** 1) Determine who the bystanders are in the cyber-bullying situation  
2) Describe the bystander's power to influence the situation

Dear Ms. Cyber-Advisor,

I really need your help. I recently got braces and the kids at school started calling me "metal mouth" and other mean names. As if this isn't bad enough, this boy in my class started a website where kids can vote on "Middle School Most...." Right now I am near the top of the list for "Most Ugly Smile," and people are writing comments on the website, like "Who would ever want to kiss that jumble of metal?" Please help!

Dear Ms. Cyber-Advisor,

I am really scared. I am being harassed online and I don't know why. I started receiving emails telling me things like "one month to live" and every day I get an email with the countdown and other scary stuff. I don't know who is doing this to me. I am afraid everywhere. I told my friends about it and they can't think of who it might be. I haven't told my parents, because I don't want to freak them out.

Dear Ms. Cyber-Advisor,

I started a fake online profile of a girl I don't like. I said all kinds of stuff on it, like I hate all white people, and that I hated certain kids that are popular and powerful. It started out being fun but now the hate mail I see directed at this girl has some of my friends a little worried that someone might actually do something to her. My friends were giving me ideas of things to say on the website, but now they are backing off. I don't know how to get out of the situation now. I don't want anyone to know it was me who started it.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Sixth

**Duration:** 45-50 minutes

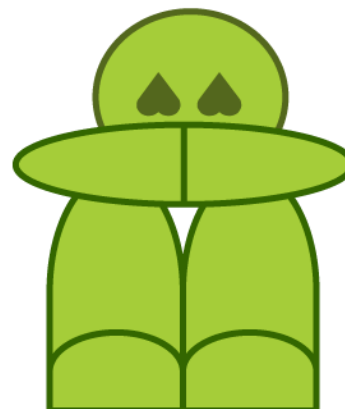
**Title of Lesson:** Why Should I Care?

**Essential Question:** How can being one of the participants in the bullying triangle affect you beyond middle school?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of short and long term damage caused by bullying to all participants in the bullying triangle

**Materials/Resources Needed:** Writing paper



### Instructions:

1. Jeopardy Game: The purpose of this next activity is to teach the short and long term damage caused by bullying to all participants in the bullying triangle. Briefly review the participants in the bullying triangle in preparation for the game. Refer to page 124 for more information on the bullying triangle.
2. Directions: Divide the class into three teams. Give the class the following instructions: "We are going to play a form of the Jeopardy game. How many of you have ever watched Jeopardy on TV? For those of you who are unfamiliar with the game, the host gives the answer to a question and the contestants have to guess the correct question. For example, if I said, "Repeated, Imbalance of Power, and Purposeful," the correct question would be "What is the definition of bullying?" It is the opposite of the usual way where the teacher asks the question and the students give the answers. I have divided you into three teams, and you will compete as teams. The topic of the questions will be Damage Caused by Bullying. I will give an answer, and when your team decides the correct response, write it down and raise your hands. If you are the first team to give the correct response, you will earn a point. If your answer is incorrect, the second team to raise their hands will get an opportunity to answer. If no team gives the correct response, I will tell you the correct response and move on to the next answer. Are you ready to play?" **Teacher's Note:** Teacher's Jeopardy Statements and Answer Key are at the end of this lesson, it provides the sequence of "answers" and the acceptable responses (some answers have more than one possible correct response.)
3. At the end of the game, debrief the activity and check for comprehension of the damage done to all participants in the bullying triangle. Emphasize the concept that bullying hurts everyone. It is also motivating if you offer some kind of reward to the winning team.

**Assessment:** Assess comprehension through the class discussions and game responses.

**Common Core Standards/ESOL:** SL 6.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; E2 Flexible Grouping; E3 Games; G6 Observation/Anecdotal.

### Teacher's Jeopardy Statements and Answer Key

1. Miss school out of fear (What are the effects on those targeted?)



2. More likely to have criminal charges against them (What are the effects on those who bully?)
3. Feel frightened that bullying might happen to them (What are the effects on bystanders?)
4. May have suicidal thoughts (What are the effects on those targeted?)
5. May develop a loss of empathy for the target (What are the effects on bystanders?)
6. May want revenge (What are the effects on those targeted?)
7. May suffer from depression (What are the effects on those targeted?)
8. More likely to have substance abuse issues (What are the effects on those who bully?)
9. May feel a loss of hope (What are the effects on bystanders?) (What are the effects on those targeted?)
10. May develop a dislike or avoidance of school (What are the effects on bystanders?) (What are the effects on those targeted?)
11. May have trouble sleeping (What are the effects on those targeted?)
12. May perpetuate adult family violence (What are the effects on those who bully?)
13. More likely to drop out of school (What are the effects on those who bully?)
14. May suffer reduced academic success (What are the effects on those targeted?)
15. May feel a loss in the belief that adults have the power to help (What are the effects on bystanders?) (What are the effects on those targeted?)
16. May lose feelings of self-worth (What are the effects on bystanders?) (What are the effects on those targeted?)
17. May experience a loss in school connectedness (What are the effects on bystanders?) (What are the effects on those targeted?)
18. May have trouble studying (What are the effects on those targeted?)

### **ABC's of Bullying Prevention Lesson 3**

**Grade Level:** Sixth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can students be more proactive in preventing and intervening in bullying situations?

**By the end of this lesson students will be able to:**

- Recognize the bystander's ability to intervene in bullying situations
- Describe specific action steps to directly and indirectly intervene as a bystander in the bullying triangle

**Materials/Resources Needed:** Bullying/Misconduct Scenarios

**Instructions:**

1. Begin by reviewing the bullying triangle (refer to page 124 for more information on the bullying triangle,) and solicit responses to the following question: "Can anyone tell me why the bystander has the most power in the bullying triangle?" Acceptable responses include, "bystanders are a larger group," "student who bully are trying to get our attention, so if we do not give it, they will stop."
2. Tell the students you are going to say some common beliefs about bullying. Direct them to raise their hands if they think the statement is true, keep it down if they think it is false.

3. Statements: A. I am tattling or snitching if I tell someone about a bullying situation. (False—tattling and snitching are done to get someone in trouble. Telling and reporting are done to help someone. Those being bullied never forget those who tried to help.) B. Bullying is a normal part of growing up. It makes you stronger. (False—the damaging effects of bullying can last for years, not just for those being bullied, but for everyone.) C. Students who bully are not well-liked. (Truth—they may look like they have a lot of friends sometimes, but it’s usually because their “friends” just pretend to like them so they won’t get bullied.) D. If I try to help, I may be the next target. (False—you always need to consider safe ways to help, and there are anonymous ways to report bullying. Studies show that when bystanders do not tolerate bullying, it decreases dramatically.)
4. Discuss direct and indirect ways that students can safely intervene and report bullying. Refer to page 125-6 for information on safe ways to intervene in bullying situations.
5. Intervention Practice: The purpose of this activity is to provide practice for students in choosing appropriate, safe ways to intervene in bullying situations. Ask for four volunteers to read prepared scenarios to the class. The rest of the class will assume the role of bystanders. After a script is read aloud, have the students answer the following questions orally: “What is the relationship, if any, between you (the bystander) and the other participants in the bullying triangle? What intervention, if any, would you use to stop the bullying? What follow up steps need to be taken and by whom, in your opinion?” **Teacher Note:** Scenarios and Teacher Answer Key are located at the end of this lesson.
6. Discuss specific people/places/procedures in the school where bullying can be reported. Take the class on a brief “field trip” to the place where the Anonymous Reporting Box is located. Introduce them to the administrator in charge of receiving bullying complaints, etc. As sixth graders new to middle school, they may not know where to go or whom to seek for help.

**Assessment:** Group participation and class feedback will provide the teacher with an assessment of the students’ comprehension of major concepts and application of knowledge.

**Common Core Standards/ESOL:** SL 6.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/Anecdotal.

### **Bullying/Misconduct Scenarios**

1. Cheryl, Candace and Maria are friends in the 6<sup>th</sup> grade. Cheryl and Maria live in a trailer park with their families. All three girls ride the school bus home in the afternoon. Amanda and Sarah, both 8<sup>th</sup> graders, also ride the same bus in the afternoon. During the fall, Amanda and Sarah start repeatedly calling Cheryl and Maria “trailer trash” and make fun of their clothes and belongings. One day, Candace, frustrated with the on-going treatment of her friends, shouts at Amanda and Sarah, “Why don’t you two stupid snobs shut up and leave them alone!” Amanda gets up and hits Candace and says, “You shut up! Why do you hang out with those two trailer trash idiots anyway?” Several students, including the bus driver and **you**, witness this interaction.
2. Angela is a star track and soccer athlete at Central High School. She grew up with three brothers and has always been very active in athletics since childhood. Angela has a very short haircut, is usually in jeans and t-shirts and never wears skirts or make-up. Angela has many friends, both male and female. Nonetheless, Angela sometimes

hears comments made by other female students referring to her as a “lesbo,” “dyke,” or “boy.” Angela usually ignored these comments until one day, a student made a loud comment in the cafeteria about Angela being a “boy” playing on the girls’ soccer team. Angela was furious and walked up to the girl, slapped her and called her an “ugly skank.” **You** are sitting at the next table.

3. A group of three girls, whom you don’t know personally, have repeatedly coaxed Joan, an ESE student who has a developmental disability, into performing acts that violate the Student Conduct and Discipline Code. Realizing that Joan would be unable to comprehend fully or consent to the activity, the girls told her that they would be her friends if she would do as they instructed her. These acts included stealing money from another student’s backpack and vandalizing school property. **You** overhear these girls telling Joan to do something illegal while you are waiting for your friend.
4. Pat, who is a friend of yours, confides in you that he/she has been sending derogatory text messages about another student whom you both dislike. Pat also claims to have put things on his/her Facebook message board. Pat has heard that the student is very scared and upset, and Pat plans to crank it up even more!

**Teacher Answer Key:**

1. In this scenario, the bystander has no personal relationship to the person targeted and has no personal relationship with the students bullying. The bus driver should intervene in the situation and report it to the principal, but you are a bystander as well. It is not ok to decide “It’s someone else’s responsibility, not mine.” It is important you report it, or intervene more directly if you feel safe to do so. What are some ways you could directly intervene?
2. This scenario is a bit of a trick question. The situation does not meet the criteria for bullying. There is no imbalance of power and no evidence that the behavior is ongoing. If no students recognized this fact, make sure you discuss the concept that not every conflict they witness is a bullying situation that requires their intervention. Was Angela justified in slapping the girl? No, she escalated the situation. However, this appears to be more of a conflict between two people that will be dealt with by administrators. You would not need to become involved unless the slap provoked a fight—then you could get help before someone got seriously hurt.
3. In this scenario, you have no personal relationship with either the people bullying or the person targeted. However, you are aware of what is happening and whether you know the people involved or not, you have a responsibility to do something to help, whether directly or indirectly, depending upon what feels comfortable and safe for you to do.

Discuss with your students what are some ways they could directly/indirectly intervene?

4. In this situation, you are a friend of the person bullying. You don’t particularly like the person targeted, but you know this is a bullying situation and that there are damaging consequences for both your friend and the person targeted. You are probably comfortable directly intervening with your friend, the aggressor, by discouraging this behavior. If they don’t respond, would you do something more?



# ABC's of Bullying Prevention: 7<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Seventh

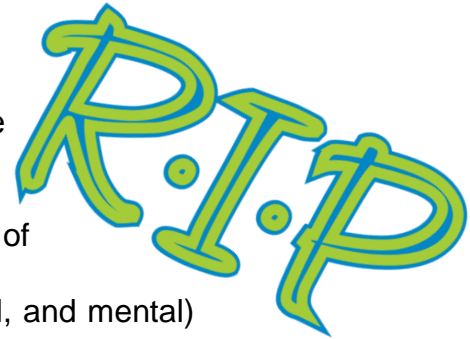
**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What is the bystander's role in the bullying triangle?

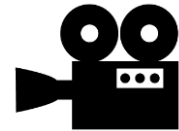
**By the end of this lesson students will be able to:**

- Define bullying using RIP (repeated, imbalance of power, and purposeful)
- Identify the different types of bullying (physical, verbal, and mental) and be able to give examples of each
- Name the participants in the bullying triangle and explain the power of the bystander



**Materials/Resources Needed:** Anti-Bullying Policy 5.9 Student Video: Choosing Peace to Stop Bullying Violence

<http://www.browardprevention.org/anti-bullying/anti-bullying-policy-59/>



### Instructions:

1. Show the student video Choosing Peace to Stop Bullying (13 minutes.) The video contains all of the major concepts of bullying (RIP, types of bullying and the bullying triangle) and discusses the power of the bystander. Refer to pages 122-124 to find more information on these topics. After playing the video, check for comprehension of the RIP definition of bullying, the types of bullying, and the bullying triangle, including the power of the bystander through informal questioning.
2. The purpose of the next activity is to give students insight about the participants in the bullying triangle. Place special emphasis on the targets of bullying. Ask students "Are some students or groups of students more likely to become targets than others in middle school? Why?" Discuss the impact of bullying on students who are often targets because they belong to a certain group, religion, or academic program. Emphasize the impact by using the examples of sexual and gender orientation, or LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning students.) Provide these statistics: According to studies, these students hear anti-gay slurs once every 14 minutes, often from adults; are bullied long-term (5 years), systematically, and by groups; are three times more likely to commit suicide; about 80% of students abused for being "gay" are heterosexual; nearly 30% of gay teens had been threatened in the past month with a weapon at school, compared to 7% of heterosexual students.
3. Attribute Linking Activity: This activity is linked to the last conversation about targeted students, and expands on the roles in the bullying triangle.
4. Preparing for the activity: Write on the board the following: Define "person bullying" with partner #1. Define "person targeted" with partner #2. Define "bystanders" with partner #3. Write at least 3 reasons why a bystander may not intervene in a bullying situation.
5. Procedure: Ask students to take a notepad and pen, and find someone in the room (partner #1) with the same shirt color. Have these students agree on a definition of "person bullying" and have them write it on their notepad. Now ask students to find a

different person in the room with the same eye color (partner #2.) Have these new pairs come up with a mutually agreed upon definition of “person targeted,” and write it down. Next, ask students to find a new partner in the room with the same hand size (partner #3.) Students must measure their hands, palm-to-palm, in order to find a match. Ask these students to exchange definitions of “bystanders” and again write it down before moving on to the fourth partner. Lastly, ask students to find a new partner (#4), whose birthday is in the same season (winter, spring, summer, fall.) Students will need to ask students their birthday season or hold up a notecard indicating theirs until they find a match. Have these new pairs write at least 3 reasons why a bystander may not intervene in a bullying situation.

6. Debrief the activity by asking students to share their answers with the class.

**Assessment:** Class feedback and group participation will provide the teacher with an assessment of the students’ comprehension of major concepts.

**Common Core Standards/ESOL:** SL 7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. A15 Use Simple, Direct Language; E2 Flexible Grouping; E4 Group Reports/Projects; E7 Peer Pair.

## ABC’s of Bullying Prevention Lesson 2

**Grade Level:** Seventh

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** If bullying hurts everyone, why does it continue to be such a problem in school?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of the short and long term emotional damage done by bullying to all participants in the bullying triangle

**Materials/Resources Needed:** Chart paper, markers, tape to hang chart paper on walls

**Instructions:**

1. The purpose of this activity is for students to engage in conversations about their concerns about bullying in their school, their perceptions of the most problematic types of bullying, and their awareness of its impact on all participants in the bullying triangle. Refer to page 124 for more information on the bullying triangle. Give the following directions: You will be doing the next activity in small groups, which I will assign. But first, I want to ask the large group a question. “Do you think there is a bullying problem in this school?” Allow for some responses. Instruct the students: “Each group will get two pieces of chart paper and markers. Label one sheet “Bullying Problems in School,” and the other “Consequences/Effects of Bullying.” Write your group responses on the paper. When thinking about the consequences and effects of bullying, make sure to reflect on how bullying affects the person targeted, the person bullying, and the bystanders.” When everyone is finished, we will put the papers around the room and we will “read the room” as small groups.
2. When students have completed the tasks, hang the two sets of papers on the walls around the room. Allow students to read all the papers so they can see the other groups’ responses.



3. After reviewing student work products, inform them of the short and long-term damaging effects of bullying. Gear your emphasis to the areas most misunderstood by the students, as evidenced by their work products. It is common for students to know about consequences to students targeted, but to underestimate the damaging effects of bullying on the person(s) bullying and the bystanders. Refer to page 125-6 for information on the damaging effects of bullying on all participants of the bullying triangle.

**Assessment:** The group presentations, class feedback and student work will provide the teacher with an assessment of comprehension of the main concepts.

**Common Core Standards/ESOL:** SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E2 Flexible Grouping; E4 Group Reports/Projects; E7 Peer Pair.

### ABC's of Bullying Prevention Lesson 3

**Grade Level:** Seventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you make a difference in reducing bullying in your school?

**By the end of this lesson students will be able to:**

- Explain reasons why bystanders might be afraid to intervene in a bullying situation
- Differentiate between tattling/snitching and telling/reporting
- Name indirect and direct ways to intervene in bullying situations

**Materials/Resources Needed:** Whiteboard or projector and screen, writing paper

**Instructions:**

1. Review the concept of the power of the bystander. Then ask the question, "If you agree that the bystander has the most power in the bullying triangle, then why don't all bystanders intervene?" Refer to page 125-7 for information on why bystanders might not intervene. Solicit responses from the class, and project them either on a whiteboard or a projector and screen. Add any reasons from the background information that the students might have missed. Clarify any misconceptions. One of the typical reasons stated by this age group is the reluctance to be perceived as a snitch or tattletale. When this is mentioned, either by the students or you, say, "We are going to discuss what snitching really is, and how it is different than reporting bullying to help someone." This is an effective segue into the next activity.
2. Discuss the difference between tattling/snitching and telling/reporting (you "snitch" when you want to get someone in trouble, you tell or report to help and protect.)  
**Teacher's Note:** Refer to the Teacher's Answer Key for examples of appropriate student responses for the discussion.
3. Snitching vs. Telling/Reporting Small Group Activity: Divide the class into groups of four students. Directions to Students: "Your group has been invited to the elementary school to present a lesson to third graders on the difference between tattling and telling/reporting. Your task is to create a lesson that will teach third graders when to tell an adult about a bullying situation and when they are just tattling on someone. You can write a song, poem, put on a skit, or develop anything else that will engage the children and teach them the concept." When they finish, have each group present their lessons.

Check with the class after each presentation as to whether the statements conform to the definitions of tattling/snitching and telling/reporting.

4. Discuss direct and indirect ways to safely intervene and report bullying. Refer to page 125-6 for information on safe ways to intervene in bullying situations.
5. Discuss specific people/places in your school where bullying can be reported (ex. Location of Anonymous Reporting Box, name/location of the Investigative Designee responsible for receiving bullying complaints.) Inform students how they can anonymously report bullying. Ask students what other resources and anti-bullying events they would like to see implemented at their school.

**Assessment:** The group presentations and class feedback will provide the teacher with an assessment of the students' comprehension of major concepts and application of knowledge.

**Common Core Standards/ESOL:** SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; E2 Flexible Grouping; E4 Group Reports/Projects.

### Teacher's Answer Key: Tattling/Snitching vs. Telling/Reporting

**Tattling:** Accept any example that demonstrates the motivation to get someone in trouble, to complain about someone, to approach adults to solve their problems that could have been solved on their own. Examples: "Sarah took Mary's chair," "Leroy texts his girlfriend during class," "Maria makes faces at you behind your back," "Marcus hasn't done his homework all week because he says you never collect it!"

**Telling/reporting:** Accept any example that demonstrates the motivation to help someone out of trouble, or is in danger or being bullied. Examples: "Clyde is taking Jonathon's lunch money every day," "A group of girls are harassing Loretta on the bus," "Someone is sending Jay threatening emails every night and he's really getting worried."

# ABC's of Bullying Prevention: 8<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Eighth

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What have you learned about types of bullying and your power as a bystander during your middle school experience?

**By the end of this lesson students will be able to:**

- Define the components of bullying using the RIP definition (repeated, imbalance of power, purposeful)
- Describe the different types of bullying and give examples of how they might be manifested
- Name the participants in the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** None

### Instructions:

1. Review the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Ask students to name the different types of bullying (physical, verbal, and mental) and to give examples of each type. Discuss -bullying, sexting, dating violence and sexual harassment and ask students to determine which types of bullying these examples represent. Check for understanding of the definitions of these terms. Refer to page 123 for more information on types of bullying.
3. Review the participants in the bullying triangle. Ask students to name some reasons why the bystander has the most power of the participants. Refer to page 124 for more information on the bullying triangle.
4. Public Service Announcement (PSA) Activity: The purpose of this activity is to provide students with a forum to discuss sexting, dating violence and sexual harassment concerns. Divide the class into groups of 4 students and tell them, "today you are going to write PSA for your local high school radio station. PSAs are short speeches about issues the public needs to be aware of for their benefit. Each group will develop a PSA on one of the following topics: cyber-bullying, sexting, dating violence or sexual harassment. The audience for this announcement will be middle school students and their parents, and the focus of the message will be to teach them to recognize these behaviors as types of bullying. When you have finished writing your announcement, select one of your group members to deliver it to the class."
5. Circulate around the groups to offer assistance as needed. After each oral presentation, debrief any areas of confusion or concern from the audience.

**Assessment:** The class responses and group presentations will provide the teacher with an assessment of comprehension of concepts.

**Common Core Standards/ESOL:** SL.8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Eighth

**Duration:** 45-50 minutes

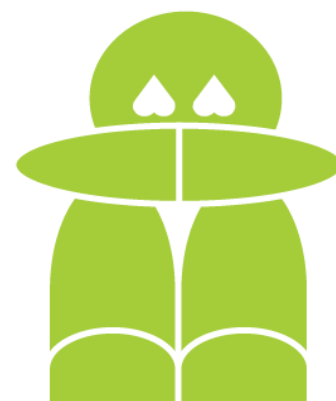
**Title of Lesson:** Why Should I Care?

**Essential Question(s):** Am I more or less concerned about how other students are treated than I did in sixth grade?

**By the end of this lesson students will be able to:**

- Use the RIP definition of bullying (Repeated, Imbalance of Power, Purposeful) and the bullying triangle to recognize bullying situations in their school
- Challenge themselves to recognize the imbalance of power in various life situations

**Materials/Resources Needed:** Journals or writing paper



### Instructions:

1. Review the RIP definition of bullying and the types of bullying. Refer to pages 122 for more information on these topics.
2. Discuss the concept of Imbalance of Power in the RIP definition of bullying. Frame the lesson by telling students, “The purpose of this lesson is to become more aware of the imbalance of power inherent in the middle school setting, and to be sensitive to the individuals and groups who are most likely to be bullied. “What groups or individuals are likely to have less power in middle school?” Look for student responses such as: underclassmen, ESE students, ESOL students, LGBTQ students (Lesbian, Gay, Bi-sexual, Transsexual and Questioning), students with physical differences (obesity, acne, small stature etc.). Make the point that some students are more likely to be targeted for bullying through no fault of their own, just by being whom they are. Ask students to name some of the damaging effects they have observed that result from bullying on those targeted. Refer to page 125-6 for information on damaging effects of bullying on all participants of the bullying triangle. Explain that the opposite is also true—some students are perceived to have more power by others through no deliberate actions of their own.
3. The purpose of this activity is to enhance students’ understanding of the damaging effects of bullying on all participants of the bullying triangle. Divide the class into small groups of 4 students. Number each group (Group #1, #2, etc.) and tell students to remember their group numbers, which they will need for the second part of the activity. Teacher’s Directions to Groups: “We have discussed why some people might be targeted more frequently for bullying and the damaging effects bullying has on those targeted. Now you are going to explore the damaging effects bullying has on the person bullying and the bystanders. Two students in your group will work together to brainstorm short term and long term damaging effects on the people bullying, and the other two students will develop a list of the short and long term damaging effects of bullying on bystanders. Think hard and deep—we often are unaware that all participants are damaged by bullying. After two minutes, I will signal you to find another set of students working on the same triangle participant (bystander pair will find another bystander pair, and those working person bullying lists find another like pair.) Before you move from your table, make sure you put your group number on your paper and that you write down the number of the group to which you have moved. Share your lists and add any damaging affects you did not originally have. When I signal

again, you need to find another group, and continue this pattern every time I signal until you have met with all the groups. When you have completed your visits, I will ask each member of the class to share one damaging effect on the person bullying and one damaging effect on the bystanders.” Debrief any misconceptions or additional damages that students did not mention.

4. Assign students to write in their journals on the following topic: This is your last year in middle school. How do you see the bullying triangle happening in “your real world,” either at school, on teams and organizations in which you may participate, at home, and/or among your personal and social groups? What damaging effects does bullying have on you or those you care about? Have students voluntarily share their responses.

**Assessment:** Class feedback and group participation will provide the teacher with an assessment of the students’ comprehension of major concepts.

**Common Core Standards/ESOL:** SL 8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use simple, direct language; B2 Explain key concepts; F1 Activating and/or building prior knowledge; G6 Observation/anecdotal; G8 Retelling.

### **ABC’s of Bullying Prevention Lesson 3**

**Grade Level:** Eighth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question(s):** How can I use my experience in middle school to be an advocate against bullying?

**By the end of this lesson students will be able to:**

- Name direct and indirect ways to intervene in a bullying situation
- Reflect upon their personal evolution through their middle school years concerning bullying awareness, their role(s) in the bullying triangle, and their actions to intervene
- Know the definition of the word “advocate” and what actions an advocate might take to combat bullying

**Materials/Resources Needed:** Writing paper, poster paper or chart paper, colored markers

**Instructions:**

1. Ask the students to discuss how their attitudes have evolved over their middle school years in regard to: bullying awareness, their roles in the bullying triangle, and their actions to intervene.
2. Review direct and indirect ways to intervene in a bullying situation as a bystander.
3. The purpose of the next activity is to help students reflect upon their unique status as upperclassmen to be role models for treating all people with respect. The activity is called the Big Paper, and it uses writing and silence as tools to help students explore a topic in depth. The goal for this Big Paper is to allow students to reflect on having the courage to stand up for what is right so they can become activists against bullying.
4. Procedure: Divide the students into triads, and give each group a piece of poster paper or chart paper on which you have placed a quotation or question in the middle of the page (suggested quotations and questions appear at the end of the lesson.) Also give each member of the group a different colored marker. Directions to the groups: “This



activity will be done in total silence, so make sure you understand all the directions before you begin. Read the quotation and follow up question(s) on your Big Paper in silence. After you read the text, your group will individually write comments and answer the question(s) on the Big Paper. You may also ask questions of each other or comment on each other's statements, but do it all by writing on the paper in silence. You may draw lines linking your responses or questions to someone else's statements, since more than one of you will be writing on the paper at the same time." At least 15 minutes should be allowed for this part of the activity. Then, still working in silence, tell the students to leave their partners and walk around reading other Big Papers. You can determine the length of time to give to this part of the activity. If there is time in the class, ask each group to discuss their conversation and other's comments as shown on the Big Paper. If there is not sufficient time in the class session to properly debrief the Big Paper conversations, debrief in the next class session; it is very important that the debriefing process take place after this exercise and that the expectation for advocacy against bullying is emphasized. The focus of the debriefing should be the roles of courage and self-worth in standing up for what is right.

**Assessment:** The class discussions and work product from the Big Papers will provide the teacher with an assessment of comprehension and retention of key concepts. The class activities will provide an assessment of application of knowledge.

**Enrichment (Optional):** A discussion about the authors of the quotations used in the Big Papers (i.e. Martin Luther King, Robert Kennedy, Eleanor Roosevelt) can enlighten students as to their historical significance and their courageous fight for the powerless in society. Students could also research other acts of courage, which brought needed change (ex. Rosa Parks, Abraham Lincoln.)

**Common Core Standards/ESOL:** SL 8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. SL.8.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

### Quotations and Questions for the Big Papers

- "All that is needed for evil to run rampant is for good women and men to do nothing"—Martin Luther King. To what part of the bullying triangle does this quote refer? What is it asking those participants to do?
- "To whom much is given, much is expected." How does this quotation relate to bullying?
- "Which do you admire more, a demonstration of power or a demonstration of courage?" What would be a demonstration of power in a bullying situation? What would be a demonstration of courage? What would impress you more and why?
- "The greatest mistake you can make in life is to continually fear you will make one."—Elbert Hubbard. How does the fear of making a mistake relate to bullying situations? Whose behavior in the bullying triangle is most likely to be affected by this fear? Explain.
  - "No one can make you feel inferior without your consent."—Eleanor Roosevelt. To whom in the bullying triangle does this quotation speak? How would this philosophy lessen the damaging effects of bullying?



# ABC's of Bullying Prevention: 9<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Ninth Grade

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** As a bystander, how can you tell the difference between bullying and conflict?

**By the end of this lesson, students will be able to:**

- Articulate the criteria for bullying using the RIP definition (repeated, imbalance of power, and purposeful)
- Describe the differences between bullying, conflict and mutual joking or wanted teasing
- Name the different types of bullying (physical, verbal, and mental)
- State who is part of the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** Whiteboard or projector and screen, writing paper for group activity, strips of paper (5-8, depending on class size), with one of the following words written alternately on each strip: physical, verbal, and mental

### Instructions:

1. Discuss the RIP definition of bullying. Refer to page 122 for more information on RIP.
2. Describe the differences between wanted teasing and joking, conflict, and bullying, using some examples. **Teacher Note:** Background information on these differences is located at the end of the lesson. Using a graphic organizer such as a Venn diagram, projected on a whiteboard or screen, have students verbally compare and contrast the characteristics of bullying, wanted joking or teasing, and conflict.
3. Orally review the types of bullying with the students (physical, verbal, and mental.) Refer to page 123 for more information on the types of bullying.
4. Discuss the participants in the bullying triangle and emphasize statistics that verify the power of the bystander (i.e., when witnessing students intervene, 57% of bullying stops within 10 seconds. The majority of students (80%) are bystanders in the bullying triangle.) Refer to page 124 for more information on the bullying triangle.
5. Divide the class into groups of 5-6 students. Instruct students to select a person to record their work and a narrator to report to the class. Place a pre-made category strip at each table. Depending upon the size of your class, you may have to make two strips with the same topic, but make sure that each topic is selected at least once.
6. **Teacher's Directions to Student Groups:** "Using the topic you have selected, work within your group to develop an example of bullying. Identify the roles of the participants in the bullying triangle. Your example must include all of the RIP components. The person you have selected as recorder will write your example on the sheet of paper provided and the narrator will present your work to the class. You will have 10 minutes to develop your example." At the end of the 10 minutes, have each narrator state the type of bullying selected, give the example, discuss the role of each participant in the bullying triangle, and explain why the example meets the definition of bullying (RIP.) Allow 3 minutes for each presentation and 1-2 minutes for class feedback.

**Assessment:** The group presentations and class feedback will provide the teacher with an assessment in the areas of knowledge of key terms, comprehension of major concepts, and application of content.

**Common Core Standards/ESOL:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. A15 Use Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects.

**Teacher's Background Information:**

**Mutual Joking or Wanted Teasing**, where all individuals involved are having fun and feel capable of responding and defending themselves (have equal power), is not bullying. However, teasing that is done in a mean and hurtful way, that involves an **imbalance of power** whereby one individual feels powerless to respond or to stop what is happening, **IS** bullying.

**Conflict:** Any two people/groups can have a conflict. Bullying *only* occurs where there is an **imbalance of power** and, therefore, one of the parties is unable to effectively defend him/herself to equitably resolve the problem. Conflict is a misunderstanding or dislike between people. Peer Mediation can help with conflict, but not bullying. Bottom line, we can like or not like someone, but we are still expected to treat others with respect and we need to expect others to treat us with respect as well.

**Myth:** Bullying is the same thing as conflict. **Truth:** Conflict involves antagonism among two or more people of equal power in the situation.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Ninth

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** How can being one of the participants in the bullying triangle affect you beyond high school?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of short and long term damage caused by bullying to all parties in the bullying triangle
- Name several consequences of cyber-bullying
- Assess their individual involvement in cyber-bullying incidents

**Materials/Resources Needed:** Copies of the "Have You Ever...." Worksheet, whiteboard or projector and screen



**Instructions:**

1. Review the bullying triangle and the types of participants in the triangle (person bullying, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Discuss the short-term and long-term damage caused by bullying to all participants in the bullying triangle. Refer to page 125-6 for information on the damage caused by bullying, including cyber-bullying.
3. Think-Pair-Share activity: The purpose of this activity is for students to reflect upon their own behavior on the Internet and increase their awareness of how they might inadvertently be participants in cyber-bullying. This activity is also designed to sensitize students to the damage and consequences of cyber-bullying, while increasing empathy for others. First, review the types of bullying (physical, verbal, and mental.) Explain that cyber-bullying is considered a form of mental bullying. Refer to page 123 for more information on the types of bullying.
4. Directions: Distribute copies of the “Have You Ever...” worksheet to the class. Have students complete the assessment individually. Assure them that their individual responses will not be shared with the whole class or collected. When they have completed the assessment, ask them to move into groups of four, either self-selected or assigned by you (counting by four’s, pairing with the people in close proximity to them, etc.). Ask them to discuss their responses with each other to the level they are comfortable sharing. Allow 10 minutes for this part of the activity. Next, ask each group to select a recorder and chart the frequency of each “yes” response to the questions. Ask one person from each group to record the frequency of each response on the whiteboard or overhead projector.
5. Follow-up Discussion questions: What surprised you about your own responses? Did you know that the behaviors on the survey are considered cyber-bullying? Did anything surprise or inform you about the frequency of any response in the class tally? What did you learn about yourself or the group regarding cyber-bullying as a result of this activity?

**Enrichment (Optional):** Statistics indicate that 42% of youth have been cyber-bullied and 53% have participated in cyber-bullying. Does this surprise you? How do these statistics compare with the results from our class activity?

**Assessment:** The group presentations and class feedback will provide the teacher an assessment of knowledge of key terms, comprehension of major concepts, and application of key concepts.

**Common Core Standards/ESOL:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and substance and style are appropriate to purpose, audience, and task. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge.

# HAVE YOU EVER...



Forwarded an unkind email or rumor? Yes No

Not deleted a post that is cruel? Yes No

Encouraged friends to laugh AT another? Yes No

Stayed silent when another was tormented or  
threatened? Yes No

Voted on whether someone was “hot” or “not”?  
Yes No

Let others take or send pictures/videos of personal  
moments or compromising positions? Yes No

Responded in anger or were hurtful, but then said  
were just “joking”? Yes No



## ABC's of Bullying Prevention Lesson 3

**Grade Level:** Ninth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can students be more proactive in preventing and intervening in bullying situations?

**By the end of this lesson students will be able to:**

- Name the different levels of being a bystander
- Debunk myths about the consequences of directly or indirectly intervening in a bullying situation
- Describe specific action steps to directly and indirectly intervene in a bullying situation as a bystander

**Materials/Resources Needed:** Bystander handout, student journals or writing paper, and whiteboard or chalkboard

### Instructions:

1. Distribute the Bystander handout to the class and ask students, "Do all bystanders behave the same way when they are in a bullying situation?" Discuss the broad spectrum of behavior inherent in the term "bystander," from being an instigator of bullying to being an active protector of the person being bullied. Tell students the Bystander handout will be completed with a partner. You may utilize a method of selecting partners or allow students to self-select.
2. Directions to students: "On your worksheet you will see a large circle with a small circle in the middle, indicating the person targeted. You will also see a small circle representing the person bullying on the upper left corner. The other small circles on the line represent the bystanders. Your assignment is to describe different bystander reactions, come up with a different reaction for each bystander circle. I will do the first one to give you an example. One of the bystanders may be a friend of that person bullying, or is eager to watch the bullying scenario, although he/she did not actually start the bullying. I may describe their reaction as "they laugh and encourage the person bullying." When you are all finished with your descriptions we will discuss them." After students have completed their worksheets, ask them to describe their choices. Write their responses in a worksheet you have reproduced on a whiteboard or chalkboard. Make sure there is a wide range of reactions from supporting the bullying to intervening to stop the behavior.
3. Verbally elicit from the students some common beliefs about the consequences of bystanders intervening in bullying situations. Ask the questions, "What are some of the reasons bystanders are afraid to intervene or report bullying?" Write the students' responses on the board or projector. Next, point to each statement and ask, "Is this truth or myth?" Affirm or refute the students' assumptions. Refer to page 125-7 for information about why bystanders might not intervene.
4. Ask students to think of an instance in their personal lives where they were bystanders in a bullying situation. In their journals or on a piece of paper, ask students to describe the incident in one or two paragraphs. In their descriptions, ask them to answer the following questions: What did they think or do at the time? What would they do now if the same scenario occurred? Why?

5. Discuss strategies for directly and indirectly intervening in a bullying situation (see Teacher's Answer Key for a list of acceptable responses.)

**Assessment:** The group discussions and class feedback will provide the teacher with an authentic assessment of comprehension of key concepts and application of knowledge.

**Common Core Standards/ESOL:** SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, and substance and style are appropriate to purpose, audience, and tasks. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge.





# ABC's of Bullying Prevention: 10<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Tenth

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** Why is the bystander considered to have the most power in the bullying triangle?

**By the end of this lesson students will be able to:**

- Define the components of bullying using the RIP definition
- Describe the different types of bullying
- Name the participants in the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** Writing paper, pens/pencils

### Instructions:

1. In order to assess prior knowledge of the definition of bullying, ask students to write the RIP (repeated, imbalance of power, and purposeful) definition of bullying from memory on a piece of paper. After assessing student mastery of this concept by eliciting examples of each component, review RIP as necessary. Refer to page 122 for more information on RIP.
2. Discuss the different types of bullying with the students (physical, verbal and mental) and ask them to orally volunteer examples of each type. Prompt students to include cyber-bullying, as well as ignoring and isolation in their examples of mental bullying. Refer to page 123 for more information on the types of bullying.
3. Review the participants in the bullying triangle. Refer to page 124 for more information on the bullying triangle.
4. Ask students to volunteer reasons why the bystander has the most power in the bullying triangle (there are more of them--the majority of students (80%) are bystanders in the bullying triangle; they have influence over the person bullying by withholding approval & tolerance of bullying behavior (research indicates that when bystanders intervene, 57% of bullying stops within 10 seconds; the person being bullied appreciates any attempt at helping to stop the person bullying.)
5. The purpose of the next activity is to reinforce the concept of the power of the bystander. As an introduction, ask students to raise their hands if they have ever been involved in a bullying situation, either as a person bullying, a person targeted, or a bystander. This question will give you some idea of the number of students who admit to having been part of a bullying experience. Tell students they will be using those remembered experiences as part of the next activity, which will be a type of "improvisation skit." If they do not personally have an experience to use, ask them to think of one they have heard about.
6. Next, ask the class to count by fours, and divide the groups so that all 1's are in a group, all 2's etc. Ask the groups to share their experiences with each other. Their group assignment is to create a one-minute skit of a bullying scenario, which they will perform for the class. One person in their group will play the role of the person bullying, one will play the person targeted, and the rest of the group will play the parts of the bystanders. The script needs to have two different endings—one with the

bystanders standing on the side of the person bullying and one with the bystanders standing on the side of the person targeted. The bystanders' dialogue in the script needs to express how they feel being on each side of the situation and how their behavior influences the ending. After the scripts are written, students will perform their "improvisation" skits. Debrief each performance with the class, emphasizing the power of the bystanders and how they affect the outcome of a bullying situation by their actions.

**Assessment:** Use improvisation skits and class discussion to assess students' understanding of key concepts and power of the bystander.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/anecdotal; E2 Flexible grouping.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Tenth

**Duration:** 45-50 minutes

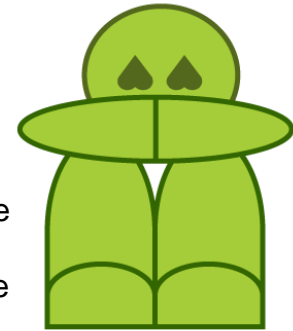
**Title of Lesson:** Why Should I Care?

**Essential Question:** How will bullying affect you beyond high school, no matter what role you assume in the bullying triangle?

**By the end of this lesson students will be able to:**

- Demonstrate knowledge of the short and long term damage done by bullying to all participants in the bullying triangle
- Define empathy and describe how an empathetic response can be effective as an intervention in a bullying scenario

**Materials/Resources Needed:** Writing paper, pens/pencils



### Instructions:

1. The purpose of this activity is to teach students that all participants in the bullying triangle are damaged in lasting ways if there are no interventions to stop bullying. Refer to page 125-6 for information on the damaging effects of bullying on all participants of the bullying triangle. Divide the class into six small groups. Instruct the groups that they are going to generate a list of the short and long term damaging effects of bullying on each of the participants in the bullying triangle. The assignments are as follows: person being targeted/short term effects; person being targeted/long term effects; person bullying/short term effects; person bullying/long term effects; bystanders/short term effects; bystanders/long term effects. Allow approximately 7 minutes for the groups to develop their lists. Ask a spokesperson from each group to present their work product to the class. Ask the other groups if they have anything to add, challenge, or comment upon after each presentation. Keep comments targeted and focused.
2. Empathy Exercise: The purpose of this exercise is to sensitize the students to the feeling of empathy so that they are more likely to use an empathetic response in a bullying situation. Students may remain in their small groups from the last exercise. First, discuss the definition of the term "empathy." (i.e. understanding of another's feelings, compassion, responsiveness.) Ask students to tell you an antonym for the word "empathy" (i.e. indifference.) After checking for understanding, ask each small



group to develop a brief bullying scenario involving all participants in the bullying triangle. Ask them to leave the scenario open-ended, without an ending. As each group presents its scenario, the other groups must answer the following questions posed by you: “What is a likely ending to this incident if no one present has any empathy for the person being bullied? What is a likely ending if the bystander(s) have empathy for the person targeted? End the exercise with the question, “How can a person learn to have more empathy for others? Can empathy be learned, or is it a quality you are born with or without?”

**Assessment:** Assess comprehension through the class discussions and work products.

**Common Core Standards/ESOL:** SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/Anecdotal; E2 Flexible Grouping.

## ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Tenth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can we know when and how to intervene in bullying situations?

**By the end of this lesson students will be able to:**

- Name several ways to report bullying
- Differentiate between “snitching” and telling/reporting
- Articulate ways to be activists against bullying

**Materials/Resources Needed:** Writing paper, pens/pencils, list of school resources for reporting bullying

**Instructions:**

1. Discuss the difference between tattling/snitching and telling/reporting (you “snitch” when you want to get someone in trouble, you tell or report to help and protect) for the purpose of encouraging students to become activists against bullying. **Teacher’s Note:** Refer to the Teacher’s Answer Key for examples of appropriate student responses for the discussion.
2. Snitching vs. Telling/Reporting Small Group Activity: Divide the class into groups of four students. Two people in the group will develop five statements that would be considered “tattling.” The other two members will develop five statements that would be “telling/reporting” statements. Ask students to discuss their statements within the group, refine or change if necessary, and select their best “snitching” statement and their best “telling/reporting” statement to present to the class. Then have one person from each group present their statements. Check with the class after each presentation as to whether the statements conform to the definitions of tattling/snitching and telling/reporting.
3. Discuss direct and indirect ways to safely intervene and report bullying. Refer to page 125-6 for information on safe ways to intervene in bullying situations.
4. Discuss specific people/places in your school where bullying can be reported (ex. Location of Anonymous Reporting Box, name and office location of the Investigative Designee responsible for receiving bullying complaints.) Also inform students how they

can anonymously report bullying. Ask students what other resources and anti-bullying events they would like to see implemented at their school.

**Assessment:** The group presentations and class feedback will provide the teacher with an assessment of the students' comprehension of major concepts and application of knowledge.

**Common Core Standards/ESOL:** SL 9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, issues, building on others' ideas and expressing their own clearly and persuasively. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; G6 Observation/Anecdotal; E2 Flexible Grouping.

**Teacher Answer Key: Tattling/Snitching vs. Telling/Reporting**

**Tattling:** Accept any example that demonstrates the motivation to get someone in trouble, to complain about someone, to approach adults to solve their problems that could have been solved on their own. Example: "Sarah took Mary's chair," "Leroy texts his girlfriend during class."

**Telling/reporting:** Accept any example that demonstrates the motivation to help someone out of trouble, or is in danger or being bullied. Example: "Clyde is taking Jonathon's lunch money every day," "A group of girls are harassing Loretta on the bus."

**WHY?**  
**WHO?**  
**EW**  
**N?**  
**?**

# ABC's of Bullying Prevention: 11<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Eleventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** How do our perceptions of the participants in the bullying triangle affect our behavior?

**By the end of this lesson students will be able to:**

- Define bullying using the RIP definition (repeated, imbalance of power, and purposeful)
- Describe the different types of bullying and give examples of each type
- Name the participants in the bullying triangle and describe their characteristics and possible motivations
- Verbalize why the bystander is the most powerful participant in the bullying triangle

**Materials/Resources Needed:** Writing paper, chart paper

### **Instructions:**

1. Review the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Review the three types of bullying (physical, verbal and mental,) and ask the class to verbally give examples of each type. Make sure to elicit cyber-bullying in its many forms as a type of mental bullying if students do not volunteer that example. Refer to page 123 for more information on the types of bullying.
3. Review the participants in the bullying triangle. Ask students to answer the following questions individually on a sheet of paper: Person bullying – Why do they bully? Person targeted – Why do they tolerate it? Bystanders – Why they do not intervene? Refer to page 124 for more information on the bullying triangle.
4. After allowing 7-10 minutes for the reflective part of this exercise, assign students to move into small groups of 4-6 students. Ask students to discuss their work with each other and combine their lists into one group product, so that there are no repetitions and every idea is included.
5. Use the “whip” strategy for the oral presentation. Each group shares one perspective until all groups have responded, then repeat the rotation until all ideas have been presented. Make notes on the whiteboard or projector so that you can do follow-up questions on key concepts presented.
6. Challenge any inaccurate assumptions from the groups' perceptions. For example, have they considered that the same person can play multiple roles, depending on the situation? Have they considered that some bullying behavior may be subtle and covert, and not always outwardly evident? Use your own challenge questions as needed to broaden the students' understanding and awareness.
7. Review the bystander's role in the bullying triangle, and emphasize statistics that verify the power of the bystander (i.e. when witnessing students intervene, 57% of bullying stops within 10 seconds. The majority of students (80%) are bystanders in the bullying triangle.)
8. Ask the students to tell you, by a show of hands, how many of them have ever been bystanders in a bullying situation, whether it was a physical confrontation, something

on the Internet, or something they overheard that was said verbally. Ask for volunteers who are willing to share one experience as a bystander. Did they feel they could have done more at the time to prevent or stop it? How would they handle the same situation if it happened today? Are they more confident in their power as bystanders? Why or why not? Reaffirm their power in the bystander role as needed.

**Assessment:** The group presentations and class feedback will allow the teacher to continuously assess knowledge of key terms, comprehension of major concepts, and application of content.

**Common Core Standards/ESOL:** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. A15 Uses Simple, Direct Language; B2 Explain Key Concepts; E4 Group Reports/Projects; E10 Think, Pair, Share.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Eleventh

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question:** If all participants in the bullying triangle experience short and long term damage from engaging in bullying, why does it continue to happen?

**By the end of this lesson students will be able to:**

- Communicate the effects of bullying on the participants in the bullying triangle by creating an artistic representation
- Discuss the reasons why bullying continues to be a problem

**Materials/Resources Needed:** Chart paper and a variety of markers, poster board

**Instructions:**

1. Lead a class discussion with the following questions: "Do you think there is a bullying problem in this school? How do you think it is affecting the students and school environment?"
2. The purpose of the next activity is to sensitize students to the damaging emotional costs of bullying to all participants in the bullying triangle. Divide the class into small groups of 4-6 students. Distribute a piece of chart paper and markers to each team. Ask the groups to show the effects (including emotions) that bullying might have in all participants of the bullying triangle using graphic representations such as webs. Ask students to share some of the effects represented on their webs with the class. Refer to page 125-6 for information on the damaging effects of bullying on all participants in the bullying triangle.
3. End this portion of the lesson with the challenge question, "If all participants in the bullying triangle experience short and long term damage from engaging bullying, why does it continue to happen? Refer to page 125-7 for information on why bystanders might not intervene.
4. To segue into the next part of the lesson, state the following: "As you have shown on your webs, all participants in the bullying triangle can experience a wide range of emotions: sadness, rejection, excitement, loneliness, power, and fear. Create a poster

that uses personification (representation of an abstract quality as human) to represent an emotion that bullying can cause. You may select an emotion felt by any of the participants in the bullying triangle. For example, you could draw loneliness as one dark cloud in the sky, far apart from other fluffy clouds. The emotion of loneliness is one felt by the person being bullied, but can also be felt by the bystander.” After the groups have created their posters, have a spokesperson from each group explain their artistic representations.

**Assessment:** The group presentations, class feedback and production of appropriate posters will provide the teacher with an assessment of understanding of the main concepts.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. A13 Use of Illustrations/Diagrams; C9 Semantic Webbing/Mapping; E4 Group Reports/Projects.

### ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Eleventh

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question:** How can you use direct and indirect interventions to stop bullying?

**By the end of this lesson students will be able to:**

- Explain reasons why bystanders might be afraid to intervene in a bullying situation
- Name indirect and direct ways to intervene in bullying situations
- Acknowledge their status as upperclassmen and their responsibility to be role models for the underclassmen

**Materials/Resources Needed:** Writing paper, pens/pencils, copies of handout: Direct and Indirect Interventions & Play Guidelines (one per team)

**Instructions:**

1. Review the participants in the bullying triangle (person bullying, person targeted, and bystanders.) Refer to page 124 for more information on the bullying triangle.
2. Ask students to volunteer reasons that prevent the bystanders from intervening when they witness bullying situations. Refer to page 125-7 for information on why bystanders might not intervene.
3. Add \_\_\_\_\_ information or clarify as needed.
4. Distribute the handouts Direct and Indirect Interventions & Play Guidelines. Have students take a moment to read the direct and indirect interventions. Ask them “What is the difference between direct and indirect interventions? How can one decide which type of intervention is appropriate for a bullying situation? It is important for students to understand that the type of intervention used is dependent upon the relationship of the bystander to the other participants in





the bullying triangle and the interventions the bystander feels “safe” using. Emphasize any type of intervention is helpful and no intervention almost always results in the escalation of the bullying. Conclude this part of the lesson by clarifying any interventions from the handout as needed.

5. Divide the class into groups of 4-6 students. Explain they will be creating a short play (2-3 minutes) in which they will demonstrate at least one direct and one indirect intervention from the handout. Teams must follow the play guidelines provided in the handout. Allow time to brainstorm, write, and practice their play. Encourage students to be creative.
6. Have each team perform their play for the rest of the class. After each performance debrief by asking the class the following questions: “What direct intervention did they use? What indirect intervention did they use? In this bullying situation, what other interventions could you use?”
7. Conclude the lesson with a reminder to students of the fact that they are now upperclassmen, and have the power to set and model the social norms of their school. Remind them that underclassmen look to them to learn how to act, to protect them, and to model what behavior is appropriate. They need to use their status to create and model a positive school culture.

**Assessment:** Teacher will be able to assess comprehension of lesson through the class plays, and debrief discussions.

**Common Core Standards/ESOL:** SL.11-12 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. E4 Group Reports/Projects; E9 Role Play.



## Bullying and Interventions Play

Direct Interventions	Indirect Interventions
<p><b>Toward the person bullying:</b></p> <ul style="list-style-type: none"> <li>• Show your displeasure</li> <li>• Say something like “That’s not cool.”</li> <li>• “Let’s NOT....”</li> <li>• “Stop, you’re better than that.”</li> <li>• Distract—change the subject or suggest a better idea</li> <li>• Say NO and exit</li> </ul> <p><b>Toward the person targeted:</b></p> <p>Help targeted student leave the situation</p> <p>Offer to go with them to get help</p>	<p><b>Toward the person bullying:</b></p> <p>Do NOT encourage</p> <p>Ignore</p> <p>Walk away</p> <p><b>Toward the person targeted:</b></p> <p>Say something nice</p> <p>Invite them to join you for lunch</p> <p>Say “Hi,” especially if they are new students</p> <p>Anonymously report—students have options to remain anonymous</p> <p>Drop a note in the school’s Anonymous Reporting Box</p> <p>Text “SBBC”-space-plus the text message to CRIMES (274637)</p> <p>Email SIU at school911@browardschools.com</p> <p>Call SIU’s Silence Hurts Tip Line (754)-31-0911</p>

### Play Guidelines:

1. Your play must be 2-3 minutes long.
2. Your play must demonstrate the RIP (repeated, imbalance of power, and purposeful) definition of bullying.
3. Choose one type of bullying to showcase in your play (verbal, physical, mental – cyber-bullying.)
4. Choose one direct and indirect intervention to demonstrate in your play.
5. Every team member must have a role in the play.

# ABC's of Bullying Prevention: 12<sup>th</sup> Grade

## ABC's of Bullying Prevention Lesson 1

**Grade Level:** Twelfth

**Duration:** 45-50 minutes

**Title of Lesson:** What Is The Problem?

**Essential Question:** What have you learned about the different types of bullying during your high school years?

**By the end of this lesson students will be able to:**

- Differentiate between bullying and conflict by using the RIP definition of bullying (repeated, imbalance of power, purposeful)
- Describe the different types of bullying
- Name the participants in the bullying triangle and discuss the power of the bystander

**Materials/Resources Needed:** None



### Instructions:

1. Review the RIP definition of bullying (repeated, imbalance of power, and purposeful.) Refer to page 122 for more information on RIP.
2. Write on the board the following words: cyber-bullying, sexting, dating violence and sexual harassment and ask students to define each one orally. Then discuss briefly the effects and facts about each type, and give an example. Refer to page 123 for information on the types of bullying.
3. Divide the class into small groups of 4-6 students.
4. Explain the purpose of the next activity is to allow them some practice and reflection in recognizing the forms of bullying we just discussed. Assign one of the categories listed on the board to each group. Each group is responsible for coming up with an example of their assigned type of bullying. The example must meet the following criteria: (1) include all RIP components; (2) give clear examples of the type of bullying assigned; and (3) include all participants in the bullying triangle (person targeted, person bullying, and bystanders.) You may write the criteria on the board if necessary.
5. Encourage students to pay particular attention to the potential bystanders. Tell them to think about “Who would be likely to know this bullying situation is happening?” Read them the example below to demonstrate what the end product should be.
6. Teacher’s Example: “My category is Dating Violence. Jose and Marcy have been dating for three months, and Jose is wants to end the relationship. He tried to do it in a calm and respectful way, but every time he brings it up, Marcy gets hysterical and says she can’t live without him. She then threatens suicide and tells Jose it will be his fault when she dies and that he will have to live with the guilt the rest of his life. She continues these threats with relentless texts that she is deciding how to kill herself; she’s taking pills now, etc. Jose gets so frantic that he tells her he is sorry, and although he doesn’t want to, he tells her he changed his mind about breaking up. He feels trapped and guilty and doesn’t know what to do. This is mental bullying in the form of dating violence. It meets all the RIP criteria—it is repeated (she sends texts and makes threats,) there is an imbalance of power (Marcy is using suicide as a way to

manipulate Jose,) and it is purposeful as she guilted him into staying in the relationship even though she knows he does not want to. In the bullying triangle, Marcy is the person bullying, Jose is the person targeted. The bystanders could be Marcy and Jose's friends, their parents, teachers, and cyber-friends."

7. After each group has presented their example to the class, ask the extension question, "What power do your bystanders have to help stop the bullying?"
8. Conclude the lesson by asking if there are any questions or concerns about recognizing these behaviors as forms of bullying. Sexting, cyber-bullying, dating violence and sexual harassment are topics that are sensitive to discuss and may need further clarification.

**Assessment:** The class activities will provide an assessment of knowledge.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.

## ABC's of Bullying Prevention Lesson 2

**Grade Level:** Twelfth

**Duration:** 45-50 minutes

**Title of Lesson:** Why Should I Care?

**Essential Question(s):** Can bullying be a problem beyond high school?

**By the end of this lesson students will be able to:**

- Describe the damaging effects of bullying on all participants in the bullying triangle
- Recognize the inherent imbalance of power in high school and suggest an empathetic response for all participants in the bullying triangle
- Create a literary piece (poem, song lyric or fictional story) which demonstrates the power of the bystander

**Materials/Resources Needed:** Journals or writing paper

**Instructions:**

1. The purpose of this part of the lesson is to help students get in touch with their emotional reactions to having been part of a bullying triangle, in preparation for the next activity. Teacher Directions to Students: "As Seniors in high school, I want you to take a few minutes to think about your experiences with bullying situations from kindergarten till now. Have you ever bullied anyone? What did it feel like? What emotions did you have? Why did you do it? Were you ever bullied in your school life? What emotional damage did it do to you? How long did those feelings last? Did it change who you are? Jot down a few words or notes as you reflect, so we can discuss it later." After assessing that students finished thinking and writing, lead a discussion by asking the same questions again and eliciting student responses.
2. Creative Writing Assignment: Say, "You just reflected and shared what it feels like to be bullied in school and what it feels like to be the person bullying. For the next part of this lesson, I want you to write a poem, song lyric or fictional story told from the bystander's point of view. Concentrate on the feelings and emotions of the bystander, just as you just focused on the feelings and emotions being the person targeted and the person bullying. You may do this assignment individually or in pairs. We will be sharing some

of your work with the class.” Allow sufficient time for this activity. Ask for volunteers to share their work. Highlight the feelings of the bystander in discussions of student work.

**Assessment:** The class activities and writing assignment will provide an assessment of application of knowledge.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. W 11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal; G11 Writing Sample.

## ABC’s of Bullying Prevention Lesson 3

**Grade Level:** Twelfth

**Duration:** 45-50 minutes

**Title of Lesson:** What Can I Do About It?

**Essential Question(s):** Have I made a difference directly or indirectly in any bullying situation?

**By the end of this lesson students will be able to:**

- Name direct and indirect ways to intervene in a bullying situation
- Reflect upon their personal evolution through high school regarding bullying awareness, their role(s) in the bullying triangle, and their actions to intervene
- Know the definition of the word “*advocate*” and what actions an advocate might take to combat bullying

**Materials/Resources Needed:** Writing paper, pens/pencils

**Instructions:**

1. The purpose of this activity is to allow students to reflect on how their attitudes have evolved over their high school years in the areas of bullying awareness, their roles in the bullying triangle, and their actions to intervene. First, ask students to sit in a large circle with you, seminar-style. This seating arrangement allows everyone to be visible and indicates that the teacher is an equal member of the conversation. Say to the class, “We are going to have a conversation about how you have personally grown over the past four years regarding your attitudes towards bullying, diversity, and your own self-confidence. I will ask a few questions to get you started, but always feel free to ask questions of each other and to elaborate on answers given. **Note to Teacher:** Here are some prompter questions to begin the conversation: How have your attitudes changed about the damaging effects of bullying over the years? Have you seen more or less incidents of bullying since you started high school? If your answer is “more,” is it because you are more aware of bullying situations or because there are actually more incidents? How have you changed in your willingness to help a person who is the target of bullying? Have you ever intervened, either directly or indirectly? Do you believe it helped?”
2. Instruct the students that you will be naming various strategies used to intervene in bullying situations. When you name a strategy, ask students to first tell you whether that strategy is an indirect (I) or a direct (D) intervention. Then ask them to raise their hands if they have ever used the strategy in their high school years. Appoint someone to act as secretary and record the strategy and the number of students who have used it. The strategies you will name are as follows: Strategies towards the person bullying:



Show your displeasure (D); say something like “that’s not cool (D);” walk away (I); enlist the help of another bystander (D); ignore the person bullying (I); make a joke or change the subject to distract them (D); suggest a better idea (D). Strategies to help the targeted person: Say something nice (I); help the person leave the situation (D); show friendliness and support (I); anonymously report (I); offer to go with them to get help (D). Ask the secretary to report out the three most commonly used strategies and the three least used strategies. Ask the class to volunteer possible reasons for these results.

3. The purpose of this next activity is to encourage students to behave as “advocates against bullying” in school, which is a higher level of intervention than being a bystander. Define and discuss the word “advocate,” both as a noun and a verb. An advocate (n.) is someone who actively gives support, an activist. To advocate (v.) is to encourage, support, and promote something. Remind the students that we are all called upon to be activists for respect.
4. Divide the class into small groups of 4-6 students. Give the students the following scenario: “There is a new, important position in the Broward County school system, called Bullying Prevention Specialist. The person who is hired for this job must be a current high school senior, and will be responsible for decreasing the incidents of bullying in his/her school. The job description also states the Bullying Prevention Specialist will share the responsibility for strengthening the enforcement of anti-bullying policies and possibly recommending new anti-bullying initiatives in the school and community. All serious applicants must present their ideas to an interview committee, who will make the final decision. In your small groups, use your own knowledge and life experiences to develop two ideas that would meet these goals and impress the committee. Select one of your group members to present your two best ideas to the class, aka ‘the committee.’ After all the ideas have been presented, post them around the room. Ask the students to take a marker and put a check next to the three ideas that they believe would have the most impact. Everyone gets three votes. When the winning idea is selected, ask the class why it would have the most impact, and what parts of that idea could be reasonably implemented within the next two weeks. If there is student interest and time permits, consider following up with the enrichment activity.

**Assessment:** The group presentations and class feedback will allow the teacher to assess comprehension of major concepts and application of content.

**Enrichment (Optional):** Have students compile their best ideas and develop an action plan to implement some of their initiatives. Their action plan could include presentations to administrators, student council members, class officers, parent advisory council, etc. Their plan should also include strategies to involve the student body to become activists against bullying.

**Common Core Standards/ESOL:** SL 11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, issues, building on others’ ideas and expressing their own clearly and persuasively. SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. A15 Use Simple, Direct Language; B2 Explain Key Concepts; F1 Activating and/or Building Prior Knowledge; G6 Observation/Anecdotal.





# Choose Peace Stop Violence Week



To some it's just an ordinary week, but to BCPS, the Choose Peace Stop Violence week in September is a week-long platform for life-saving peace activities in Broward County. Get involved today by calling: (954)462-4850 Ext. 141 or visiting the website: [www.choosepeacestopviolence.org](http://www.choosepeacestopviolence.org) Learn more about what is happening in [Broward County Public Schools to promote peace!](#) Below are the recommended activities for this week-long observance that can be used with both primary and secondary students. More resources are available on this topic at [BrowardPrevention.org](http://BrowardPrevention.org), Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html>, and the "Prevention Programs" CAB Conference located within Learning Communities (see Instructional Resources). To create a Peace Garden, use the guide at: <http://www.browardprevention.org/resources/violence-prevention/dates-to-remember-observances/choose-peace-stop-violence/>



## Ideas for Peace Week

At the beginning of the week, collect and display materials related to non-violence. This can include books, recordings, videos, artwork etc. They can be tied into a past, present, and future peacemakers theme. Encourage peace through PSAs, morning announcements, posters, games, role plays, and creating a peace garden (directions below.)

<b>Monday</b> Signing Peace Pledge	Sign the Peace Pledge and celebrate the power we all have to make a difference by "Planting the Seeds Of Peace." Utilize the 8 character traits symbolizing the choices you are making today!
<b>Tuesday</b> Pinwheels for Peace	Pinwheels for Peace using "Choose Peace Stop Violence" logo template: Students can create pinwheels and "plant" them outside their schools as a public statement and art exhibit.
<b>Wednesday</b> Choose Peace...your choice, your action, your life!	Wear a white shirt which symbolizes PEACE. Create a Peace Garden as a symbol of hope for the future and your school's commitment to peace.
<b>Thursday</b> Leaders of Peace	Have a classroom discussion about famous peace quotes or review biographies of famous peace leaders.
<b>Friday</b> Thoughtful Deed	Create a Thoughtful Deed Tree. Promote and acknowledge kind acts that encourage a peaceful school community and celebrate individual efforts to Choose Peace and Stop Violence!



# Pinwheels for Peace

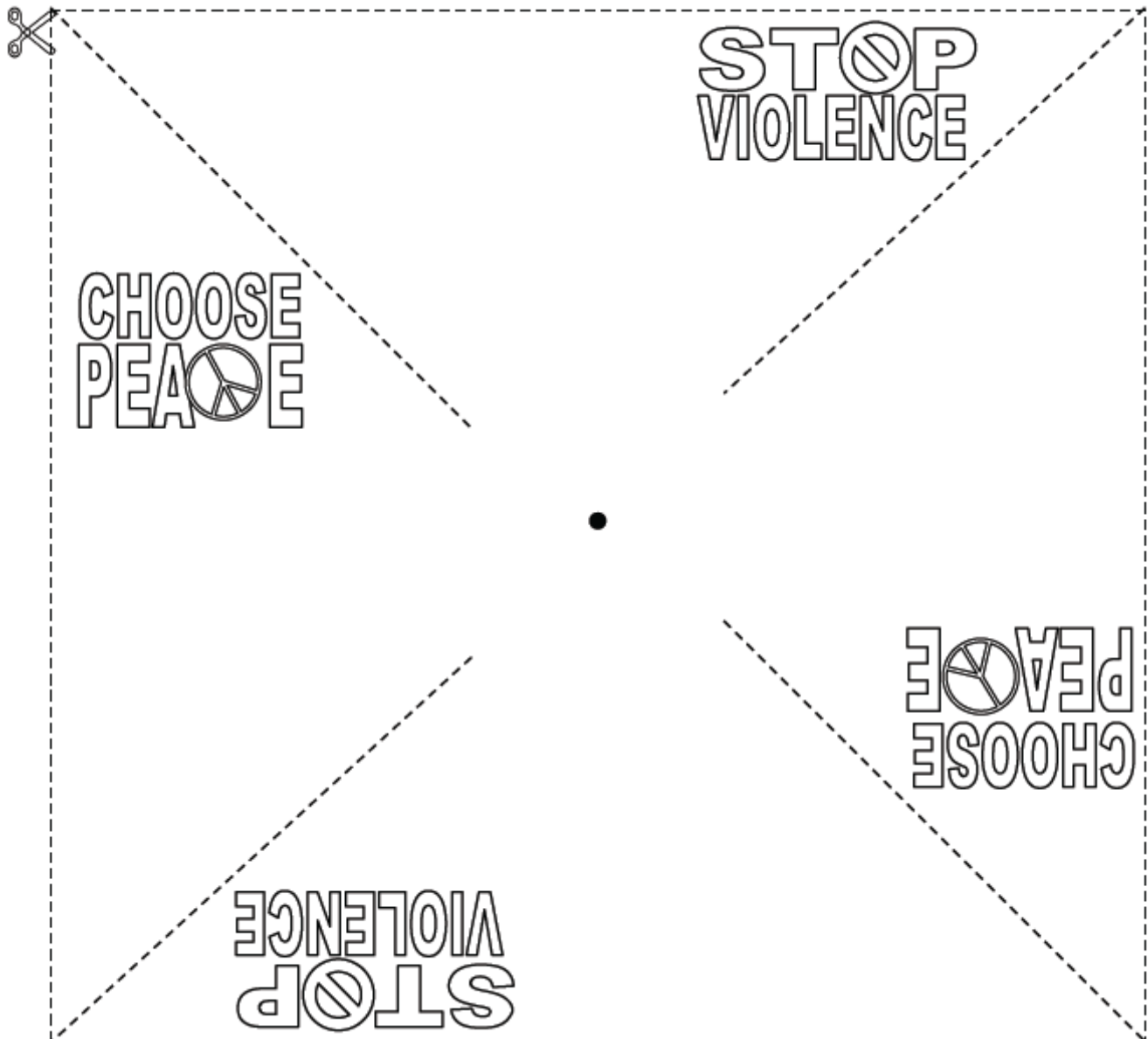


**What you need:** Scissors, straight pins, pencils with erasers and colored pencils or markers

**How to get started:** Cut out the pinwheel square on page following the line on the template, cut in diagonally from all four corners leaving about 2 inches of center uncut, decorate!

**To create the pinwheel** (more information at <http://pinwheelsforpeace.com>):

- Gently bend (don't fold) one of the cut corners to the center point.
- Skip the next cut corner, and bend the next one.
- Skip and bend until four points meet in the center.
- Stick the straight pin through all four points AND the back of the pinwheel.
- Stick the pin into the pencil eraser. Find some wind to test it out.





# Peace Quotes



Here are some commonly heard or well-known quotations that encourage peace. They can be used to start each day, or inspire conversations, journal reflections or other writing assignments.

## **Primary/Elementary Peace Quotes**

Nothing can bring you peace but yourself. - Ralph Waldo Emerson

“There was never a good war or a bad peace.” - Benjamin Franklin

“There is no way to peace; peace is the way.” - A.J. Muste

“To reach peace, teach peace.” - Pope John Paul II

“A smile is the beginning of peace.” - Mother Teresa

“Let there be peace on earth and let it begin with me.” - Seymour Miller and Jill Jackson

“You cannot shake hands with a clenched fist.” - Golda Meir and Indira Gandhi

“An eye for an eye only ends up making the whole world blind.” - Mahatma Gandhi

“It is better to keep peace than to make peace.” - Dutch proverb

“Peace begins with me.”

## **Secondary Peace Quotes**

“Peace is not merely a distant goal that we seek but a means by which we arrive at that goal.” - Martin Luther King Jr.

“If we have no peace, it is because we have forgotten that we belong to each other.” - Mother Teresa

“Be the change you wish to see in the world.” - Mahatma Gandhi

“It isn’t enough to talk about peace, one must believe it. And it isn’t enough to believe in it, one must work for it.” - Eleanor Roosevelt

“Peace is the only battle worth waging.” - Albert Camus

“Peace cannot be kept by force. It can only be achieved by understanding.” - Albert Einstein

“If you want to make peace, you don’t talk to your friends. You talk to your enemies.” - Moshe Dayan

“Peace is not an absence of war; it is a virtue, a state of mind, a disposition for benevolence, confidence and justice.” - Benedict Spinoza

“I do not want the peace that passeth understanding, I want the understanding which bringeth peace.” - Helen Keller

“What can you do to promote world peace? Go home and love your family.” - Mother Teresa

“When the power of love overcomes the love of power, the world will know peace.” - Jimi Hendrix





# Famous Leaders of Peace

At the beginning of the week, assign each student a famous leader of peace and have them write an essay on how that person has influenced peace in the world; and/or create a Peace Makers Hall of Fame bulletin board in your school that pays tribute to local, national, and international figures who have resolved conflict peacefully.

**Mahatma Gandhi**



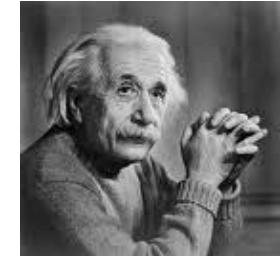
**Rosa Parks**



**Martin Luther King, Jr.**



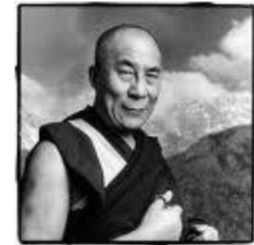
**Albert Einstein**



**Mother Teresa**



**The Dalai Lama**



**Nelson Mandela**



**Eleanor Roosevelt**



**Desmond Tutu**



**Harvey Milk**



**Dorothy Day**



**Aung San Suu Kyi**



# “Planting the Seeds of Peace” PLEDGE

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Peace must start within me. On this day, \_\_\_\_\_, 2011, I pledge to plant my seeds of peace with...

**CITIZENSHIP** – I will display a high regard for rules & laws that govern my community and country.

**COOPERATION** – I will work with others to accomplish a common purpose.

**HONESTY** – I will share anything that I know about a situation that could be harmful to others.

**KINDNESS** – I will be helpful, thoughtful, & caring to others.

**RESPECT** – I will say & do things that make people feel safe & protected because everyone is valuable & important.

**RESPONSIBILITY** – I will be reliable, accountable, & dependable to self & to others.

**SELF-CONTROL** – I will learn how to turn a frustrating situation into one that is positive & productive.

**TOLERANCE** – I understand that, “Differences can divide people while diversity can strengthen them!”





## Conflict Management/ Peer Counseling



One of the most effective ways to manage student conflict is through peer counseling. Every middle and high school in Broward County is encouraged to have a peer counseling program. The purpose of the Peer Counseling Program is to promote the healthy living, mental well-being and safety of young people through peer education and referral. Trained Peer counselors assist their school as conflict mediators, academic tutors, provide classroom presentations on teen issues, welcome new students, and promote violence prevention within the school community.

Peer counseling is utilized as a confidential process for resolving conflicts where student participants have the opportunity to talk through their conflicts with the help of trained student mediators. Peer counselors do not take sides or place blame on anyone. They listen to all participants and help the participants to develop their own solution to the conflict. Before they can mediate, peer counselors receive training in communication, problem solving, conflict resolution, and mediation skills from the school's Peer Counseling Coordinator – a school based staff member.

The Peer Counseling Program is utilized throughout Broward County, using the peer-to-peer approach to support prevention and intervention efforts in schools ensuring students feel safe and connected in order to succeed academically. All Peer Counseling Coordinator and peer counselors must complete required training. If your school does not have a peer counseling program and is interested in having one, contact the Office of Prevention at 754-321-2568 for more information.

### Conflict Management

The overall objective of conflict management is to help students understand the causes of conflict and help them determine which conflict resolution and mediation strategies would be appropriate for the situation.

#### Causes of Conflict

Most human beings have two basic emotional needs: to feel they belong and are competent. If these needs are not met, inappropriate behaviors develop. Humans begin to act out for:

- Power: they are searching for a sense of control over their own lives.
- Attention: they seek attention.
- Inadequacy: they need to avoid failure.
- Revenge: they are trying to get even for real or imagined hurts.

From childhood to adulthood, adolescents engage in some or all of the above acting out behaviors as they try to find ways to fit in and feel successful.



## Understanding Conflict Lesson

### Activity:

1. Have students briefly brainstorm the definition of conflict. Record responses on chart paper or board, or
2. Divide class into small groups; have them use a web to chart as many words as they can associate/connect to the word conflict. Someone from each group will share responses.
3. Most of the responses probably will be negative. Explain that conflict does not have to be negative, but can be positive. It is how the person reacts to conflict that determines whether it is positive or negative.
4. Conclude the activity by stating conflicts are a natural part of everyday life. Conflicts often come up over: misunderstandings, unmet needs, or different values and perceptions.

## Conflict Resolution Strategies Lesson

Conflict resolution strategies assist individuals in defusing his/her own conflict and resolving a problem so no one loses and physical force (fighting) is not used.

**Discussion:** Ask students to recall a recent disagreement or dispute they had with a friend or family member. Tell them to think about how the experience made them feel, how the conflict was resolved, and whether everyone involved in the conflict was satisfied with the solution. Let several students share their responses.

**Activity:** Use the following prompt to have students write a paragraph or lead a discussion: "Today I learned the following about conflict..."

## Styles to Handle Conflict Lesson

There are 6 styles people use to handle conflict. The conflict situation and the people involved may determine the style that a person selects. Write the words below on the board:

- |                |                |                 |
|----------------|----------------|-----------------|
| 1. Aggression  | 2. Collaborate | 3. Compromise   |
| 4. Accommodate | 5. Avoidance   | 6. Intervention |

Have students write their understanding/definitions of each word on a sheet of paper. Guide them with the definitions below:

1. Attack physically or verbally
2. Work together to solve the problem(negotiate)
3. Everyone gives a little to come up with a solution
4. One person permits the other person to have their own way
5. To walk away, pretend there is nothing wrong or stay away from that person
6. Someone else tries/settles the dispute

**The 4 outcomes of conflict resolution:** 1. Win/Win, 2. Win/Lose, 3. Lose/Win, 4. Lose/Lose  
The outcome with the most positive results: Win/Win – Peer Mediation

- All parties involved get what they want or need
  - There are always several points of view in every conflict
  - Many things influence our point of view of a situation such as our values, needs and goals
- “Mediation is...an intervention into a dispute by an acceptable, impartial and neutral third party who has NO decision making power to assist the disputing parties in voluntarily reaching their own mutually acceptable settlement of the issues.”** The goal is to help the parties make their own solution to the situation that they are willing to live with in the future.

# Conflict Resolution

## What Is A Conflict?

### CONFLICT

A conflict is a disagreement that affects two or more people. It can end up in a verbal or physical fight, bad feelings, and the loss of a friendship.

On the positive side, a conflict is a chance to talk about problems you might be having with someone, and to resolve these difficulties.



### RESOLUTION

Is the glass half-full or half-empty?  
Thinking positively will help you find solutions where others see only problems.

Conflict is not bullying. The following tips can help you resolve a conflict, but you need additional help if you are the victim of a bully. Please see our "Bullying" section.

## How Do I Avoid Conflict?

- 1.) Don't go there.
  - Avoid trouble: **people** you don't need to see; **places** you don't need to be.
- 2.) Admit your part.
  - Don't be afraid to apologize... **sincerely!**
  - Never make excuses. An excuse is a way of avoiding responsibility.
  - Ask the other person how they would like you to behave.
- 3.) Put it off.
  - If you are both tired or frustrated, avoid each other until you have cooled down and can discuss your problem without getting upset.



## How Do I Resolve Conflicts?

- 1.) Get the facts: Who? What? When? Where?
    - How did the problem start?
    - How has the problem developed?
    - How do things stand now?
  - 2.) Talk it out.
    - Be a better listener than a talker.
    - Give others your full attention.
    - Listen without interrupting.
    - Ask questions if you don't understand something.
    - Try to maintain good eye contact.
    - Try to see and respect the other person's point of view.

**Understanding** is the key to conflict resolution.

    - Before you speak, look at yourself:
      - Are you stressed?
      - Are you unhappy?
      - Are you angry?
      - Are you suspicious?
      - Are you uncomfortable?
    - **How will your feelings affect the discussion?**
- State your case clearly, and in a quiet voice.
  - Use the person's name when addressing him/her.
  - Use "I," and tell others how you feel.
  - Use kind words.
  - Don't be afraid to apologize for your mistakes.
  - **Describe** things rather than making judgments.
  - Avoid accusations, placing blame, and making negative statements.
  - Carefully state the problem. State your case **completely** and **honestly**.
  - Ask: **What went wrong?**
    - What do **you** need, and what do **you** want?
    - What do **they** need, and what do **they** want?

## Formula One: Conflict Resolution

### 1.) PROBLEM

What is the conflict really about?

### 2.) CHALLENGE

Find a plan everyone can live with.

### 3.) SOLUTION

Follow the plan.

When everyone's voice is heard, everyone gets the word: **cooperation!**





## 3.) Negotiate.

- Brainstorm all possible ways to handle the problem.
- For now, list all ideas, even if you or others disagree with them.
- Then, discuss the pros and cons of each idea.
  - How do I feel about it?
  - How do they feel about it?
  - Is it fair?
  - Will it work?
- **Compromise:** everyone **gets** something; everyone **gives** something.
- Try to meet in the middle.
- Agree on a realistic plan everyone can live with.

4.) If you really can't agree, **get help!**

- Ask for advice before things get out of control.
- Often a counselor, teacher, or parent can help.
- If you have a **peer mediation** program, take advantage of it.
- **Remember**, in the end the problem is yours, and so is the solution.

5.) Finally, agree on an **action plan**.

- Decide what each of you will do.
- Be very specific.
- Put it in writing.
- Set a time or times to meet again.



## What Is Peer Mediation?

Mediation is a process for resolving conflicts using a third party who is not involved in any way in the dispute. The goal of mediation is to solve the problem constructively.

In peer mediation, trained students help their schoolmates identify the problems and find solutions. Mediators listen to both sides and help the participants look for solutions.

It is absolutely essential that participants **listen** to one another and try to see the opposing viewpoint. **Patience and understanding** are the keys to conflict resolution.

Peer mediation is appropriate for common situations, but should not be attempted as a solution for extremely serious or criminal problems.

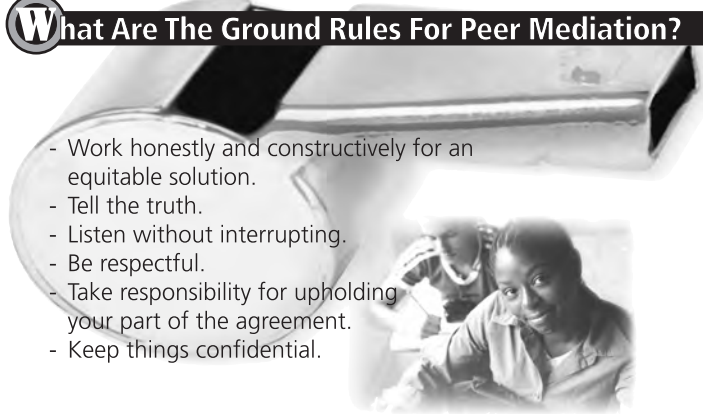
## What Are The Steps In Peer Mediation?

- Agree on the ground rules.
- Tell stories from each point of view.
- Verify the stories.
- Discuss the stories.
- Present solutions.
- Discuss solutions.
- Select a solution.
- Sign a contract.



## What Are The Ground Rules For Peer Mediation?

- Work honestly and constructively for an equitable solution.
- Tell the truth.
- Listen without interrupting.
- Be respectful.
- Take responsibility for upholding your part of the agreement.
- Keep things confidential.



## How Can I Manage My Anger?

It's **OK** to **BE** angry. It's not **OK** to **ACT** angry.

## 1). Know yourself.

- What makes you tired?
- What makes you stressed?
- What makes you frustrated?
- What makes you unhappy?
- What makes you angry?
- When is it better for you to walk away?



## 2). Learn ways to cool down.

- Take deep breaths.
- Count backwards slowly.
- Think calming thoughts.
- Focus on a positive outcome.
- Talk yourself out of your anger.
- Talk to someone you trust.
- Release your energy in **positive** ways. Be physically active.

3). Remember, **understanding** why things are the way they are is the key to anger management. This involves understanding yourself, others, and the situation.

## Where Do I Go From Here?

Every human being on earth gets angry and has conflicts. A conflict is not necessarily destructive if it is dealt with quickly and intelligently. We must have compassion and respect for others. We must understand their points of view, and we must treat them with kindness. We cannot solve all the problems of the world, but we can make our world a happier place. Let it be your goal to reach out your hand in friendship and love. Make peace with your enemies, and you will have only friends.



# Dating Violence

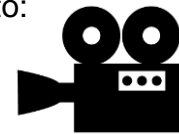


Dating violence, otherwise known as relational violence, is a major social problem that touches the lives of men, women, and children of all social, economic, and racial backgrounds. Victims and perpetrators can be any age, sex, race, culture, sexual orientation, religion, education, employment, or economic status. Relational violence flourishes in secrecy, so utilizing lessons and curriculum that explores and exposes this topic helps to prevent it.



Broward County Public Schools is helping to combat dating violence with the **SBBC Dating Violence Policy 5010** which prohibits dating violence and ensures that students are trained in accordance with Florida statutes and laws. To view this policy and the student (grades 7-12,) videos, and teacher training modules, go to:

<http://www.browardprevention.org/resources/violence-prevention/dating-domestic-violence/dating-violence-policy-5010/>



Below are lessons for primary and secondary students. Dating violence prevention with elementary students consists of lessons on the Dos and Don'ts of healthy relationships. Children as young as kindergarten can establish a foundation for healthy relationships with such books as, "Hands Are Not For Hitting." More resources are available on this topic at [BrowardPrevention.org](http://BrowardPrevention.org), Broward Enterprise Education Portal (BEEP) <http://beep.browardschools.com/ssoPortal/index.html>, and the "Prevention Programs" CAB Conference located within Learning Communities (see Instructional Resources). Another recommended resource is the Dating Matters online course: [www.vetoviolence.org/datingmatters](http://www.vetoviolence.org/datingmatters)

## Dating Violence Prevention Lesson: Primary Grade Level

### My Road Map to Healthy Relationships

**Grade Level:** First through fifth grade

**Duration:** 20-30 Minutes

**Title of Lesson:** My Road Map To Healthy Relationships

**Essential Question:** What is the path to healthy relationships?

**By the end of this lesson students will be able to:**

- Recognize the qualities they want to have in their relationships
- Recognize what obstacles may stand in the way of healthy relationships

**Materials/Resources Needed:** Paper, markers, colored pencils. Students may use their imagination and their results can be three dimensional, or have the students use this lesson to expand their knowledge of technology by use of electronic media.

**Instructions:**

1. The objective of this lesson is to have the students create a road map to healthy relationships.



2. Ask the class, what do healthy relationships look like? How do they treat each other? List the characteristics on the board. What are unhealthy relationship characteristics? List those.
3. Explain to the students that to get where you want to go, you must know how to get there. What kind of relationship do you want to have? Healthy ones? How will you get there? Create a road map to help you reach your desired relationship destination. Make sure to include any obstacles or barriers you may come across, may have to traverse or ford through to reach your goal (crossroads, stop signs, yield signs, green lights, red lights, yellow caution lights, hills, valleys, rivers, boundaries, states, etc.). For older students, have them create a corresponding legend for their map to help viewers understand the map's topography, symbols and colors.
4. Give the class time to create their Relationship Road Map.
5. Use a healthy and unhealthy relationship characteristics listed on the board to stay on task while creating the map.
6. Once completed, have each student present their Relationship Road Map to the class with its corresponding ideas and directions to reach the healthy relationship destination.

**Assessment:** Use students' final product and presentations to assess for understanding of key concepts.

**Enrichment (Optional):** As a teacher you may choose to vary the materials you want your class to use. You may request they use their imagination and the result can be three dimensional, flat, black and white or colorful. You may alternatively choose to have the students use this lesson to expand their knowledge of technology by use of electronic media.

**Common Core Standards/ESOL:** SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C1 Charts.

## The Relationship I Want

**Grade Level:** Second through fifth grade

**Duration:** 20-30 Minutes

**Title of Lesson:** The Relationship I Want

**Essential Question:** What kind of relationships do you want?

**By the end of this lesson students will be able to:**

- Recognize the positive/healthy qualities they want to have in their relationships
- Learn how to communicate clearly in oral, artistic, written, and nonverbal form these preferences

**Materials/Resources Needed:** A copy of The Relationship I Want Worksheet for each student, one copy of Relationships Behavior Word Strips cut into strips, colored pencils, markers or crayons

**Instructions:**

1. The purpose of this activity is to help students recognize the characteristics they want in a relationship. What are the things in good vs. bad relationships? Start by asking the class what is a relationship? What are some types of relationships you have in your life right now?
2. State that relationships are important and you want them to think about what they like and don't like in a relationship. Create a T-chart on the board with one side stating "Good Relationships Do These Things" / "Good Relationships Try Not To Do These Things."



3. Read the Relationships Behavior Word Strips. After the class comes to a consensus, place the strips under the appropriate side of the chart.
4. Summarize the lesson: Today, we are going to talk a little more about what you like and don't like in a relationship. Let's start with "I don't like it when a person in a relationship..." (Write statement on board.) What are some of the words I could write under this sentence? Elicit student responses. (Some examples might be put downs, brags, tattles, teases, dishonest, etc.).
5. Do you have a relationship you like best? What do you like best about him/her? Repeat activity using the statement "I like it when a person..." (Some examples might be honesty, kindness, talk to each other, do things for each other, share compliments, etc.)
6. Hand out My Kind of Relationship Worksheet. Have students brainstorm as many words as they can that describe the characteristics they like in relationships and write them inside their person. Encourage the students to think of as many words as they can.
7. On a previously prepared poster or illustration on the board, duplicate the student worksheet. Ask the students to share one of the things they wrote inside their My Kind of Relationship person. Write student responses on your illustration.
8. Note for the class that if we look at the The Relationship I Want Worksheet illustration, we can get some good ideas about healthy and positive relationships. We could say, "A good relationship is \_\_\_\_\_."
9. And if we want these good relationships, then we have to act this way as well, right? Let the students share some of the ways they can be a positive person in a relationship.
10. Summarize lesson. (Remind the students that we talked about qualities we like and dislike in a relationship. We also discussed ways in which we can be good to the people with whom we are in relationships.)

**Assessment:** Assess comprehension through the class discussions and completion of their The Relationship I Want Worksheet.

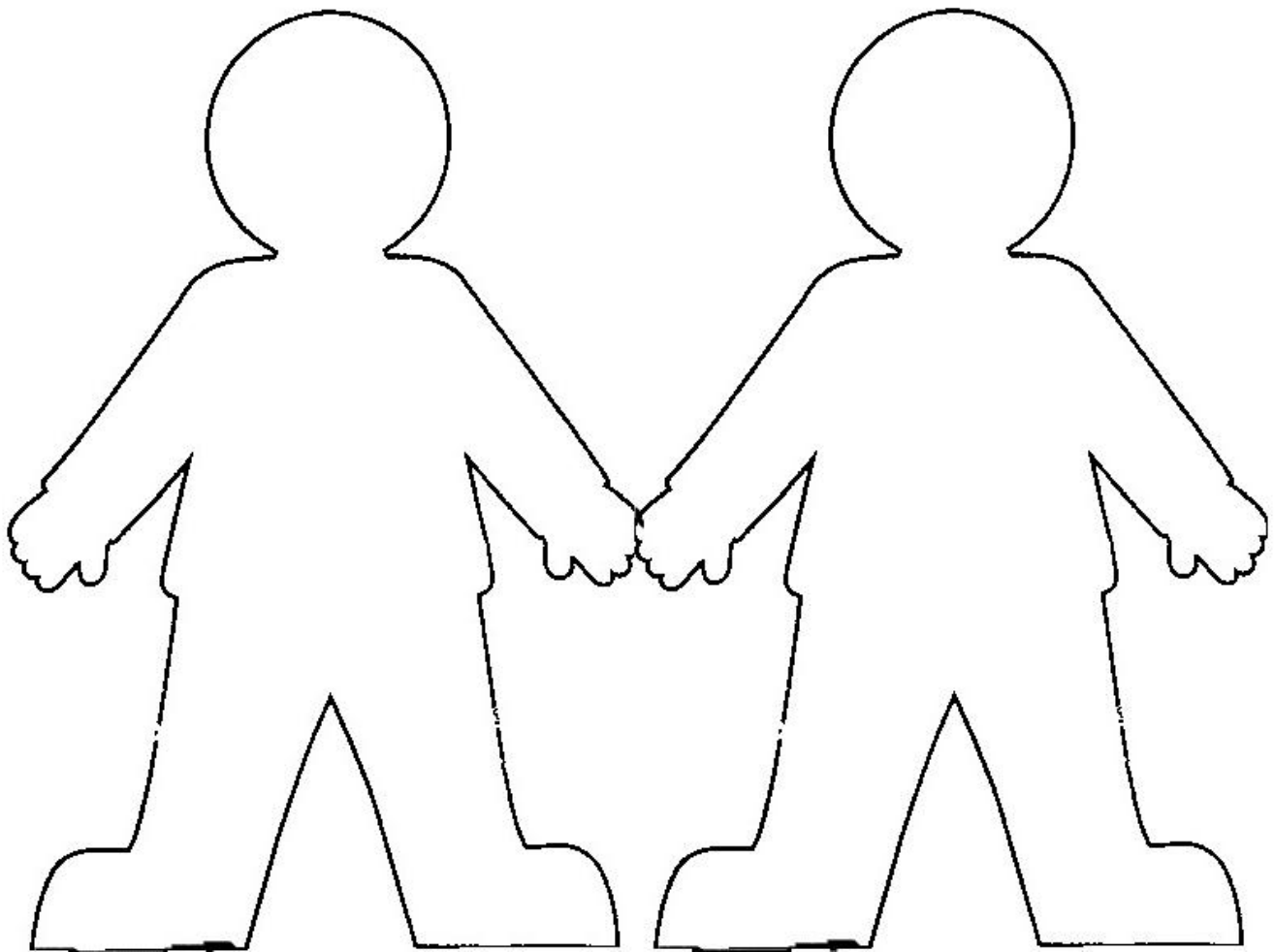
**Enrichment (Optional):** Role play different situations in which students demonstrate what they like and dislike in a relationship (e.g., taking sides, put-downs, arguing, etc.).

**Common Core Standards/ESOL:** SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 1-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C1 Charts.

### Relationships Behavior Word Strips

saying kind words	tattle telling
punching you	taking turns with others
giving a compliment	helping others
telling someone to shut up	sharing
picking on your classmate	calling you names
calling someone a bad or silly name	letting everyone play at recess

# The Relationship I Want







# Dating Violence Prevention Lesson: Secondary Grade Level

## Dating Violence, We Can Stop It – Know the Signs!

**Grade Level:** Sixth through twelfth grade

**Duration:** 30-45 Minutes

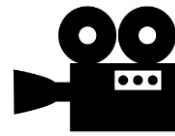
**Title of Lesson:** Dating Violence, We Can Stop It – Know the Signs!

**Essential Question:** What is dating violence and how can we identify it so we are able to prevent and intervene when it occurs?

**By the end of this lesson students will be able to:**

- Define teen dating violence
- Know the warning signs of dating violence and abusive behavior
- Know the characteristics of healthy relationships
- Know what they can do to prevent and intervene with teen dating violence (including SBBC Policy and community resources)

REALITY  
AVENUE



**Materials/Resources Needed:** The video, 'Dating Violence, We Can Stop It – Know the Signs!' available online for download at <http://www.browardprevention.org/resources/violence-prevention/dating-domestic-violence/dating-violence-policy-5010/>

### Instructions:

1. The purpose of this activity is to help students identify healthy versus unhealthy relationships so they are able to prevent and intervene if they or a friend become involved in one. The majority of these points will be covered in the video; then facilitate a discussion to ensure the retention and understanding of the information.
2. Set classroom ground rules for the post video discussion: confidentiality (no names - "I know someone who..."), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.
3. Play for the class the video, 'Dating Violence, We Can Stop It – Know the Signs!'
4. Afterward lead a discussion and ask the following questions, listing their answers on the board:
  - What is dating abuse? Teacher answer: Dating violence is characterized by patterns of abuse. The types of abuse that can create an unhealthy and violent relationship include physical abuse, verbal abuse, sexual abuse, emotional abuse, psychological abuse, spiritual abuse, and financial abuse.
  - What are the warning signs of dating violence and abusive behavior? Teacher answer: Victims and abusers can be ANYBODY. They are people we know and people we care about. Dating violence happens to girls and guys of any ethnicity, in both gay and straight relationships. An unhealthy relationship is characterized by disrespect, fear, jealousy, and possessiveness. It often follows a cycle of violence which includes: Tension (criticism, coercion, jealousy), Violence (attacks, threats) , Seduction (apologies, gifts)
  - What are the characteristics of healthy relationships? Teacher answer: A healthy relationship is surrounded by mutual respect, equality, trust communication, and freedom.
  - What can we do to prevent and intervene with teen dating violence (including SBBC Policy and community resources)? Teacher answer: There is a Broward County Public School Dating Violence Policy 5010. If you are being abused or you suspect a friend is



you can report it to me, or the school's Investigative Designee, or the anonymous School Investigative Unit hotline (write these numbers on the board) at 754-321-0911 or text: text 'SBBC' [space], plus the text message to CRIMES (274637). Another thing you can do to help a friend whether they are being abused or abusing another is to offer to go with them to get help. There are also many national and local resources, we recommend calling (write this number on the board) 211 First Call for Help. It's a 24 hour completely anonymous information and crisis hotline. Finally, we can all help prevent dating violence by being activists for respect. Real love is respect – for yourself and for others.

**Assessment:** Assess comprehension through the class discussions and attentiveness during video viewing.

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; D6 Videos/Films/CD ROM/DVD.

## Relationships: What is REAL Love?

**Grade Level:** Sixth through twelfth grade

**Duration:** 45 Minutes

**Title of Lesson:** Relationships: What is REAL Love?

**Essential Question:** How can you tell when you are in a relationship that includes REAL as opposed to abusive love?

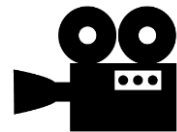
**By the end of this lesson students will be able to:**

- Know the characteristics of real love – i.e. - healthy versus unhealthy relationships
- Know what they can do to prevent and intervene with teen dating violence (including SBBC Policy and community resources)

**Materials/Resources Needed:** The Reality Avenue video, 'Relationships: What is REAL Love?' available online for download at

<http://www.browardprevention.org/reality-avenue/reality-avenue-grades-6-12/relationships/>

REALITY  
AVENUE



### Instructions:

1. The purpose of this activity is to help students identify healthy versus unhealthy relationships so they are able to prevent and intervene if they or a friend become involved in one. The majority of these points will be covered in the video; you then facilitate a discussion to ensure the retention and understanding of the information.
2. Set classroom ground rules for the post video discussion: confidentiality (no names - "I know someone who..."), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.
3. Play for the class the video, 'Relationships: What is REAL Love?'
4. Afterward lead a discussion and ask the following questions:
  - What is REAL love? How do you know when it's not just "puppy love"?
  - Complete this sentence, "Real love is..."
  - Why are love and relationships important?
  - Does the quality of a love relationship change with age? Maturity factor? Why or why not? And if so, how?
  - What does healthy love (a good relationship) look like, sound like, feel like...?
  - What does unhealthy love (a bad relationship) look like, sound like, feel like...?



- How should people treat you? How should it vary based on the type of relationship you have with the person (husband, father, teacher, brother, boyfriend, etc.)? What ways of being treated should remain the same in all relationships and which relationships allow a different standard of being treated and why?
  - Are the qualities of a healthy or unhealthy (good or bad) relationship different for a friendship vs. romantic relationship?
  - How do you know when you have a problem in a relationship or are in a bad relationship? Are there warning signs that you may be in an unhealthy relationship or headed toward a violent relationship?
  - How can you help your friend if you are afraid they are in an unhealthy relationship? When is it time to get help? Who and where could you access help?
  - How can we help to prevent bad relationships and create good ones? List some "Do's and Don'ts."
  - What role does parent role modeling play in the relationships we choose? What have you learned that you want to emulate and what do you want to do differently?
  - What type of relationship do you want for yourself? What would it look like, sound like, feel like...? If you have not seen that type of relationship before, where might you find role models for this type of relationship?
  - If you don't treat yourself well and love yourself, can you love another in a healthy way? How could you get help or help yourself to learn to love yourself and treat yourself well so you can have the type of relationships you want?
  - If you fear you need help or intervention in a relationship you are in, what can you do? When is it time to get help? Who and where could you access help?
5. Conclude by sharing the following information for accessing help: There is a Broward County Public School Dating Violence Policy 5010. If you are being abused or you suspect a friend is you can report it to me, or the school's Investigative Designee, or the anonymous School Investigative Unit hotline (write these numbers on the board) at 754-321-0911 or text: text 'SBBC' [space], plus the text message to CRIMES (274637). Another thing you can do to help a friend whether they are being abused or abusing another is to offer to go with them to get help. There are also many national and local resources, we recommend calling (write this number on the board) 211 First Call for Help. It's a 24 hour completely anonymous information and crisis hotline. Finally, we can all help prevent dating violence by being activists for respect. Real love is respect – for yourself and for others.

**Assessment:** Assess comprehension through the class discussions and attentiveness during video viewing.

**Enrichment (Optional):** Questions can be utilized as a resource for an interactive teacher-driven activity or as a prompter for written assignments.

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; D6 Videos/Films/CD ROM/DVD.

## De-Myth-Stifying Dating Violence

**Grade Level:** Sixth through twelfth grade

**Duration:** 45 Minutes

**Title of Lesson:** De-Myth-Stifying Dating Violence

**Essential Question:** What are the truths versus myths related to dating violence prevention?



**By the end of this lesson students will be able to:**

- Know the myths and truths that surround dating violence
- Know what they can do to prevent and intervene with teen dating violence (including SBBC Policy and community resources)

**Materials/Resources Needed:** The De-Myth-Stifying Dating Violence Worksheet, pencil or pen, and paper

**Instructions:**

1. The purpose of this activity is to help students identify and debunk the myths that surround relationship abuse so they are able to prevent and intervene if they or a friend become involved in one.
2. Set classroom ground rules for any discussion: confidentiality (no names - "I know someone who..."), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.
3. Ask the class to define dating violence. Teacher answer: Dating violence is characterized by patterns of abuse. The types of abuse that can create an unhealthy and violent relationship include physical abuse, verbal abuse, sexual abuse, emotional abuse, psychological abuse, spiritual abuse, and financial abuse.
4. State there are a number of myths surrounding relational violence – whether domestic violence or dating violence and having a strong base of knowledge regarding them can be very useful when dealing with misinformation that might have been learned at home, the media or from an abuser. Explain you will hand out a worksheet with seven commonly held myths surrounding relational violence. They are to take one of these myths and explore the truth surrounding it. Have each student choose one myth and create a short report about the truth of relational violence. In this report, each student will De-Myth-Stify the erroneous belief, detailing the research that supports the truth/facts as well as sharing any anecdotal tales or personal experiences that may provide personalized support.
5. Have them share their finding with the class.
6. Conclude by sharing the following information for accessing help if they suspect dating violence: There is a Broward County Public School Dating Violence Policy 5010. If you are being abused or you suspect a friend is you can report it to me, or the school's Investigative Designee, or the anonymous School Investigative Unit hotline (write these numbers on the board) at 754-321-0911 or text: text 'SBBC' [space], plus the text message to CRIMES (274637). Another thing you can do to help a friend whether they are being abuse or abusing another is to offer to go with them to get help. There are also many national and local resources, we recommend calling (write this number on the board) 211 First Call for Help. It's a 24 hour completely anonymous information and crisis hotline. Finally, we can all help prevent dating violence by being activists for respect. Real love is respect – for yourself and for others.



**Assessment:** Assess comprehension through the completed report and class discussion.

**Enrichment (Optional):** This activity can also be done in seven small groups and shared out by each afterward.

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts.



## De-Myth-Stifying Dating Violence Worksheet

1) MYTH: Abuse can be “caused” by something someone else does, or it is an “accident.”

TRUTH: Abuse does not happen because someone was stressed-out, angry, drinking, or using drugs. Abuse is an intentional act that one person uses in a relationship to control the other and nothing we do cause someone else’s behavior. The abuser holds totally responsibility for their actions.

2) MYTH: If I ignore abuse, or do better, it won’t happen again.

TRUTH: Relational violence is a cycle and it doesn’t get better, it almost always gets worse over time.

3) MYTH: If I stay, I am protecting the children, pets, etc.

TRUTH: Anyone who is in a violent home is suffering violence and being harmed – even by witnessing it. Note: one of the greatest correlations police have found is between animal abuse, domestic violence and child abuse. If one is occurring in the home, chances are very good that another is as well.

4) MYTH: Relational violence is normal and no big deal, sometimes a person just needs a “good smack.”

TRUTH: This is a myth perpetuated by many who have learned this behavior at home – they want to “normalize” their actions so they don’t have to take responsibility, change, or feel guilty. This is exacerbated by the impact of media (MTV, movies, shock radio, hate websites) and celebrities (actors, actress, rappers, athletes) who are in known abusive relationships.

5) MYTH: Women cannot abuse men; only a weak man gets abused.

TRUTH: Relational violence is a process, not a gender and male abuse is highly under-reported. Learned helplessness is something that can happen in early childhood and be very hard to overcome. Because of the stigma, men will often stay and endure the abuse, rather than have others know of their shame. This makes it much harder for us to spot, and makes them much less likely to seek or receive help.

6) MYTH: Intensity of emotion = LOVE; jealousy and possessiveness means he REALLY likes you.

TRUTH: Real love feels good and is calm, not a roller coaster. With real love, your partner has YOUR best interests at heart and wants you to feel happy, safe and secure. Jealousy and possessiveness means the person wants to own and control you, you are more a thing to that person and he/she does not care about YOU. It is disrespect, it is violence and it will get worse.

7) MYTH: If the victim stays, she/he must love the abuser and want the abuse.

TRUTH: One of the most common and hurtful questions asked by those who care about victims is, “*why* is she staying in that abusive relationships?!” The pain and frustration many of us feel over the abuse turns into anger directed at the victim. It’s called blaming the victim and it is especially prevalent with today’s media. Learning the cycle of abuse can help, click on this link and read the Cycle of Violence. <http://www.breakthecycle.org/dating-violence-101>



## Compare and Contrast: Healthy vs. Unhealthy Relationships

**Grade Level:** Sixth through twelfth grade

**Duration:** 45 Minutes

**Title of Lesson:** Compare and Contrast: Healthy vs. Unhealthy Relationships

**Essential Question:** What are healthy versus unhealthy relationship behaviors?

**By the end of this lesson students will be able to:**

- Be introduced to the terms compare and contrast and participate in class discussions
- Be asked to find similarities and differences between two common items – healthy and unhealthy relationships
- Work collaboratively in small groups as they begin the process of comparing and contrasting relationships
- Demonstrate understanding of the compare and contrast strategy by visually representing information in a Venn diagram
- Know what they can do to prevent and intervene with teen dating violence (including SBBC Policy and community resources)

**Materials/Resources Needed:** Pencil or pen, paper

### Instructions:

1. The purpose of this activity is to help students identify healthy versus unhealthy relationships so they are able to prevent and intervene if they or a friend become involved in one. Explain to the class that it can be very challenging to understand what makes healthy versus unhealthy relationships. Relationships are not black and white and can have many grey areas. This lesson focuses on identifying and analyzing through comparison and contrast and the use of the Venn diagram, healthy versus unhealthy relationships.
2. Set classroom ground rules for any discussion: confidentiality (no names - “I know someone who...”), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc.
3. Ask the class to define dating violence. Teacher answer: Dating violence is characterized by patterns of abuse. The types of abuse that can create an unhealthy and violent relationship include physical abuse, verbal abuse, sexual abuse, emotional abuse, psychological abuse, spiritual abuse, and financial abuse.
4. Introduce and define the terms and process of comparing and contrasting similar and dissimilar items. Discuss as a class. Explain that they will be asked to find similarities and differences between two common items – healthy and unhealthy relationships. They will work collaboratively in small groups as they begin the process of comparing and contrasting relationships. Tell them they are to show their understanding of the contrast by visually representing the information in a Venn diagram.
5. Demonstrate Venn diagrams for them on the board by drawing two overlapping circles. The outer circles are intended for contrasting information; that is, the ideas and facts that are different about healthy versus unhealthy relationships. The middle area where the circles overlap is reserved for the ideas and facts that the two items have in common. Label one outer circle of your Venn diagram Healthy Relationships the other outer circle





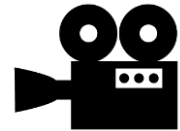
Unhealthy Relationships, and the overlapping circle both. Now have the groups work on theirs.

6. When all Venn diagrams have been completed, have each group share their diagram with the class. Ask the other groups if they heard a comparison or contrast that they had not included on their own Venn diagram. Permit students to add any new comparisons or contrasts to their own Venn diagrams.
7. Conclude by sharing the following information for accessing help if they suspect dating violence: There is a Broward County Public School Dating Violence Policy 5010. If you are being abused or you suspect a friend is you can report it to me, or the school's Investigative Designee, or the anonymous School Investigative Unit hotline (write these numbers on the board) at 754-321-0911 or text: text 'SBBC' [space], plus the text message to CRIMES (274637). Another thing you can do to help a friend whether they are being abuse or abusing another is to offer to go with them to get help. There are also many national and local resources, we recommend calling (write this number on the board) 211 First Call for Help. It's a 24 hour completely anonymous information and crisis hotline. Finally, we can all help prevent dating violence by being activists for respect. Real love is respect – for yourself and for others.

**Assessment:** Assess comprehension through Venn diagram and class discussion.

**Enrichment (Optional):**

- Have students do this activity after viewing the Reality Avenue video, 'Relationships: What is REAL Love?' available online for download at <http://www.browardprevention.org/reality-avenue/reality-avenue-grades-6-12/relationships/>
- Have students utilize their Venn Diagram to plan and execute an essay about the similarities and differences between healthy and unhealthy relationships
- Have students work individually instead of working in groups utilizing their own ideas and/or interview others to help in the creation of their Venn Diagram and/or essay



**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C13 Venn Diagrams.

## Diversity

Broward County Public Schools is proud of its diverse student and teacher population. Our multicultural/multi-ethnic population has students from 173 countries, speaking 53 languages. Accordingly, it is the mission of BCPS's Diversity & Cultural Outreach Department to foster an environment of equity and positive human relations for both internal and external customers, thus ensuring that all students receive a quality education.



**Diversity & Cultural Outreach**





Preventing hate and promoting respect makes our schools a safer place to learn. We encourage the use of diversity-related lesson plans to engage students in thinking about their own biases, their experiences with diversity and discrimination, and the essential social skills necessary to succeed in today's diverse society. These tools can provide concrete strategies for moving students toward actually changing their own behavior and positively influencing that of their peers. Here are some ideas on how you can do this, followed by lesson plans for primary and secondary classrooms:

- **Structured classroom activities can highlight diversity:** Incorporate different perspectives when teaching history. For example, in a history lesson about the Vietnam War, the teacher can call attention to the perspectives of North as well as South Vietnamese citizens, the feelings of the soldiers, and diverse views of Americans.
- **Mutual respect is part of the equation:** Basic classroom guidelines and management must always emphasize respect, and quickly correct acts of disrespect.

## Lesbian, Gay, Bisexual, Transgender, Questioning

Human diversity is a normal, natural part of the world we live in. By allowing students the opportunity to recognize differences among people, we allow them to grow up prepared to succeed in a complex, multicultural society where everyone is treated with respect. The issues of sexual orientation (meaning, whom a person is attracted to) and gender expression (meaning, the gender a person mentally and emotionally identifies with, even if this does not match biological gender) must be included in the discussion of diversity so that **all** of our students feel safe and accepted in the learning environment. The inclusion of lesbian, gay, bisexual, transgender and questioning (LGBTQ) lessons and language in everyday teaching helps to ensure this.



Here are some suggestions to help you create a LGBTQ-inclusive classroom environment:

- Make no assumptions about sexual orientation (i.e., presuming all girls marry boys)
- Make no assumptions about family structure (i.e., always referring to “Your mom and dad,” remember a family can be headed by a single mom, two dads, a grandparent, etc.)
- Have something LGBTQ-supportive visible in your office or classroom (i.e., a Safe Space sticker or poster)
- Support, normalize and validate students’ feelings about their sexuality, even if they are confused or questioning
- Do not make generalized recommendations that LGBTQ youth should “come out” to parents, family and friends, as this is often a delicate process that takes time
- Challenge homophobia and heterosexism (the presumption that all people are straight)
- Learn about and refer LGBTQ students to community support organizations
- Provide positive LGBTQ role models in the classroom



## LGBTQ Lesson: Primary Grade Level

### 'Donovan's Big Day' Lesson Plan

**Grade Level:** Kindergarten through second grade

**Duration:** 30 Minutes

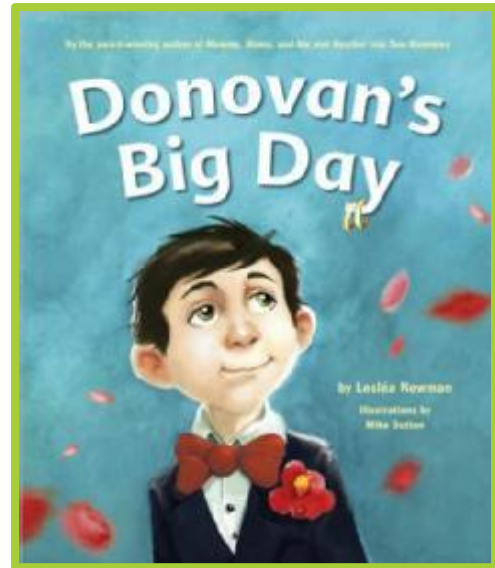
**Title of Lesson:** 'Donovan's Big Day' Lesson Plan

**Essential Question:** What do "families" look like?

**By the end of this lesson students will be able to:**

- recognize that there are different kinds of families
- recognize that all members of a family play special roles
- consider what it means to be responsible for something important

**Materials/Resources Needed:** 'Donovan's Big Day,' by Leslea Newman available to BCPS employees in their school media center, one penny for each student (for optional activity)



#### Instructions:

1. This book is about a young boy preparing to be the ring bearer in a wedding. It is not until the very end of the book that it is revealed that the marriage is between two women. The same-sex relationship is not the focus of the book; the family is normalized.
2. Read aloud *Donovan's Big Day* and display the illustrations. Donovan is a boy whose two moms are getting married, and he can't wait for the celebration to begin. After all, as ring bearer, he has a very important job to do. The story captures the joy and excitement of a wedding day while the illustrations show the happy occasion from a child's point of view.
3. Ask the students to recount what Donovan had to do to get ready for the wedding, and how he felt once he was there.
4. Ask the students if any of them have ever been a flower girl, or a ring bearer, in a wedding. Ask what the students remember about participating in a wedding, and write the responses on the board. (If no students have been in a wedding, ask if anyone has ever attended a wedding.) For example: What was your job? What did you wear? Did you have to practice? Who else was there? Were you nervous? What did people say to you when the wedding was over? How did you feel when you were at the wedding? What was your favorite part?
5. Return to the last pages of the book, and point out that the wedding Donovan was attending was that of his two moms. Remind students that there are different kinds of families—some have a mom and a dad; others just have a mom, or a dad; some have two moms or two dads, etc.
6. Have students refer back to the board. Ask them which responses could also be applicable to a wedding between two girls or two boys (i.e., having to wear fancy clothes, being nervous before walking down the aisle, a favorite part being when everyone cheered at the end). Suggest that a wedding of two brides or two grooms looks and feels just the same as weddings between a bride and a groom. The love, the excitement, and the joy are a part of all weddings.

**Assessment:** Assess comprehension through the class discussion.





**Enrichment (Optional):** Distribute a penny to each student. Explain that, for the next several hours, this is a “wedding ring” they need to be responsible for. Students need to take their “ring” wherever they go, i.e., lunch, playground, etc. At the end of the day, ask students to hold their pennies up in the air. Did anyone lose his or her “ring”? How did this feel? Alternatively, how did it feel to successfully protect the “ring” all day? Were students proud? What conclusions can be drawn about the good feelings that come from fulfilled responsibilities? What other responsibilities do students have at home? What reward, tangible or emotional, comes from fulfilling those responsibilities?

Other titles exploring diverse families include:

- The Family Book by Todd Parr
- And Tango Makes Three by Justin Richardson and Peter Parnell
- All Families Are Special by Norma Simon
- The Different Dragon by Jennifer Bryan
- Uncle Bobby’s Wedding by Sarah Brannen
- Our Mothers’ House by Patricia Polacco

**Common Core Standards/ESOL:** Reading (Informational Text): 1. Ask and answer questions about key details in a text. 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. 7. Use the illustrations and details in a text to describe its key ideas. Speaking and Listening: 1. Participate in collaborative conversations with diverse partners about [age-appropriate] topics and texts with peers and adults in small and larger groups. 1a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about topics and texts under discussion). 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 6. Speak audibly and express thoughts, feelings, and ideas clearly. Language: 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

## LGBTQ Lesson: Secondary Grade Level

### ‘Totally Joe’ Lesson Plan

**Grade Level:** Sixth through eighth grade

**Duration:** 30-60 Minutes for discussion (longer if written assignments)

**Title of Lesson:** ‘Totally Joe’ Lesson Plan

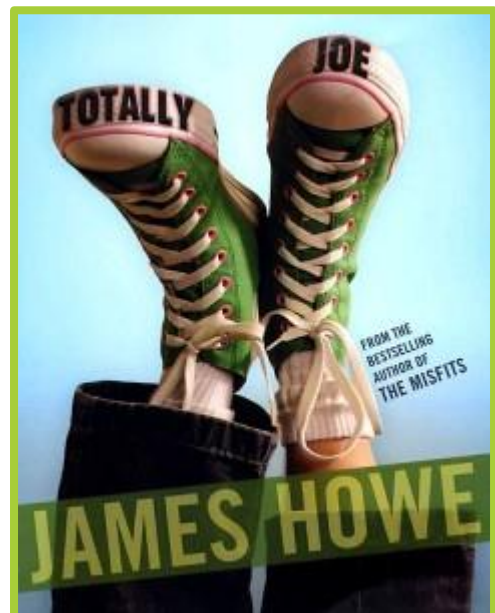
**Essential Question:** What is friendship and how can you support someone who may be seen as ‘different’?

**By the end of this lesson students will be able to:**

- explore the themes of tolerance, friendship, and loyalty
- identify ways in which they themselves have had trouble fitting in, and what they might do to help others feel included
- become more aware of gender stereotypes
- creatively describe their life experiences

**Materials/Resources Needed:** ‘Totally Joe’ by James Howe (author of *The Misfits*), available to BCPS

employees in their school media center, paper, pencils/pens, magazines (optional)







### Instructions:

1. The narrator of this book is a 7th grade boy who knows that he is gay but is still coming to terms with what that means for him, his social life, and his family. Topics include No-Name Calling Week and the formation of a Gay-Straight Alliance at school.
2. Have students read *'Totally Joe,'* a story about Joe, one of the original characters of *The Misfits*, who is asked by his 7th grade teacher to write an “alphabiography” throughout the year. Presenting his life in entries from A to Z, Joe's essays begin and end with friends—from Addie, a long-time pal and confidant, to Zachary, a new student who, like Joe, has a unique approach to life. Throughout, Joe demonstrates that he truly is a one-of-a-kind kid, mostly comfortable with himself but still struggling with common adolescent issues. It's difficult for him to relate to his athletic brother, and he misses his much-loved Aunt Pam, who moves to New York City. He also comes to grips with his sexuality, questioning gender expectations and traditional roles as he realizes he is gay.
3. Conduct a discussion using the following questions:
  - In the chapter entitled “B is for Boy,” how does Joe describe the qualities of a “guy-guy”? Do you think his description is accurate? What have been the results of Joe's occasional attempts to behave like a “guy-guy”? Have you ever tried to act like a certain “type” of person—or the way you understood this “type” of person to be? Describe the experience. What are the risks of expecting certain behaviors from a person merely based on gender?
  - Who is Colin Briggs? How does Joe come to realize that his feelings for Colin are reciprocated? What obstacles stand in the way of their relationship? Compare and contrast Joe and Colin's relationship with those of Addie and DuShawn, and Bobby and Kelsey. What frustrations does Joe feel when he observes his friends' romances? What might you say to Joe if he were to share such frustrations with you?
  - Why do you think Joe seems able to be rather matter-of-fact about not being in the popular group, about kids like Kevin Hennessey existing in the world, and even about not everyone being accepting of gay people? Who are the people in his world that make him feel accepted and just right the way he is?
  - Compare and contrast Joe's parents with Colin's parents. In what ways does each boy's family have an effect on his ability to fit into the world—and on his ability to be himself?
  - In Chapter “G,” Addie asks her friends: “If you love somebody, do you go along with them even if you don't feel right about it?” Have you ever “gone along” with an action or opinion contrary to your own because of your feelings (romantic or otherwise) for another person? Describe the situation. Were you ever able to share your true opinion with this person? Can a relationship stay strong if one of the people in it is suppressing his or her true feelings or opinions? Why or why not?
  - Why are No Name Calling weeks, Gay-Straight Alliances, and other tolerance campaigns or clubs a good idea? Why is tolerance important? Is your school a place of tolerance where you feel you can be yourself? Explain.
  - What gifts does Joe receive from his Aunt Pam, his grandparents, and Colin that show their support and care for him? Have you ever received a gift that showed you how much a friend or relative understood you? How did this make you feel? Have you ever chosen or given a gift to show another person your support? Describe this experience.
4. As an option you can also assign one or more of the following activities for in or out of class:
  - In *Totally Joe*, James Howe employs a clever literary form: a first-person “alphabiography.” Outline twenty-six chapter headings for your own alphabiography.



- Choose your favorite end-of-chapter life lesson from *Totally Joe*. Write a short essay explaining why you find this lesson particularly interesting, insightful, or truthful; and share an experience from your own life to which this lesson applies.
- In the course of the novel, Joe tries on different names, different clothes, and different attitudes. Have you ever tried to express your identity from the outside-in, through your style of dress, for example? What was the result? Flip through a magazine or catalogue, looking at the clothes worn by various people in articles and advertisements. Write a quick character sketch for 4-5 of these people based on their clothing, posture and any other clues offered by the pictures. Invite friends or classmates to characterize the same pictures. Do they reach the same conclusions about these characters? Why or why not? Discuss whether the way a person speaks, gestures, or moves makes you assume that he or she will be a certain type of person. What conclusions might you draw from this exercise?

**Assessment:** Assess comprehension through the class discussion and product of written assignment if given.

**Enrichment (Optional):** Other LGBTQ-inclusive titles include:

- *So Hard to Say* by Alex Sanchez
- *From the Notebooks of Melanin Sun* by Jacqueline Woodson
- *Luna* by Julie Anne Peters

**Common Core Standards/ESOL:** Reading (Informational Text): 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Speaking and Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [age-appropriate] topics, texts, and issues, building on others' ideas and expressing their own clearly. 3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. Language: 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## 'Luna' Lesson Plan

**Grade Level:** Eleventh through twelfth grade

**Duration:** 30-60 Minutes for discussion (longer if written assignments)

**Title of Lesson:** 'Luna' Lesson Plan

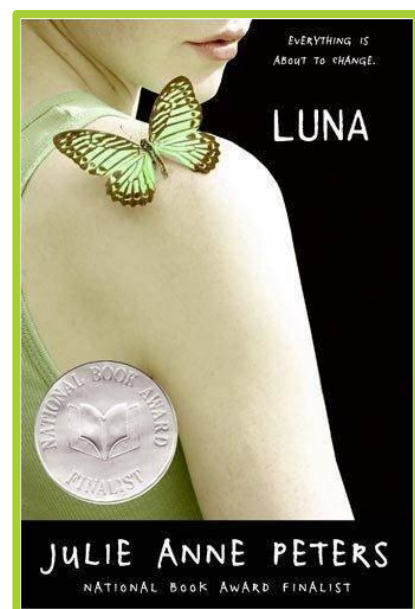
**Essential Question:** What are gender stereotypes and how could someone support another who might be transgendered?

**By the end of this lesson students will be able to:**

- explore gender stereotypes
- understand the concept of "transgender"
- brainstorm ways in which to support classmates in need

**Materials/Resources Needed:** '*Luna*' by Julie Anne Peters, available to BCPS employees in their school media center

**Instructions:**





1. This book tackles the emotionally thorny subject of transgender youth (someone who feels that he or she has been born into the wrong body). Intense but not explicit, it will take older and more mature students on an eye-opening journey towards greater understanding.
2. Have students read 'Luna,' a story about a character named Regan who has always been there for her transgender brother, Liam, sacrificing her needs for his. But when he announces that he is ready to "transition" from male to female permanently, Regan is not sure she can handle the consequences. She has been his confidant all her life, letting Luna dress in her room, buying underwear for her when Liam couldn't, and giving support. When the attractive new guy in chemistry class shows an interest in Regan, however, she wishes her sibling would just go away. Liam realizes that in order for his sister to be free, he, too, must free himself to become the woman who lives inside him. Told from Regan's point of view in the present and in flashback, this novel is a sensitive and poignant portrayal of a young man's determination to live his true identity, and his family's struggle to accept Luna for who she really is.
3. Conduct a discussion with the class using the following questions (or essay questions):
  - Why do you think this book is being told from the point of view of Regan, Luna's sister? Do you think Liam asks too much of Regan by asking her to keep his secret? How might Liam's story have been different, had Regan not been around?
  - Regan compares the process of "transitioning" (from male to female, in Liam's case) to the metamorphosis of a butterfly. How else is Luna like a butterfly?
  - In what ways are Regan and Liam's parents also struggling with their own gender roles? How does this struggle manifest itself? Why doesn't Liam's father come right out and ask Liam directly if he is gay?
  - How are people treated when they do not act, or dress, in a manner traditionally associated with their gender? Why are gender stereotypes so persistent? What would a world look like in which there were no preconceived notions of how boys, or girls, were going to act or dress? Would you want to live in such a world? Why or why not?
  - What do you think will happen to Luna next? What about Regan? Where could each of them be in five years? What would their family relationships look like by then?
  - Like Luna, many LGBTQ people have tried to hurt themselves, or even commit suicide, because they were afraid of being rejected by their friends, family, or society in general. What can we do to create more hospitable environments in which LGBTQ people can live without fear? How can we raise visibility of those efforts? If you know someone struggling with gender identity or sexual orientation issues, what might you say or do to provide support?

**Assessment:** Assess comprehension through the class discussion.

**Enrichment (Optional):** Other LGBTQ-inclusive titles include:

- So Hard to Say by Alex Sanchez
- Totally Joe by James Howe
- From the Notebooks of Melanin Sun by Jacqueline Woodson

**Common Core Standards/ESOL:** Reading (Literature): 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Reading (Informational): 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. Speaking and Listening: 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [age-appropriate] topics, texts, and issues, building on others' ideas and expressing their own clearly and

persuasively. 1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



## Gay Straight Alliance (GSA) Clubs

Gay-Straight Alliance (GSA) clubs are pro-social student clubs that allow students with a common interest to get together and have events or discussions surrounding that interest. The clubs are set up like any other student group, with a faculty advisor and regular meetings. GSAs are made up of students of any sexual orientation; in fact many GSA members are straight-identifying youth. In these clubs, students can talk and learn about issues that involve sexual orientation and gender identity. Everyone is welcome—LGBTQ students, as well as straight-identifying students, students with LGBTQ families, and students who don't have or need a label for their own sexual orientation or gender identity.



GSAs play a vital role in making schools safer for LGBTQ students by providing the opportunity to be supported and accepted. Depending on a GSA's mission/goals (decided by students and guided by GSA advisors) the club usually has one of three common goals:

- Social GSAs allow youth to meet other LGBTQ, and LGBTQ-supportive, students and make friends.
- Support GSAs benefit students who need a safe space to talk about the various issues they face.
- Advocate GSAs encourage students who are actively working to improve their school climate overall.

Under the federal Equal Access Act, a public school permitting **any** noncurricular club must also allow students to form a GSA. In addition, according to the Equal Access Act, a school must treat the GSA the same as it does any other noncurricular club in terms of access to facilities, resources and opportunities to advertise.

If your school is interested in creating a GSA, contact the department of Diversity, Cultural Outreach, & Prevention by calling 754-321-2568. To learn more about GSAs, go to: <http://www.browardprevention.org/lgbtq/gay-straight-alliances/>

## Day of Silence: April 20th

**What is the Day of Silence?** The Day of Silence is a student-led action where concerned students, from middle school to college, take some form of a vow of silence to bring attention to the name-calling, bullying and harassment – in effect, the silencing –experienced by LGBT (Lesbian, Gay, Bisexual and Transgender) students and their allies. Learn more and access resources at: <http://www.browardprevention.org/lgbtq/day-of-silence/>





**Who started the Day of Silence?** In 1996, students at the University of Virginia organized the first Day of Silence with over 150 students participating. In 1997, organizers took their effort national and nearly 100 colleges and universities participated. In 2001, GLSEN became the official organizational sponsor.

**Has the Day of Silence been successful?** In 2011, hundreds of thousands of students from more than 8,000 K - 12 schools, colleges and universities organized Day of Silence events. These numbers make the Day of Silence one of the largest student-led actions in the United States. The event has drawn significant attention to LGBT issues in schools over recent years. For example, GLSEN spokespersons have appeared on national media outlets, and there has been extensive local media coverage from coast to coast, with numerous student interviews.



**Why do we need a Day of Silence?** GLSEN's 2009 National School Climate Survey found that 9 out of 10 LGBT students report verbal, sexual or physical harassment at school and more than 30% report missing at least a day of school in the past month out of fear for their personal safety. The Day of Silence helps bring us closer to making anti-LGBT bullying, harassment and name-calling unacceptable in America's schools.

The Day of Silence is a call to action. Students can use this day as a means of achieving an "ask." An ask is a very specific action that calls for a change in school policies, climate and culture to achieve a larger goal of safe schools for all, regardless of sexual orientation or gender identity/expression. Some examples of an ask include: adding sexual orientation and gender identity/expression in your school's nondiscrimination or anti-harassment policy, or training teachers to respond effectively to anti-LGBT bullying, harassment and name calling.

**Does the work end after the day is over?** The Day of Silence is one element of a larger effort to create safe schools for all students regardless of sexual orientation and gender identity/expression. Many communities, in addition to supporting the Day of Silence, host Breaking The Silence events, rallies, legislative lobby days, performances and more – both on the Day of Silence and all year round. Many communities are asking their local and state leaders to support and implement similar policies. You can get connected to an ongoing national effort by registering your GSA with GLSEN.

**Can my school participate in The Day of Silence?** At the March 6, 2012 Broward County Regular School Board Meeting, a Resolution in Support of National Day of Silence (April 20, 2012) was adopted. Board members requested that parameters and guidance be provided to Broward schools to ensure students wishing to participate in Day of Silence activities could partake in a structured manner and which did not interfere with the educational process.

#### **Action Steps:**

- Share the Day of Silence Fact Sheet and Guidelines with faculty, staff and students prior to the Day of Silence.





- All participating Gay Straight Alliance clubs and their allies must register their club and their specific activity with their school administration and Diversity, Cultural Outreach, & Prevention for final approval to by calling 754-321-2568. Only registered GSAs or other school approved clubs will be allowed to participate in “The Day of Silence” activities. If a high school does not have a GSA club identified at its school, any other school-approved club may register its planned activity.
- Activities will be designed to positively express the need to build awareness regarding the prejudice and discrimination experienced by sexual minority students on a daily basis. Information and resources regarding “The Day of Silence” can be found at: <http://www.dayofsilence.org>

## Internet Related

The Internet, aside from being a powerful and beneficial tool, poses a number of dangers. Its lack of limits, rules, and safety barriers can easily translate into irresponsible or illegal conduct. This is of particular concern for today’s youth who spend much of their lives online. As part of our violence prevention efforts, OPP is working to increase our community’s knowledge regarding Internet safety. Our goal is to prevent the misuse of technology and in turn, the following:

- Piracy
- Plagiarism
- Fraud
- Identity Theft
- Predators
- Cyberbullying



Below and Appendix III are lessons that can be utilized with primary and secondary students. **Appendix III** is a workbook supplement for elementary and middle students titled, “**Online Safety.**” To access more links and resources on Internet Safety, go to <http://www.browardprevention.org/resources/violence-prevention/internet-safety/>, BEEP <http://beep.browardschools.com/ssoPortal/index.html> and the “Prevention Programs” CAB Conference located within Learning Communities (see Instructional Resources).

## Internet Safety Prevention Lesson: Primary Grade Level

### Keeping Personal Information Private

**Grade Level:** First through fifth grade

**Duration:** 30 Minutes

**Title of Lesson:** Keeping Personal Information Private



**Essential Question:** What is personal information that should never be shared online with strangers?

**By the end of this lesson students will be able to:**

- Recognize what is personal information that should not be shared
- How to recognize online strangers

**Materials/Resources Needed:** Copies of the All About Me Worksheet, pencils or crayons

**Instructions:**

1. The purpose of this activity is to increase students' awareness of online safety by keeping their personal information private. They will also learn to recognize that all people online are strangers unless they have met face to face.
2. Facilitate discussion with the students.
  - Who here likes to go online?
  - What do you do while online?
  - Do you have online friends? Do you ever 'talk' to anyone while online?
  - What information do you tell them if they ask – would you tell them your name, where you live, what school you go to?
  - How can you know who you are talking to?
3. Explain that there are online dangers we face when we do not protect our personal information and identity from online predators. What are predators? Predators are strangers who may cause us harm. Predators use cyberspace to hunt for victims who give personal information so they can take advantage of them. But we can stay safe if we know the dangers of online strangers and the grooming process.
4. Ask what is your definition of a stranger? What are common rules/advice for dealing with strangers in the physical world? Those rules also apply to communication online because people you meet online are ALL STRANGERS. If you haven't met them in real life they are strangers and could be pretending to be something they are not to get you to trust them and give them information.
5. So how can we keep our personal information private? Know what is personal and never give it out to anyone! Use the All About Me worksheet and answer the questions, putting the answers into the correct information column. Decide to put the information into the private information column or the common information column. Then review it as a class to ensure they have it correctly.
6. Finally, have them brainstorm ways they can protect themselves against online strangers who may or may not be predators looking to get their private information. Explain and write on the board the 4 R's of internet safety:
  - Recognize – techniques online predators use to deceive you
  - Refuse – requests for personal information
  - Respond – assertively if you are ever in an uncomfortable situation while online. Exit the program, log off or turn off the computer, tell a trusted adult or call the police.
  - Report – to a trusted adult any suspicious or dangerous contact that makes you feel uncomfortable

**Assessment:** Use the students' All About Me worksheets as well as class discussion to assess their understanding of privacy and internet strangers/predators.

**Common Core Standards/ESOL:** SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade K-5 topics and texts, building on others' ideas and expressing their own clearly. A15 Use Simple, Direct Language; B2 Explain Key Concepts; C1 Charts.

# All about Me

My name is:

My favorite food is:

My phone number is:

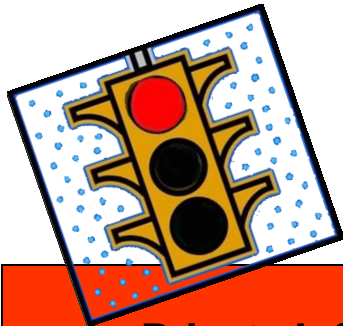
My birthday is:

My hair color is:

I live at this address:

I like to play:

My pet's name is:



Private Information	Common Public Information



# Internet Safety Prevention Lesson: Secondary Grade Level

## Cyber-bullying Brochure

**Grade Level:** Sixth through eighth grade

**Duration:** 45 Minutes

**Title of Lesson:** Cyber-bullying Brochure

**Essential Question:** What is cyber-bullying and how can you safely respond to it?

**By the end of this lesson students will be able to:**

- Identify resources to cope with online bullying.
- Communicate awareness and online safety tips to the community

**Materials/Resources Needed:** Pencils or pens or colored markers, paper (colored or not)



### Instructions:

1. The purpose of this activity is to increase student's awareness of cyber-bullying and how to respond safely.
2. Facilitate discussion with the students. Classroom ground rules for the discussion should be set, if not already, for confidentiality (no names – "I know someone who..."), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc. Discussion questions:
  - What percentage of your day is spent online?
  - Are you a better online friend or real life friend?
  - Define cyber-bullying. How have you or anyone you know been affected by cyber-bullying? How do you feel when people talk about you online? Please share.
3. Explain that cyber-bullying is willful and repeated harm inflicted through the medium of electronic text or imaging and it may constitute a computer crime. Like face to face bullying, cyber-bullying is:
  - R - Repeated
  - I - Imbalance of Power
  - P - Purposeful
4. Ask what are ways people cyber-bully? How can cyber-bullying be more hurtful than face to face bullying and why?
5. Have them brainstorm ways they can protect themselves against Internet abuse. Explain and write on the board the 4 R's of internet safety.
  - Recognize – when someone is becoming abusive online.
  - Refuse – to be pulled into an abusive interchange, or any requests for personal information, but save them as evidence.
  - Respond – assertively if you are ever in an uncomfortable situation while online, exit the program, log off or turn off the computer, tell a trusted adult or call the police. Block the e-mail addresses and cell phone numbers of people who are sending unwanted messages; if the messages continue, an adult family member can help you to change your phone number, e-mail addresses or screen names. You can also file complaints with e-mail services, Internet Service Providers, websites, cell phone companies, etc. Service providers can find the offenders, cancel their service, and report them to the police if necessary.



- Report – to a trusted adult abusive or dangerous contact that makes you feel uncomfortable.
6. Assign students the task of creating a cyber-bullying brochure. The students will decide a target audience for the distribution of the brochure(s.) Divide the class into groups of 2 or 3. Use the background knowledge from the previous discussion including the 4R's. The students will create a brochure, or series of brochures, to relay information on how to avoid, and deal with cyber-bullying. Have the students brainstorm ideas that focus on prevention techniques/safety tips. If possible, allow them to do research online. Illustrate the ideas in the brochure. The idea is to grab people's attention and educate them at the same time.

**Assessment:** Use the students' brochures as well as class discussion to assess understanding of cyber-bullying and how to stay safe while online.

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–8 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; G4 Graphic Representation.

## Reality Avenue's "Cyberlife – What's REALLY Happening Online?"

**Grade Level:** Sixth through twelfth grade

**Duration:** 45 Minutes

**Title of Lesson:** Reality Avenue's "Cyberlife – What's REALLY happening online?"

**Essential Question:** What are the dangers on the internet and how can we stay safe while online?

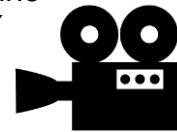
**By the end of this lesson students will be able to:**

- Recognize internet dangers and know techniques to stay safe while online

**Materials/Resources Needed:** 2 copies for each student of 'REALITY AVENUE PRE AND POST SURVEY,' pencils or pens, access to the Internet and/or the video, *Reality Avenue's "Cyberlife – What's REALLY Happening Online?"* available online for downloading at

<http://www.browardprevention.org/reality-avenue/reality-avenue-grades-6-12/internet-safety/>

REALITY  
AVENUE



### Instructions:

1. The purpose of this activity is to increase student's awareness of internet dangers and how to respond safely.
  2. Before showing the television program, give students the 'REALITY AVENUE PRE AND POST SURVEY.'
1. Then play students the video, *Reality Avenue's "Cyberlife – What's REALLY happening online?"* (Approximately 25 minutes.)
  2. Facilitate a post video discussion with the students. Questions can also be utilized as a resource for an interactive teacher-driven activity or as a prompter for written assignments. Classroom ground rules for the discussion should be set, if not already, for confidentiality (no names – "I know someone who..."), respect (all ideas accepted), what is said in the class stays in the class, we all get a chance to talk, keep an open mind, etc. Discussion questions:
    - What percentage of your day is spent online?
    - Are you a better online friend or real life friend? Explain.
    - How knowledgeable are your parents or guardians regarding the Internet?





- How knowledgeable are your parents or guardians regarding your activity online?
- Research tells us that between 75% and 95% of our student population are active online. With this fact in mind, how is the statement “The home is a refuge” challenged in the 21st century?
- After watching the Reality Avenue Internet Safety show, what do you know about:
  - cyber grooming
  - creepies and randoms
  - sexual predators
- Sexual predators solicit one in every five children. Why do you believe many children keep this information from their parents or guardians? Have you ever been made uncomfortable or harassed by someone online?
- Define cyber-bullying. How have you or anyone you know been affected by cyber-bullying? How do you feel when people talk about you online? Please share.
- Do we ever REALLY know who we are speaking with online?
- How can cyber-bullying be more hurtful than face to face bullying and why?
- Brainstorm ways you can protect yourself against Internet abuse.
- What are some Rules of the Road for passwords?
- After watching Reality Avenue Internet Safety show, what did the expert say were the four “R’s” for combating Internet abuse? Please list each and discuss how you are empowered to stay safe online.

3. Administer the post survey to the students, ‘REALITY AVENUE PRE AND POST SURVEY.’

**Assessment:** Use the students’ answers in their pre and post worksheets as well as class discussion to assess understanding of the dangers online and how to stay safe.

**Enrichment (Optional):** Questions can also be utilized as a resource for an interactive teacher driven activity or as a prompter for written assignments. For example:

- Divide the class and have them debate the question – do we ever REALLY know who we are speaking with online?
- It takes 3 pieces of information to find you with specialized online search engines. Keeping this in mind, create 5 safe and unsafe screen names for yourself.
- List the top 10 things you do online each week from most frequent to least frequent.
- More lessons available at: <http://www.browardprevention.org/reality-avenue/reality-avenue-grades-6-12/internet-safety/internet-safety-classroom-exercises/>

**Common Core Standards/ESOL:** SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 6–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A15 Use Simple, Direct Language; B2 Explain Key Concepts; D6 Videos/Films/CD ROM/DVD.



## “Cyberlife – What’s REALLY Happening Online?”

### PRE AND POST SURVEY



Is this a Pre or Post Survey (check one)?

PRE

POST

Please **CIRCLE** the response which best describes your opinion:

**1) The Internet can be dangerous.**

Strongly Agree

Agree Disagree

Strongly Disagree

**2) It is easy to fool someone online.**

Strongly Agree

Agree Disagree

Strongly Disagree

**3) Cyber-grooming is...**

- a. A way for people to appear attractive online.
- b. Making your website as attractive as possible.
- c. A method of sifting through Internet information.
- d. A process of luring someone into a face to face meeting.

**4) Cyber-bullying is just as (or even more) painful than face to face bullying.**

Strongly Agree

Agree Disagree

Strongly Disagree

**5) The 4 R’s of Internet safety are...**

- a. Rest, Relax, Recuperate, and Relate.
- b. Restore, Reboot, Recover, and Reload.
- c. Recognize, Refuse, Respond, and Report.
- d. Run, Rude, Rapid, and Rare.

**6) Sexual Predators...**

- a. Solicit 1 in 5 children online.
- b. Can find you with just 3 pieces of personal info.
- c. Make believe they have things in common with you.
- d. All the above.

**7) Which one of the following are NOT Rules of the Road with Internet use and passwords?**

- a. The best passwords are random alpha-numeric characters.
- b. Passwords should only be shared with close friends.
- c. Do not write passwords down where others can find them.
- d. Do not use something common and guessable passwords like your pet’s name.

**8) Which of the following is safe to use in your User Id or Screen Name?**

- a. Your first name.
- b. Your gender.
- c. Your location or city.
- d. Your grandmother’s favorite type of pie.

# Cyber-smarts

## Be cyber-smart!

Everyone has them—the friends who are always forwarding you corny jokes and chain emails, the ones who like posting embarrassing photos, the ones who IM things that make you think: “They’ll regret that!”

Don’t be one of those friends. Instead, **be sensitive, safe, and cyber-smart!**

## Be Sensitive!

Being sensitive in cyber-space is all about respect: **respecting others’ time, privacy, and feelings.**

### Respect their time by:

- thinking hard before forwarding jokes and chain messages
- double-checking those dramatic “Pass this on!” emails that may or may not be true, before passing them on; check an urban legends/online hoaxes website

### Respect their privacy by:

- not forwarding an email unless you’re positive the sender meant for others to see it
- using Bcc—“blind carbon copy”—when sending out group emails, so everyone’s email addresses will be hidden (because maybe some people don’t want the whole group to know their address)

### Respect their feelings by:

- thinking twice before you post or send, about whether your message could hurt, offend, or anger someone
- doing your best to make sure your message can’t be misunderstood (remember, people can’t see your expression or hear your tone of voice for extra clues)
- knowing your “Netiquette”
- not posting or sending when you’re angry!

## Before you send or post, ask yourself:

- Am I angry or feeling sarcastic? Should I wait until I calm down?
- Would I say this to someone’s face?
- How would I feel if I were the person seeing or receiving this?
- Am I sure my message can’t be misunderstood in a way that would make someone hurt or offended?
- Am I positive I won’t regret this tomorrow... or next week... or in ten years when I’m applying for a job and my possible boss Googles me?

## Know your "netiquette"!

- Don’t type an email using all capital letters (this is like SHOUTING!).
- Use polite, clean language.
- Remember that it’s easy to be misunderstood, so do your best to be clear—and always be ready to explain or apologize.
- If you’re joking, make yourself clear by adding a smiley.

:-) :-D :-(-

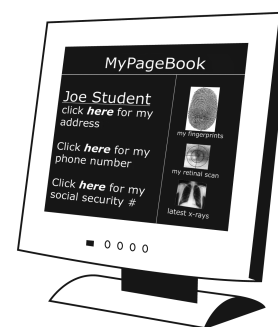
Think first...  
think twice!

## Be Safe!

Imagine your private conversations being broadcast on TV. Kind of a weird thought? But is blogging or chatting online really all that different? The cyberworld may feel private, but it’s really a **public place... so don’t go public with your private information!**

### Protect yourself with these important DON'Ts (and one DO!):

- **Don’t share information that can identify you.** Even information like the name of your teacher or places you hang out can give clues about who and where you are.
- **Don’t share photos,** unless you check with an adult.
- **Don’t believe everything or everyone.** It’s easy for people to lie online, or pretend they’re someone they’re not. Be especially careful about someone who wants to find out lots about you or meet you.
- **Don’t arrange to get together with someone you’ve met online.** Remember that friends you meet online are still “strangers” in many ways!
- **Do talk to an adult about anything that makes you unsure or uncomfortable.** It can be hard to tell an adult about something you’ve done online, especially if you regret it. But the sooner you tell, the better!



Being safe is mostly a matter of using your common sense. When in doubt... talk to an adult!

**Protect your information by choosing and protecting your passwords with care. A good password is:**

**hard to guess**

The best passwords are a combination of letters, numbers, and symbols.

**not written anywhere**

Think of passwords that you will be able to remember, but that others won't be able to guess. Here's one good idea: use the first letters of each word in a sentence to create an acronym password.

**only used for one thing**

If you use the same password for different things, and it's guessed or discovered, all your information could be in trouble!

**not shared!**

Your friends may not snoop, mess up your stuff, or pretend to be you... but what if they record, lose, or share your password with someone who will? Accidents happen!

**Remember, if someone has your password, he or she can not only access your information—but can even pretend to be you!**

**Protect your computer by:**

**Deleting suspicious emails or attachments,** including email from unknown senders, or attachments with extensions you don't recognize, like .exe.

**Disconnecting from the Internet between sessions,** to minimize the chance of any unintended "traffic" to or from your computer.

**Not downloading or installing software** without talking to an adult (like a parent or teacher). You could be downloading something that damages your computer, or "spyware" that collects information from it.

**Backing up your files regularly...** just in case! Your family can also use anti-virus software and install firewalls to defend against viruses or hackers. It's also a good idea to disable the file-sharing option on your computer.

**Be Smart!**

Cyber-bullies and spammers can really take the fun out of your online activities —**but you can outsmart them!**

**Be smarter than cyber-bullies!**

- **Don't respond.** Bullies are always looking for a reaction. If they don't get one from you they're likely to get bored and go off searching for other, more interesting targets.
- **Block the bully.** A cyber-bully can send you nasty messages a bunch of different ways, but he or she can't make you read them.
- **If you meet a bully** in cyberspace, leave that online environment. Remember, you can't be bullied if you can't be reached!
- **Tell someone.** Talk to an adult. Save the "evidence" (like hateful messages) to show them. Be sure to tell the whole story, even if it's tough.
- **Get active offline!** Hang out with your friends; get involved in sports and hobbies. No one can bully you online if you're too busy offline playing basketball with your friends.

**Be smarter than spammers!**

**Keep your email address secret.**

If you post your email address anywhere on the Internet, you'll quickly find yourself getting loads of spam.

**Pick an unusual email address.**

Spammers also collect email addresses by guessing them, so get creative with your email address.

**Don't reply to spam,** even to be taken off their list. If you reply spammers will know you actually read their emails!

**Try a "white-list" spam filter.**

These filters only allow you to receive emails from people you've put on your approved list.

**What is cyber-bullying?**

**Cyber-bullying includes:**

**threatening:** sending messages to scare someone

**flaming:** harassing someone by repeatedly sending them nasty messages

**gossiping:** spreading rumors or posting false information about someone

**outing:** passing along someone's private information

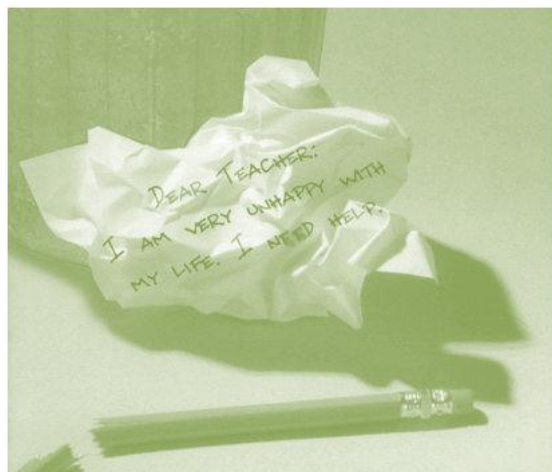
**impersonating:** pretending to be someone and posting messages as him or her, to damage his or her reputation

**B E C Y B E R - S M A R T !**





# Suicide Prevention



We are all familiar with the concept of violence toward others. But equally alarming and important to prevent is violence toward the self. Two of the primary ways that students are harming themselves is through self-injury and suicide.

Both these forms of violence toward the self have been highly misunderstood and are fraught with stigmatization. This makes prevention, early identification and intervention challenging.

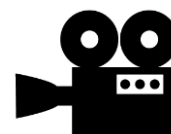
To learn more, view the self-injury video, Reality Avenue show “Self Injury & Cutting: Where is the

REAL Pain?” with corresponding lessons is available online for download at <http://www.browardprevention.org/reality-avenue/reality-avenue-grades-6-12/self-injury/>.

# REALITY AVENUE

With regard to the issue of suicide, Broward County Public Schools has a Suicide Prevention Designee at each school. For more information go to [Broward County Public School's Suicide Prevention Webpage](http://www.browardprevention.org/resources/violence-prevention/self-injury-suicide).

To access more links and resources on suicide prevention go to <http://www.browardprevention.org/resources/violence-prevention/self-injury-suicide>, BEEP <http://beep.browardschools.com/ssoPortal/index.html>, and the “Prevention Programs” CAB Conference located within Learning Communities (within Instructional Resources).

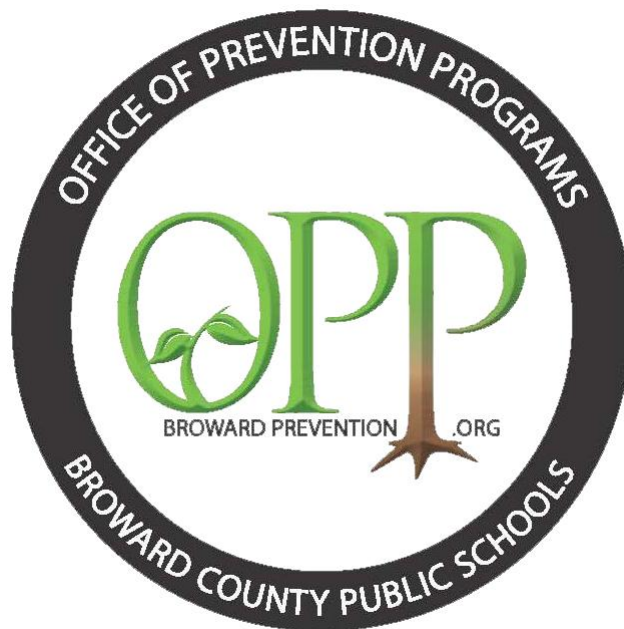


# Appendices

Appendices I: 'The Truth about Drugs and Alcohol,' middle/high

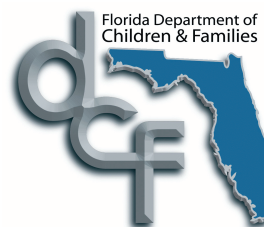
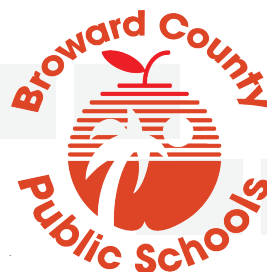
Appendices II: 'The Road To A Healthy Body,' elementary/middle

Appendices III: 'Online Safety,' elementary/middle





Thank you to our Core Team of Partners for their generous support.



Special thank you to the "Planting Seeds of Prevention" Committee:  
Michaëlle Pope • Amalio C. Nieves • Esther A. Cervantes • Tresha Fletcher • Adrián Hernández • Aimee C. Wood





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