

The Ophelia Project Presents:
RAISE Boys:
Reduce Aggression, Increase Self Empowerment

Second – Third Grade

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Author: Leigh Anne Kraemer-Naser, M.Ed.

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Introduction

Why use this curriculum?

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

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

Relational aggression only affects teenage girls, right? Why make a boys’ curriculum?

No. Relational aggression is relevant at all ages and genders; however, it may look different at various developmental stages. For example, relational aggression is more explicit with younger children (“You can’t come to my birthday party!”) and more subtle with older adolescents (e.g. using instant messaging or gossip to hurt someone).

Research has found that there are no gender effects when it comes to relational aggression. Today's boys need our help just as much as today's girls. The Ophelia Project’s mission has evolved over time to encompass both populations.

Artz, Nicholson, and Magnuson (2008) not only concluded that boys engage in indirect aggression almost as often as girls, but boys are twice as likely as girls to use indirect aggression towards boys. The researchers infer that, “Male-on-male aggression serves to uphold masculinity and dominant heterosexual male power.” In a response to this and other studies that uphold this assertion, this curriculum seeks not only to reduce relational aggression among boys, but also to encourage positive attributes associated with male gender roles and skills for negotiating expectations of “being a man” in today’s society.

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

The Ophelia Project Staff

What is Relational Aggression?

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

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

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

What is the impact of Relational Aggression?

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

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

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

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

Features of this Curriculum

This curriculum introduces boys to six key concepts:

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

Instructional strategies:

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

- ↔ Classification and definition of key terms
- 📖 Anecdotal stories or poems
- 📺 Video clips
- 🗣️ Whole and small group discussion
- 👉 Processing Points to guide discussion and encourage concept integration
- 👥 Interpersonal group activities
- 💬 Intrapersonal reflection
- 🎭 Role playing
- 🎨 Artistic expression
- 💻 Online activities
- 🏃 Gross motor movement

Implementing the curriculum:

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

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

Preparing for Lessons:

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

Vocabulary:

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

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

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

Differentiation of Instruction:

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

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

Online Activities:

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

Lesson Layout with Highlighted Features:



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

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

Vocabulary provides definitions of key terms to be used.

Materials provides a list of all necessary items for each lesson to allow for better facilitator preparation.

Lesson Five:
Leadership

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

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

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

Assessment:

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

Vocabulary:

- Leadership: the ability to lead

Materials:

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

Activities:

☞ Untangling Leadership

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

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

Processing Points are preceded by the pointing finger (☞). These questions stimulate discussion and encourage boys to make connections between activities and important concepts.

☞ Was anyone assigned to take the lead and direct others?
☞ To boys who were instructed by others: How did it feel to have someone else give you directions?
☞ To boys who told others what to do: Why did you tell the other boys what to do? How did that make you feel?
☞ Would you have been able to get through the activity if someone did not assume a leadership role and instruct other boys to untangle the web?

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

☞ A-Mazing Leadership

1. Break boys into pairs. For each pair, one boy will have the solution and the other will have the maze. The boy with the solution will also receive a marker or highlighter.
2. The boy with the blank maze is to solution must direct the other boy through the maze. The boy with the solution cannot open his mouth to look at the maze.
3. When boys have finished the maze (or reached a point where they cannot finish the maze), bring the group back together. Lead a discussing using the following processing points:
 - ☞ Was this an easy or hard task? Why?
 - ☞ Which person had the easier role, the person with the solution or the person who was blind?
 - ☞ What if a solution for the maze was not provided? How would you solve it?
 - ☞ What is necessary for the person who cannot see to follow directions? Listen, hold the marker, not give up, etc.
 - ☞ What is necessary for the person giving the directions? Be clear, be patient.

Activity Icons show the types of learning strategies used in the activity.

Online Activities provide opportunities for exploring lesson concepts on the Internet

☞ Online Activity: Leading the Job Market

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

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

☞ Closure

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

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

Objectives and Essential Questions

Upon completion of this curriculum, boys will be able to:

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

This curriculum encourages boys to explore the following essential questions:

- How does bullying affect boys’ lives?
- What does it mean to be a man?
- What is friendship?
- What makes an effective leader?
- How do digital citizenship practices affect boys’ lives?

Suggested Curriculum Levels

Grade Level	Ages	Scouting Level
Kindergarten – First Grade	5 – 7	Tiger Cub Scouts
Second – Third Grades	7 – 9	Wolf and Bear Cub Scouts
Fourth – Fifth Grades	9 – 11	Webelos
Middle School	11 – 14	Boy Scouts
High School	14 – 18	Boy Scouts

Scope and Sequence

Topic 1: The Language of Peer Aggression

Kindergarten – First Grade boys will be able to:

- Define roles in bullying situation: aggressor and target.
- Provide examples of hurtful teasing.
- Literature connection: Just Kidding by Trudy Ludwig.

Second – Third Grade boys will be able to:

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

Fourth – Fifth Grade boys will be able to:

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

Middle School boys will be able to:

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

High School boys will be able to:

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

Topic 2: The Bystander

Kindergarten – First Grade boys will be able to:

- Assess the impact a third party intervention can have on an object reaching a target.
- Define the role of a bystander in a bullying situation.
- Demonstrate in a role play bystander strategies to change the outcome of a bullying situation.

Second – Third Grade boys will be able to:

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

Fourth – Fifth Grade boys will be able to:

- Define the role of a bystander in a bullying situation.
- List emotions elicited by bystanders in a bullying situation.
- Predict possible outcomes of a bullying situation based on bystander intervention.

Middle School boys will be able to:

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

High School boys will be able to:

- Identify the role of the bystander in a bullying situation.
- Assess the degree to which bystanders can change the outcome of a bullying situation.
- Provide positive solutions for bystanders to use in a bullying situation.
- Identify situations in which bystanders should intervene, seek help, or avoid intervening.

Topic 3: Normative Beliefs

Kindergarten – First Grade boys will be able to:

- Define the terms social norms and emotion.
- Identify and label emotions: sad, happy, angry, and confused.
- Match appropriate emotions to proposed situations.

Second – Third Grade boys will be able to:

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

Fourth – Fifth Grade boys will be able to:

- Differentiate norms and rules.
- Assess the degree to which norms and rules can be changed.
- Analyze anti-bullying laws

Middle School boys will be able to:

- Identify and evaluate attributes of male gender role in society.
- Determine positive attributes of role models to be emulated by boys.

High School boys will be able to:

- Identify normative beliefs regarding adolescent male life.
- Determine whether specific normative beliefs are positive or negative.
- Compare and contrast male and female gender roles.

Topic 4: Friendship

Kindergarten – First Grade boys will be able to:

- Identify positive qualities of others, even if they are not considered friends.
- Identify ways to be helpful or establish friendship.

Second – Third Grade boys will be able to:

- Identify positive qualities of friends.
- Reflect and determine which qualities of friends the student would like to possess.
- Create a definition for the term friendship.

Fourth – Fifth Grade boys will be able to:

- Identify positive qualities of friends.
- Identify shared interests within the group.
- Assess the role of shared interests in establishing friendships.

Middle School boys will be able to:

- Assess friendships as healthy or unhealthy.
- Assign positive attributes to others within the group.
- Reflect on attributes that have been assigned to boys by peers.

High School boys will be able to:

- Identify positive requisites for establishing friendships.
- Create strategies for sustaining healthy friendships.
- Distinguish between a healthy and an unhealthy relationship.

Topic 5: Leadership

Kindergarten – First Grade boys will be able to:

- Identify the role of leadership in a game of Spiders and Snakes
- Follow directions from a leader in the pyramid activity.

Second – Third Grade boys will be able to:

1. Define leadership and identify qualities of a leader.
2. Identify what qualities of a superhero define him as a leader.
3. Design a superhero with qualities of a supportive leader.

Fourth – Fifth Grade boys will be able to:

- Differentiate between a supportive leader and an aggressive leader.
- Define qualities of a supportive leader.

Middle School boys will be able to:

- Define qualities of a leader.
- Distinguish when to follow a leader and when not to follow a leader.

High School boys will be able to:

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

Topic 6: Cyberbullying

Kindergarten – First Grade boys will be able to:

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

Second – Third Grade boys will be able to:

1. Define the term cyberbullying.
2. Classify video games based on the following features: people being nice to others, people being mean to others, physical aggression and violence, teamwork.
3. Identify positive ways for using computer games.

Fourth – Fifth Grade boys will be able to:

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

Middle School boys will be able to:

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

High School boys will be able to:

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

Activities by Topic and Grade Level

	Language of Peer Aggression	The Role of the Bystander	Normative Beliefs	Friendship	Leadership	Cyberbullying
K-1	<ol style="list-style-type: none"> 1. <u>Just Kidding</u> Story Exploration 2. Puppets 3. <u>Just Kidding</u> Story Discussion 4. It Happened to Me... 	<ol style="list-style-type: none"> 1. Bystander Catch 2. <u>Just Kidding</u> in the Middle 3. Puppet Role Play 	<ol style="list-style-type: none"> 1. Emotion Matching/ Memory 2. Emotions in Motion 	<ol style="list-style-type: none"> 1. Welcome Game 2. Friendship People 	<ol style="list-style-type: none"> 1. Spiders and Snakes 2. Pyramid Activity 	<ol style="list-style-type: none"> 1. What is Cyber-bullying? 2. E-Motion Mail
2-3	<ol style="list-style-type: none"> 1. Finding a Target 2. "Can't you take a joke, kid?" 	<ol style="list-style-type: none"> 1. An Invitation 2. Power Shift 	<ol style="list-style-type: none"> 1. Emotion Museum 2. Social Norms Collage 	<ol style="list-style-type: none"> 1. Building the Best Friend 2. Friendship Chain 	<ol style="list-style-type: none"> 1. Super Hero Creation 	<ol style="list-style-type: none"> 1. What do you see in computer games? 2. Do computer games cyberbully? 3. Positive computer gaming
4-5	<ol style="list-style-type: none"> 1. Getting to Know Joe 2. Defining Peer Aggression 3. Target Practice 	<ol style="list-style-type: none"> 1. Bullying Scenario Review 2. Masks 3. Thinking Bubbles 	<ol style="list-style-type: none"> 1. Norms vs. Rules 2. Changing Norms and Rules 3. Anti-Bullying Laws 	<ol style="list-style-type: none"> 1. Interest Bingo 2. Interest Web 	<ol style="list-style-type: none"> 1. Supportive Leader/ Aggressive Leader 2. Desert Divide Game 	<ol style="list-style-type: none"> 1. Net Speak Charades 2. Emoticons Quiz 3. Verbal vs. Nonverbal Communication
M S	<ol style="list-style-type: none"> 1. Throw Away Aggression 2. Roles in a Bullying Situation 	<ol style="list-style-type: none"> 1. Role Review 2. Bystander Toolbox 3. Bystander Role Play 4. Good Samaritan Laws 	<ol style="list-style-type: none"> 1. Circle Game 2. "Man"-nequins 	<ol style="list-style-type: none"> 1. The Flow of Friendship 2. The Friend in Me 	<ol style="list-style-type: none"> 1. Follow the Leader 2. Quotation Inspiration 	<ol style="list-style-type: none"> 1. Comparing Continuums 2. Internet and Cell Phone Contracts 3. Cyber Rules
H S	<ol style="list-style-type: none"> 1. Anthony's Story 2. Peer Aggression Continuum 	<ol style="list-style-type: none"> 1. Matt's Story 2. Upstander Strategies 3. Bystander Stoplight 	<ol style="list-style-type: none"> 1. Norm's College Fair 2. Boys vs. Girls 	<ol style="list-style-type: none"> 1. Friendship by the Book 2. Unhealthy Friendship Prescriptions 	<ol style="list-style-type: none"> 1. Untangling Leadership 2. A-Mazing Leadership 3. Leading the Job Market 	<ol style="list-style-type: none"> 1. TMI – Too Much Information 2. Respecting Others' Privacy 3. Sexting and Cyber-bullying

National Standards

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

National Council of Teachers of English / International Reading Association Standards

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

Center for Disease Control: National Health Education Standards

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

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

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

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

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

4. Social studies programs should include experiences that provide for the study of individual development and identity.

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

Lesson One: *The Language of Peer Aggression*

This lesson sets the stage for the rest of the curriculum by creating a common language to describe peer aggression. It also introduces boys to the major roles in a bullying situation: the aggressor and the target. It is important to use consistent language throughout the curriculum to ensure better comprehension among the boys.

Objectives:

Upon completion of this lesson, boys will be able to

1. Define and identify roles in bullying situation: aggressor and target.
2. Define and provide examples of relational aggression.

Assessments:

- Boys will identify the speakers in the poem “Can’t you take a joke, kid?” as the target and aggressor. (Objective 1)
- Boys will generate a list of examples of relational aggression as well as a list of ways to cope with relational aggression in the Can’t You Take a Joke, Kid? activity. (Objective 2)

Vocabulary*:

- **Aggressor:** The person who chooses to hurt or damage a relationship. A bully.
- **Target:** The person who is aggressed upon or bullied. The object of bullying.
- **Relational Aggression:** Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others




*The facilitator can provide examples or elaborate upon these definitions to ensure better understanding, however it is important to use the terms consistently and not substitute other words for vocabulary words.

Materials:





- Target template (Appendix B)
- Ball suitable for indoor use, or wadded up paper to use as a ball (or take the activity outdoors with a playground ball)
- Poem: “Can’t you take a joke, kid?” By Andrea Wilson (Appendix C)
Poem obtained with permissions from: <http://bullypoems.wordpress.com/>

Activities:

'Y' Finding a Target

1. Tape a target to the wall (Appendix B) or draw one on the board or on chart paper. Have boys stand facing the target. Give each boy a turn to throw the ball at a target.
2. Next, have the facilitator tape the target to his chest. Have each boy toss the ball (gently!) towards the facilitator who will try to catch the ball.
3. Lead a discussion using the following processing points:
 -  What did you throw the ball at?
 -  Can anything be a target? A person, an object?
 -  Do you have control over things hitting a target? How?

Can't You Take a Joke, Kid?

1. Read the poem "Can't you take a joke, kid?" by Andrea Wilson (Appendix C).
Note: The plain text and italicized text within the poem note two different speakers. Try using different tones of voice when reading, or if another adult is available feel free to role play the poem to be sure that the boys realize there are two speakers.
2. Ask boys to summarize the poem, and explain what it going on. Clarify if necessary to establish that one boy is picking on another boy. It may be necessary to read the poem again, stopping to explain the interchange between the two speakers.
3. Introduce the vocabulary term **aggressor**. Hang the vocabulary card on the word wall area. Write the word aggressor on the board or on chart paper. Ask the boys to give one word descriptions of the aggressor in the poem. List their responses. Using a one word response requires boys to synthesize their ideas regarding a concept and helps them to create a better understanding of the term.
4. Introduce the vocabulary word **target**. Hang the vocabulary card on the word wall area. Write the word target on the board or on chart paper. Ask the boys to give one word descriptions of the target in the poem. List their responses opposite of the responses for aggressor.
5. Lead a discussion using the following processing points:
 -  Look at the words listed for target and aggressor. What do you notice about the differences between the columns?
 -  Now think about the poem. How is the target being hurt by the aggressor?
 -  Is it possible to hurt someone with your words and actions without being physically aggressive (hitting)?
 -  How can you tell the difference between joking and hurtful teasing? Which is being used in the poem?
6. Introduce the vocabulary word **relational aggression**. Hang the vocabulary card on the word wall area. Explain that relational aggression can hurt just as badly as physical aggression. Give examples of relational aggression or ask boys to come up with a list on their own.

Examples:

- Spreading rumors

- Hurtful teasing
- Excluding others (not letting them play with you)
- Putting others down (insults, name calling)
- Ignoring, giving the silent treatment

Closure:

1. Reread the poem “Can’t you take a joke, kid?” Before reading, tell the boys to focus on the target – his responses, his feelings.
2. The target in the poem ends by telling the aggressor that it may be his turn. Tell the boys that this is not retaliation on the part of the target! It is important not to fight back and become an aggressor. What the last stanza implies is that everyone can be target. We all feel the effects of bullying, and it is hurtful.
3. Remind boys that in the target activity, the target moved from the wall to the facilitator – targets can change very easily.
4. Have boys generate a list of ways to deal with relational aggression. Use some examples from the poem such as: tell the aggressor it does not feel like a joke; tell the aggressor he is hurting your feelings; ask for the bullying to stop. After finding examples from the poem, try to add other solutions to the list such as tell an adult, walk away, ignore the bully, etc.

Lesson Two: *The Bystander*

In the first lesson, boys were introduced to the roles of aggressor and target in a bullying situation. This lesson introduces the third role in a bullying situation: Bystanders. Bystanders include the person or persons who are not aggressors or targets but are caught somewhere in between. They are often scared, stuck and silent. Although they are not aggressors or targets, kids in the middle are involved in the aggression and have the potential to take action to change the situation for the target.

Objectives:

Upon completion of this lesson, boys will be able to

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

Assessments:

- Boys will identify the Invitation Activity as an example of relational aggression as well as identify the aggressor and target. (Objective 1)
- Boys will acknowledge the presence of bystanders in the Invitation Activity. (Objective 2)
- Boys will identify the role of bystanders in the Invitation and Power Shift activities. (Objectives 2, 3)
- Boys will compare the impact of one bystander to several bystanders in the Power Shift activity. (Objective 3)

Vocabulary:

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





Materials:

- Crayons, markers, colored pencils
- Blank paper folded like an invitation
- Picture of a boy from a magazine or online who is of the same age as boys in the group
- Long piece of wood, poster board, or PVC pipe to make a ramp or tunnel
- Ten building blocks (Mega Blocks or wooden blocks work well – Legos are too small)

- Matchbox car

Activities:

An Invitation

1. Give boys a piece of paper folded like a card and tell them to decorate it like a party invitation. Tell the boys to put their invitations into a pile at the front of the room.
2. When everyone is done, distribute invitations to everyone in the room and then say to the boys: “You have just been invited to a very special friendship party. Everyone who has received an invitation is now a friend to everyone else in the room!” Encourage boys to briefly celebrate their friendships and inclusion with high fives, hugs, or positive remarks (Awesome! Yes!).
3. Tell boys, “Now, we have another boy in our class who has not received an invitation.” Show the boys a picture from a magazine of a boy similar to those in the group. Feel free to give the boy a name to make the role play more realistic. Tell the boys that you do not want to invite this boy to your party. He is new to the group and no one knows him very well. He sees our invitations and knows about the party, but we should not let him come.
4. Lead a discussion using the following processing points:
 -  How would you feel if you were not invited to the party, but knew that everyone else was?
 -  How do you think this boy feels? Why?
 -  Who is responsible for making the boy feel this way?
 -  Is this an example of relational aggression? Who is the aggressor/target?
Lead the discussion so that the boys realize that the facilitator, who is in charge of the party, is an aggressor in this situation, and that the boy who has been left out is the target. Now is not the time for brainstorming how to help the boy, this is simply an exercise in empathy to help the boys to see how exclusion can be hurtful and to have the boys notice that there are often witnesses to aggression.
5. Introduce the vocabulary words **bystander** and **upstander**. Hang the vocabulary cards on the word wall area. Tell the boys that in this situation, all of the boys in the class are bystanders. They see that the target (the boy in the picture) is being excluded by the aggressor (the facilitator). Even though the boy is not being physically hurt, he is the target of relational aggression and feels very hurt and excluded from the group.

Power Shift

1. Using a long piece of wood, poster board, or PVC pipe, create a ramp or tunnel for a Matchbox car to roll down or through. The facilitator should use five blocks to prop up one end of the ramp, and put the picture of the boy at the bottom of the ramp.

2. Tell the boys, “The car is my aggression towards this boy. As an aggressor, I am sending hurtful words and actions towards him.” Roll the car down the ramp.
3. Give a block to five boys in the group. Tell them, “You are kids in the middle. You see that I am hurting this boy by not inviting him to the party. You can support this boy.”
4. Have one boy come up and put his block under the end of the ramp near the picture of the target. Then roll the car down the ramp/tube again. Repeat this task until the blocks have made the ramp even and the car cannot roll down to the target.
5. Lead a discussion using the following processing points:
 - ☞ What did you notice as more blocks were piled under the target’s side of the ramp?
 - ☞ Is it easier for an aggressor to reach a target if there are no kids in the middle around? Why?
 - ☞ How do more kids in the middle change the effect of an aggressor’s hurtful words and actions?

Closure:

1. Tell boys: “You have seen with the Power Shift activity that kids in the middle can support a target and slow down or even stop the hurtful words and actions of an aggressor. What are some ways that kids in the middle can be supportive of a target?”
2. Write boys’ responses on the board or chart paper and create a list of upstander solutions. Be sure to discourage acts of retaliation, or revenge against the aggressor – remind boys that they are not becoming aggressors themselves, but are instead supporting the target.
Possible responses include:
 - Tell an adult
 - Stand near the target (a physical presence is sometimes enough on its own to deter an aggressor)
 - Tell the target to ignore the aggressor
 - Encourage the target to walk away from the aggressor
3. Tell boys that they can be supportive, positive kids in the middle to help reduce aggression and help create safer social climates.

Lesson Three: *Normative Beliefs*

Normative beliefs address the relationship between what we believe and how we act. Our emotions play a large part in how we express our beliefs. Being able to identify our own emotions is an important step in developing empathy. The next step is being able to identify others' emotions, too.

Objectives:

Upon completion of this lesson, boys will be able to

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

Assessments:

- Boys will define and provide examples of emotions and social norms in the Social Norms Collage activity. (Objective 1)
- Boys will properly model facial expressions for emotions and identify the emotions modeled by others in the Emotion Museum activity. (Objectives 2,3)
- Boys will create a collage with pictures of emotions representing a situation in the Social Norms Collage activity. (Objective 2, 3, 4)

Vocabulary:





- **Social Norms:** Expected or accepted rules for behavior.
- **Emotion:** The particular way someone is feeling at a given moment.

Materials:

1. Emotion flash cards (Appendix D)
Note: Cards should be photocopied on cardstock and cut out prior to the lesson. Fold the card in half and glue it together so that the picture is on one side and the word on the other. You will need two sets of cards.
- Poster board or large sheets of paper
 - Glue or glue sticks
 - Markers, crayons, or colored pencils
 - Magazines such as *Sports Illustrated for Kids*, *Highlights*, *Boys Life*, *Nickelodeon* magazine etc. It would be beneficial for the facilitator to remove any inappropriate advertising/content from the magazines prior to use. The facilitator can also cut out a number of faces from magazines and provide these for boys to use as well.

Activities:

Emotion Museum

1. Introduce the vocabulary word **emotion**. Hang the vocabulary card on the word wall area. Show the emotion flash cards one at a time to the boys. Describe the general feelings associated with each of these examples and model an appropriate facial expression and tone of voice when describing each emotion. Note that some feelings may be associated with multiple emotions (example: feeling upset can be part of sadness and anger).
2. Divide the boys into 2 groups: the statues and the detectives. The detectives are on a visit to the museum, and it is their job to identify all the emotions that the statues portray. The facilitator should give an emotion flash card to each statue who will then choose a pose and facial expression that portrays the emotion on the card. Give the other set of cards to the detectives who must then try to match the emotion to the appropriate statue.
3. Once the detectives have assigned a card to each statue, have the statues show their emotion flash cards and determine if the appropriate match has been made.
4. Switch the groups and repeat the activity.
5. Lead a discussion using the following processing points:
 -  Which emotions were the easiest to identify? Why?
 -  Which emotions did you have trouble identifying? Why?
 -  Can facial expressions and body language be confused between the person showing them and the person reading them?
 -  What can you do to find out how someone is feeling if you cannot tell from their facial expression or body language?







Social Norms Collage

1. Introduce the vocabulary word **social norms**. Hang the vocabulary card on the word wall area. Tell boys that social norms sometimes determine the way we feel about a situation, because we are expected to act in a certain way based on what is happening around us. Sometimes a situation may elicit a number of emotions – and these may differ based on the people in the situation.
2. Give a small group or pair of boys one of the situations included in Appendix E. Have boys paste the description of the situation in the center of their poster board or sheet of construction paper.
3. Have boys look through magazines or an assortment of cutout faces and find pictures that show emotions elicited by that situation. Paste the pictures on the paper. Remind boys that they are not looking for pictures of the particular situation, but instead they are focusing on the facial expressions and body language of people who may be experiencing an emotion similar to ones in the situation their collage is based on.
4. If boys have any extra space on their paper that they cannot fill with pictures, have them draw pictures or write the names of emotions that are associated with the situation.

Encourage them to explore several emotions that can be experienced as a result of the situation.

5. Boys should share their collages and explain their reasons for including the pictures.
6. Display the collages around the room.

Closure:

1. Have boys sit in a circle and lead a discussion using the following processing points:
 -  Why is it important to know how others are feeling?
 -  What clues do you look for when trying to identify the emotions of others?
 -  Do you treat someone differently because of the emotions they are showing on their face and with their body language? Why?
 -  How can you use your face and body language to show your emotions?
 -  Is it ok for people to have differing emotions as a result of the same situation?
 -  What can you do if someone has a different emotional reaction to a situation?
2. Conclude that it is important to be able to identify how others are feeling and it is ok to let others know how we are feeling too. We should be comfortable portraying different emotions and let our friends and family members be able to identify our emotions through our facial expressions and body language.

Lesson Four: *Friendship*

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

Objectives:

Upon completion of this lesson, boys will be able to

1. Identify positive qualities of friends.
2. Reflect and determine which qualities of friends the student would like to possess.
3. Create a definition for the term friendship.

Assessments:

- Boys will identify qualities or actions of friendship associated with particular parts of the body in the Building the Best Friend activity. (Objective 1)
- Boys will list qualities of friendship on slips of paper and use them to create a chain in the Friendship Chain activity. (Objectives 1, 2)
- Boys will choose one quality of friendship that they feel is the most important and try to emulate that quality in the lesson Closure. (Objective 2)
- Boys will write their own definition for friendship in the lesson Closure. (Objective 3)

Vocabulary:

- **Friendship:** have boys create their own definition as a group

Materials:

- Butcher's paper large enough to trace a boy on.
- Scissors
- Markers, crayons, colored pencils
- Masking tape
- Construction paper strips in various colors (about 1.5" wide and 8" long)




Activities:

Building the Best Friend

1. Trace an average sized boy in the class on a sheet of butcher's paper. Cut out the shape of the boy and then cut the body into the following pieces: The neck and head, arms, legs, and body. There should be 6 pieces in all (neck/head, trunk, 2 arms, 2 legs).

2. Separate boys into 3 groups. Each group will be assigned a part of a boy: the head/mind, the body/heart, and the arms and legs. Boys should color their body part appropriately. Then have boys list on their body parts traits or actions of friendship that are associated with each part of the boy. Examples: Thinks positively, understands you (head/mind); loves, cares (body/heart); stands by you, high fives, hugs (arms/legs).
3. Have boys with the trunk of the body come to the front of the room. Have them read what they have written on their body part and explain why they chose these examples. Then, have the remaining two groups do the same and use masking tape to reassemble the boy.

Friendship Chain

1. Give each boy five strips of colored paper and a marker. Have them write one quality they admire in friends on each of the strips. It is ok if boys do not spell items correctly – it is more important that they write their ideas. The facilitator can also help if boys have trouble writing.
2. Give each boy 5 pieces of masking tape. Have boys loop four of their strips together. It may be beneficial for the facilitator to create five strips and model making the chain first. Use the fifth strip to connect to another boy's chain so that the group has one very long chain of friendship qualities. Boys should sit in a circle with the chain across their laps.
3. Go around the circle having boys read the qualities they have added onto the friendship chain. It is ok to have repeated qualities!
4. Lead a discussion about the words on the chain using the following processing points:
 -  Which words appear most often? Why?
 -  Are there words missing that you had expected? Why?
 -  What happens to a friendship if you take one of these qualities away? Does a break in the chain represent a possible problem in a friendship?
5. Hang the friendship chain the room.

Closure:

1. Ask boys, "Of all the qualities of being a friend that we talked about, which is the quality that you feel is the most important?" Give boys a strip of paper and have them write that quality on it.
2. In turn, ask each boy how he will try to show that quality by being a good friend. Wrap the paper strip around the boy's wrist and tape the ends together to make a wristband to serve as a reminder to emulate that quality.
3. Show boys the vocabulary card for **friendship** and notice that there is not definition on the back of the card. Have the group work together to write a definition for friendship and then hang the word on the word wall.
4. Remind boys: Everyone can be a friend. If you feel that you do not possess some of the qualities of friendship, you can practice them and develop them. Friendships are

important and necessary in life.

Lesson Five: *Leadership*

Leaders are those who include others and recognize the importance of team work and maximizing everyone’s abilities. People who exclude others do not display leadership skills. Leaders can reduce relational aggression by creating positive, healthy relationships and being a supportive bystander. What are the qualities we look for and admire in a leader?

Objectives:

Upon completion of this lesson, boys will be able to

4. Define leadership and identify qualities of a leader.
5. Identify what qualities of a superhero define him as a leader.
6. Design a superhero with qualities of a supportive leader.

Assessment:

- Boys will fill in the Superhero Chart with descriptions of superheroes. They will determine how the superhero is a leader based on his description in the Superhero Discussion activity. (Objectives 1, 2)
- In small groups, boys will design a superhero with the power to be a supportive leader in the Superhero Creation activity. (Objectives 1, 3)

Vocabulary:

- **Leadership:** the ability to lead

Materials:

- Superhero Chart (Appendix F) or create a similar chart on the board/chart paper
- Paper
- Markers, crayons, or colored pencils

Activities:

Note regarding the activities in this lesson: All of the activities for this lesson revolve around superheroes. Boys may say that super heroes fight. Make the point that while they may fight in movies, cartoons, or comic books, it is as a last resort when they need to protect themselves or someone else. In real life, fighting is not necessary and not allowed in school or extracurricular activities. If a true superhero lived in our world, he would not fight; he would use his powers to solve problems without resorting to physical aggression.




Superhero Discussion

1. Ask boys the following questions and record their answers on the Superhero Chart (Appendix F) or copy the chart on the board or chart paper.
 - Who is your favorite super hero?
 - What special powers do super heroes have?
 - What do they do with their super powers?
2. Introduce the vocabulary word **leadership**. Hang the vocabulary card on the word wall area. Among the many qualities of leadership, two very important ones are directing others in a respectful manner and including all members of the group.
3. Ask boys if there is a difference between leadership and being bossy. Make the point that while both want others to get something done, leaders support and encourage while bossy people demean and belittle. Note that the main difference between super heroes, whom we admire, and villains, who often cause trouble, is the way they use their special powers. Super heroes use them for good—to make others feel better, to help people in need, or to help others succeed. They are supportive leaders. Villains use their skills to cause trouble, make others unhappy, or cause disruption in the world. Instead of being supportive leaders, they are often bossy.
4. In small groups, have boys make a list of qualities that superheroes exhibit and establish them as leaders. Give them about three minutes for the task.
5. Bring the groups back together and record their ideas on the board.

Superhero Creation

1. Next, divide the boys into groups again. It would be beneficial that one person in each group likes to draw or create cartoons. This will make their task easier.
2. Distribute the art supplies and define the task:
“Create a new super hero who has one special power: He is a supportive leader. He is able to help friends be kind to each other; he discourages fighting and name calling; he helps everyone around him to reach the common goals of cooperation and friendship.” Each group is to create this new super hero by including things like the following:
 - A name
 - An insignia
 - A costume
 - A balloon coming from the super hero’s mouth with his slogan
 - A list of qualities the super hero exhibits
 - Why the boys admire this new character

Closure

1. Bring groups back together to display and talk about their super heroes. Use the following processing points to stimulate a discussion:
 -  Why do people admire superheroes?
 -  Can someone without super powers be a supportive leader?
 -  Is there anyone in your life who is a hero? Why do you feel this person is a hero?

2. Display superheroes in the room for everyone to see.

Lesson Six: *Cyberbullying*

Peer aggression on the Internet, referred to as “cyberbullying,” has been called the “new frontier of aggression.” In this activity, the goal is to explore the messages boys are receiving from computer games and compare these messages to the norms that discourage cyberbullying behaviors.

Objectives:

Upon completion of this lesson, boys will be able to

4. Define the term cyberbullying.
5. Classify video games based on the following features: people being nice to others, people being mean to others, physical violence, teamwork.
6. Identify positive ways for using computer games.

Assessments:

- Boys will properly use the term cyberbullying in discussions and identify examples of cyberbullying in video games in the What do you See in Computer Games activity. (Objective 1)
- Boys will complete the Computer Game Chart in the Do Computer Games Cyberbully activity. (Objective 2)
- Boys will create a “Guide to Positive Computer Gaming” to share with other boys their age in the Positive Computer Gaming activity. (Objective 3)

Vocabulary:

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

Materials:

- Computer Game Chart (Appendix G) or create a similar chart on the board/chart paper
- Construction paper
- Markers, crayons, or colored pencils

Activities:

What do you see in computer games?

1. Ask for a show of hands: “How many of you play games on the computer or other video game systems?” Ask boys some of their favorite games.
2. Show boys the Computer Game Chart (Appendix G). As a group, fill in the chart by listing the names of games under the proper heading. (Example: The game Call of Duty could fall under all of the categories, Roller Coaster Tycoon could fall under people being nice to each other and teamwork.) As long as boys justify their reasoning for inclusion under a heading, please list all of their suggestions. Allow each boy an opportunity to add something to the chart.
3. Lead a discussion about the chart using the following processing points:
 - ☞ What feature do you see the most in the video games you play? Why?
 - ☞ What draws you to each type of game? What makes these games appealing?
 - ☞ How do you feel when you play a game with people being nice to each other?
 - ☞ What feelings are elicited by playing games under the other headings?

Do Computer Games Cyberbully?

1. Introduce the vocabulary word **cyberbullying**. Hang the vocabulary card on the word wall area. Explain to boys that just as bullies can exist in school, at home, and on the playground, they can also find targets using the computer or through on-line games.
2. Ask boys the question, “Do computer games cyberbully?” Use the following processing points to help elicit responses:
 - ☞ Has playing a game ever made you feel hurt, upset, or angry?
 - ☞ Do responses programmed in the game or used by other characters/players in the game embarrass, threaten, or humiliate users? Can you give some examples?
 - ☞ Do you ever embarrass, threaten, or humiliate others when playing computer games?

Positive Computer Gaming

1. Have boys make a list of positive ways they can use computer games. The list can include: play educational games, build friendships through games that require teamwork, do not harass, embarrass, or threaten other players of games, etc... Record answers on the board or on chart paper and be sure to number each response.
2. Break boys into groups. Create a group for each of the positive ways for using computer games that is listed on the board and assign each group one example.
3. Have the boys write the way for positive computer gaming on the top of a piece of construction paper. Boys can then write examples or draw pictures that relate to their topic.

Closure:

1. Bring boys together and have each group present their positive way to use computer

games. Assemble all of the pages in a book with the title “Positive Computer Gaming.”

2. Brainstorm ways to share this information with other boys in second and third grades.

Appendices

**Appendix A:
Vocabulary Cards Front**

Aggressor	Target	Relational Aggression
Bystander	Upstander	Social Norms
Emotion	Friendship	Leadership

Cyber- bullying		
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**Appendix A:
Vocabulary Cards Back**

<p>Aggressor: The person who chooses to hurt or damage a relationship. A bully.</p>	<p>Target: The person who is aggressed upon or bullied. The object of bullying.</p>	<p>Relational Aggression: Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others</p>
<p>Bystander: The person or persons who are not aggressors or targets but are caught somewhere in between.</p>	<p>Upstander: A bystander who comes to the aid of a target.</p>	<p>Social Norms: Expected or accepted rules for behavior.</p>
<p>Emotion: The particular way someone is feeling at a given moment.</p>	<p>Friendship:</p>	<p>Leadership: the ability to lead</p>

<p>Cyberbullying: The use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them</p>		
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Appendix B:

Target Template



Appendix C: Can't you take a Joke, kid?

Can't you take a joke, kid?

Look, I was only teasing.
C'mon, it's all in fun.
You got no sense of humor?
Aren't **we** the touchy one!

*But I don't find it funny.
I guess I missed the joke.
Thought if I say that outright,
They'll laugh until they croak.*

Hey! Can't you take a joke, kid?
*Are jokes supposed to hurt?
I fail to see the humor.
You called me "stupid jerk"!*

My! Your skin is awfully thin.
Stop getting so perturbed.
*Hello! We all have feelings!
I guess you haven't heard.*

What side did you get out of bed?
Why can't you let me be?
Because you're really fun to bug.
It's awesome, can't you see?

*Could be you find it funny.
Perhaps you cannot learn.
But history has a nasty way,
Of making it **your** turn.*

by Andrea Wilson

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

**Appendix D:
Emotion Flash Cards**



Happy



Sad



Angry



Confused

**Appendix D:
Emotion Flash Cards**



Surprised



Upset



Worried



Excited

Appendix E: Situations for Social Norms Collage

Note: You can use with these, or substitute situations that occur in your classroom or group.

It is Monday. The facilitator tells you that it is your turn to take care of the class pet for the week.

It is lunchtime and your mom packed a sandwich you really don't like. A friend offers to switch with you, but there is a school rule about "no sharing" lunches because some kids have allergies.

It is recess and the kids are playing ball. You are late—you forgot your hat and had to go back and get it. Now teams are picked already, and no one asks you to be on their team.

It is your birthday! You got an awesome gift from your parents and your favorite kind of cake.

The facilitator called on you in class, but you do not know what the answer is.

Your parents just grounded you for not doing your homework. You wanted to go to the park this afternoon, but now you cannot.

A family member promised to take you to Disneyland this summer, and you were very excited. Now, he lost his job and cannot take you.

You worked very hard and got all of the problems on your math homework right. The facilitator gave you a special sticker.

**Appendix F:
Superhero Chart**

Superhero's Name	Superhero's Special Powers	How Superhero uses powers

**Appendix G:
Computer Game Chart**

What do you see in computer games?

People being nice to others	People being mean or unkind to others	Physical Aggression and Violence	Teamwork