

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

Middle School

Table of Contents

Introduction.....	4
What is Relational Aggression?	5
Features of this Curriculum	6
Objectives and Essential Questions.....	9
Suggested Curriculum Levels.....	9
Scope and Sequence	10
Activities by Topic and Grade Level	14
National Standards	15
Lesson One: <i>The Language of Peer Aggression</i>.....	17
Lesson Two: <i>The Bystander</i>	21
Lesson Three: <i>Normative Beliefs</i>	24
Lesson Four: <i>Friendship</i>.....	27
Lesson Five: <i>Leadership</i>.....	30
Lesson Six: <i>Cyberbullying</i>	32
Appendices	36

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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! It helps to build familiarity with new terms if they are visible within the room. Simply choose a place within the room and hang your vocabulary cards there – if you cannot post directly onto the wall, use poster board or a presentation board.

Differentiation of Instruction:

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

Kindergarten – First Grade encompasses a gamut of abilities and skill levels both academically and socially. For this reason, specific differentiation opportunities are provided for 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 lesson as well.

 Online Activities:

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

Processing Points precede each of the pointing finger (☞) These questions in a lead discussion and encourage boys to make connections between activities and important concepts.

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

Online Activities provide opportunities for exploring lesson concepts on the Internet.

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 leader's ability to lead.

A-Mazing Leadership

1. Break boys into pairs. Provide each pair with the solution and the other with a marker or highlighter.
2. The boy with the blank maze is to use the solution to direct the other boy through the maze. The boy with the marker cannot open his eyes to look at the maze.
3. When boys have finished the maze, bring the group back together. Lead a discussion using the following processing points:
 ☞ Was this an easy or hard task? Why?
 ☞ Which person had the easier role, the person with the marker or the person who was blind?
 ☞ What if a solution for the maze was not provided? How would you feel?
 ☞ What is necessary for the person who cannot see to get through the maze? (listen, hold the marker, not give up, etc.)
 ☞ What is necessary for the person giving the directions? (be patient)

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:

1. Assess friendships as healthy or unhealthy.
2. Assign positive attributes to others within the group.
3. 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:

- Define leadership and identify qualities of a leader.
- Identify what qualities of a superhero define him as a leader.
- 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:

1. Define qualities of a leader.
2. 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:

- Define the term cyberbullying.
- Classify video games based on the following features: people being nice to others, people being mean to others, physical aggression and violence, teamwork.
- 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:

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

High School boys will be able to:

5. Define and identify cyberbullying.
6. Make a list of “shareable” and “unshareable” information and media to be used on social networking sites.
7. 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
MS	<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
HS	<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 lessons that follow by creating a common language to describe peer aggression. Boys will be introduced to the types of aggression: physical, verbal, and relational. Boys will also identify two roles played in aggressive incidents: aggressor and target. By using consistent language to describe behaviors common to all bullying situations, boys become able to understand what is happening, what their roles are, and how they can help change the dynamics.

Objectives:

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

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

Assessments:

- Boys will classify aggressive acts as physical, verbal, or relational in the Throw Away Aggression activity. (Objective 1)
- Boys will analyze the poem *My Walk to School* to identify types of bullying and the role of the narrator. (Objectives 1, 2)
- Boys will deconstruct a narrative about a bullying situation to identify the type of bullying, the target, and the aggressor. (Objectives 1, 2)
- Boys will write a reflection about times when they have been in the role of target and aggressor. (Objective 2)
- Boys will create a list of alternatives to revenge that do not proliferate a cycle of aggression and instead empower a target. (Objective 3)

Vocabulary:

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

- **Revenge:** a response to an aggressive act in which a target assumes the role of aggressor and makes a former aggressor a target; role reversal in an aggressive act

Materials:

- Copies of *My Walk to School* poem (Appendix B) for boys
- Deconstruct the Bullying Scenario sheets (Appendix C)
- Three bowls, buckets, or containers
- Paper
- Tape

Activities:

🗑️ → **Throw Away Aggression**

1. Ask boys for examples of ways people can be mean to each other. List each response on a sheet of paper and tape to the wall. Feel free to encourage additional examples such as:
 - Hazing
 - Slamming someone into a locker
 - Tripping someone
 - Grabbing items that belong to someone else
 - “Playfully” punching someone on the arm to hurt them
 - Dropping someone’s lunch tray
 - Physical fighting
 - Name calling
 - Put-downs and taunting
 - Screaming or yelling at someone
 - Racial, religious or ethnic slurs
 - Saying, “Just kidding!” after an insult
 - Spreading rumors
 - Insulting someone’s hair, clothing or physical features
 - Eye rolling
 - Dismissing someone with a “look”
 - Spreading rumors
 - Talking behind someone’s back
 - Talking about a party or other plans when someone not invited is nearby
 - Making a negative comment about someone’s clothes, hairstyle or body
 - Laughing at someone in front of others
 - Excluding someone from a group
 - Making fun of someone or name-calling in front of a group
 - Giving someone the silent treatment
 - Cyberbullying
2. Introduce the vocabulary terms **physical aggression**, **verbal aggression**, and **relational aggression**. Write each term on a label and tape it on one of the bowls, buckets or containers.
3. Ask boys if they can classify the examples of aggression that have been listed on each type of paper. If they properly identify the type of aggression for one of the examples, they may wad up the paper and toss it in the proper bowl.
4. Emphasize that aggression can take many forms. Regardless of its form, aggression is hurtful and harms relationships. It is important to try to throw away aggression from our

lives.

Roles in a Bullying Situation

1. Distribute copies of *My Walk to School* by: Andrea Wilson. Read the poem aloud and ask boys to follow along.
2. Discuss the poem using the following processing points:
 - ☞ How does the narrator in the poem feel?
 - ☞ What type of aggression does the narrator experience? Are any of them worse than others?
 - ☞ Do different types of aggression hurt differently?
 - ☞ Why do you think the narrator does not do anything about being bullied?
3. Introduce the vocabulary terms **aggressor** and **target**. Ask boys if the narrator is a target or an aggressor. (The narrator is a target.)
4. Break boys into three groups and distribute a “Deconstruct the Bullying Scenario” sheet to the boys. Have boys fill out the worksheets.
5. Bring boys back together in a group to share their answers from the worksheet. Lead a discussion using the following processing points:
 - ☞ What were the aggressors’ motivations? Why do you think they acted the way they did?
 - ☞ How did the aggressors’ actions affect the other boys?
 - ☞ Do the targets deserve to be mistreated? Why or why not? Make the point that regardless of actions leading up to an incident, there is never a reason for aggression. All situations can be handled without aggression.
6. Introduce the vocabulary term **revenge**. Lead a discussion with the following processing points:
 - ☞ Is it acceptable for a target to retaliate against an aggressor?
 - ☞ Does “evening up the score” in an aggressive act make things fair?
 - ☞ What are some possible alternatives to revenge? (Examples: Walk away; Tell the aggressor you do not like being treated that way; Ignore the aggressor; Laugh off the aggressor’s acts; Tell an adult)
7. List alternatives to revenge and hang list in the room for boys to refer to in each lesson. Feel free to add to the list throughout the course of the lessons.
8. Tell boys that revenge only creates a cycle of aggression. An empowered target can leave a bullying act and let the aggressor know that they do not like being a target without using another aggressive act.

Closure:

1. Ask the group to think about the roles in a bullying situation.
2. Provide boys with paper and a writing instrument. Have the boys write for three minutes about how they felt when they have been an aggressor. Then have boys write for three minutes about how they felt when they have been a target. Boys should not be required to share any responses in this reflection.

3. Ask boys to list any possible emotions that an aggressor experiences. Then have boys list emotions a target experiences.
4. Remind boys that anyone can be a target, and anyone can be an aggressor. They have the power to choose to assume those roles or reject them in any situation.

Note: Save Deconstruct the Bullying Scenario Sheets for Lesson Two

Lesson Two: *The Bystander*

Boys who observe peer aggression are bystanders or “kids in the middle.” They witness or know about acts of physical, verbal or relational aggression; they may want to help, but often do not know how to respond. Kids in the middle may worry that if they intervene they will become the aggressor’s next target. Research tells us that bystanders experience many of the same physiological responses as targets. Research also suggests that when bystanders take actions that support targets, they have a good chance of being successful in shifting power away from aggressors. The role of the bystander is critical when aggression occurs.

Objectives:

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

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

Assessments:

- Boys will identify the bystanders in the Deconstruct the Bullying Scenario sheets. (Objective 1)
- Boys will create proactive solutions for bystanders to use in the Bystander Toolbox activity. (Objective 3)
- Boys will role play proactive bullying solutions in the Bystander Role Play activity. (Objective 3)
- Boys will evaluate Good Samaritan laws and compare the implications of Good Samaritan laws to bystander situations in the Online Activity: Good Samaritan Laws. (Objective 2)

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:

- Deconstruct the Bullying Scenario Sheets from Lesson One
- Bystander Toolbox (Appendix D) – make three copies
- Bystander Tools (Appendix E) – make four copies
- Poster board

Activities:



Role Review

1. Review the terms aggressor and target. Now introduce the vocabulary terms **bystander** and **upstander**.
2. Break boys into the same groups from Lesson One using the Deconstructing a Bullying Scenario sheets. Give sheets back to the groups and have them write the names of the bystanders in between the boxes for aggressor and target.
3. Circulate among groups to sure that they are including all of the possible bystanders for their situation. Everyone who is not an aggressor or target but is a witness to the situation is a bystander, whether or not they act.



Bystander Toolbox

1. Keep boys in their groups. Distribute the Bystander Toolbox Sheet. Have boys come up with three possible bystander actions that the bystanders in their scenario, and choose the one that would work best to write in the toolbox.
2. Distribute the Bystander Tools to boys to provide them with additional strategies.
3. Glue or tape an additional Bystander Tool Sheet on poster board along with the Target's Alternatives to Revenge list (created in Lesson One) to create a Positive Solutions Poster.



Bystander Role Play

1. Tell boys that they will be role playing their bystander strategies. **IMPORTANT:** In every group, the facilitator should play the aggressor so that the boys are not role playing aggression. Have boys try one or more the strategies they have suggested.
2. Ask the audience if there are additional positive solutions to the bullying situation. Create a list of solutions in which bystanders and targets work in tandem to reduce acts of aggression and add this to the Positive Solutions Poster. Remind boys that acts of revenge are not appropriate for mediating aggressive acts.



Online Activity: Good Samaritan Laws

1. Visit <http://definitions.uslegal.com/g/good-samaritans/>. “Good Samaritan Laws” protect bystanders who intervene in medical emergencies. Should a bystander’s good intentions go awry and cause a situation to get worse, Good Samaritan laws protect the bystander from retaliation.
2. Now visit <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&id=2514&np=286#4>. This link provides some bystander solutions and ways to intervene in a bullying situation. Choose one or two of the suggested bystander solutions and think of a way that the bystander intervention could backfire and make the situation worse.
3. Draft a Good Samaritan Law protecting bystanders in a bullying situation. Be sure to include the following points:
 - a. In what situations does a bystander have an obligation to protect a target?
 - b. Are there any qualifications that a bystander needs to intervene or can anyone be a upstander and step in to help a target?
 - c. Should seeking outside help (an adult, friend) be covered under a Good Samaritan law?
4. Encourage boys to realize that sometimes a bystander’s good intentions may not fully help a bullying situation. Bystanders are often scared that the bully may target them next, or that they are not strong enough to confront a bully. Still, it is everyone’s responsibility to seek ways to reduce aggression and we should not be afraid to be upstanders.



Closure

1. Lead a discussion using the following processing points:
 - ☞ Can you remember a time when you wanted to help, but didn’t?
 - ☞ What may stop a bystander from taking action?
 - ☞ Which of the strategies seem to be ones that you use might use? What strategies would you avoid?
 - ☞ Is there an adult at school you could talk to about peer aggression?
 - ☞ Does a bystander have to take action?
2. Have boys journal in response to the following prompt for three minutes: “Do you have a responsibility as a bystander to help a target? When would you intervene? When would you seek out additional help? When would you avoid becoming involved at all?”
3. Boys may share their responses, but are not required to.

Lesson Three: *Normative Beliefs*

Normative beliefs address the relationship between what we believe and how we act. A norm is an unwritten rule, or an expectation within a group that tells us how to act. For example, we have a social norm now to recycle paper, glass, plastic, and aluminum items. Norms can also inform us about gender roles. What messages do families, media, and society give us about what it means to be a man? Even though we get messages about gender expectations, ultimately boys can choose what it means to be a man for themselves.

Objectives:

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

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

Assessments:

- Boys will identify attributes of male gender roles based on normative beliefs in the Circle Game activity. (Objective 1)
- Boys will create a “man”-nequin of a prominent male in society which displays the positive attributes of the man which make him a positive role model. (Objective 2)

Vocabulary:

- **Normative Beliefs (Norms):** Self-regulating beliefs about the appropriateness of social behavior
- **Gender Roles:** normative beliefs regarding specific male or female behaviors

Materials:











- Ball appropriate for catching indoors (or take Circle Game activity outside)
- Pictures of several prominent men either cut from magazines or printed from online. Pictures should be as large as possible.
- Copies of Qualities of a Man template (Appendix F) – make at least one copy for each group, with group size to be determined by the facilitator
- Copies of “Man”-nequin Stand Template (Appendix G) on cardstock or to be used to trace onto poster board for each group
- Piece of 8.5x11 cardstock or poster board for each group
- Scissors, glue
- Crayons, markers, colored pencils

Activities:

Circle Game

1. Boys and facilitator in each group stand in a circle. Starts each round with a question. The facilitator should model an appropriate answer to the question for himself, and after answering the question bounces the ball to a boy in the circle who will also answer it. That boy then bounces the ball to another boy, who gives his answer. Continue until each boy has answered the question. The first two questions are to warm the group up.

Questions:

-  What is your favorite movie?
 -  What is something that you enjoy doing?
 -  What is something that is considered “manly?” (To clarify you may need to ask, What is something that “real men” do? Or: What is an activity that is strictly for men?)
 -  Think of a man in your life (father, teacher, uncle, rabbi, minister, mentor, etc.). What is something that you like about him? As each boy answers, help to identify the attributes that correspond with what the boys describe. For example, if a boy were to say, “He plays basketball with me,” the facilitator might say, “He spends time with you.”
 -  What can positive role models teach you about what it means to be a man? (spending time with each other, being “strong” without being aggressive, treating all people with respect, being a team player)
2. Create a list of positive male attributes with the heading, “Being a Man.” Be sure that all responses are respectful and positive. If any inappropriate responses come up, use this as a teachable moment – explain how that assumption may not respect or include everyone or may be seen as offensive.
 3. Introduce the vocabulary terms **normative beliefs** and **gender roles**. Explain that society provides us with specific expectations which may guide our behavior for better or for worse.
 4. Lead a discussion using the following processing points:
 -  Do you feel pressure to act in a certain way because you are male?
 -  Does being male ever exclude you from certain activities or interests?
 -  Do you think girls feel the same pressure of gender roles?
 -  Is it ok to act alternatively to normative beliefs regarding gender roles?
 -  Give examples of situations in which ignoring normative beliefs may be beneficial or harmful.

“Man”-nequins

1. Break boys into groups. Group size can be determined by the facilitator based on the number of pictures of prominent men that have been obtained. Provide each group with a picture of a prominent man, a piece of 8.5x11 cardstock, a mannequin stand template, scissors, glue, and crayons/markers/colored pencils.
2. Have boys glue the picture of a prominent man onto the center of their piece of cardstock or poster board. Then they should cut out qualities of a man from the provided template and glue them around the man’s picture. It is fine if the qualities hang from the top or

sides of the page, but not the bottom. Both sides of the cardstock can be used as well. The boys should write the name of their person on the back of the cardstock in large letters. Boys are also free to add additional qualities or attributes of the man in the picture and decorate their cardstock. The cardstock should be eye-catching, colorful, and embody the positive attributes of the person pictured on the front.

3. Have boys cut out stand (or trace onto poster board and then cut out). Stand should be assembled that the piece with one notch is on the bottom, and the piece with two notches (the middle of the stand) fits into the bottom piece to create an "X." The 8.5x11 piece of poster board or cardstock can then slide into the other notch at the top of the middle piece of the stand to create a stand-up figure or "man"-nequin.
4. When groups are finished, have boys display their "man"-nequins and share the qualities that each man possess.
5. Lead a discussion using the following processing points:
 - ☞ Which qualities appeared most often? Why do you think these qualities are important?
 - ☞ Are any of these qualities exclusive to the male gender or can women embody them as well?
 - ☞ Are these men positive role models? Why?
 - ☞ Think of other men who possess attributes that make them role models. What about these men helped them to assume the position of role model?
 - ☞ Can anyone be a role model, or do they need to be in a position of power?

Closure

1. Have each boy write a short description of their "man"-nequin that describes that person's positive impact on boys' lives as a role model. Display "man"-nequins and their descriptions in a public area. If possible, invite others from outside of the group to visit the display and listen to boys describe their role models.

Lesson Four: *Friendship*

What are the qualities we look for and admire in our friends? What are the characteristics of healthy relationships? Healthy friendships provide support, bolster self-confidence and work against aggression. Unhealthy friendships can foster aggression.

Objectives:

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

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

Assessments:

- Boys will use the Flow of Friendship chart to assess healthy and unhealthy friendships. (Objective 1)
- Boys will assign positive attributes to others using attribute labels in The Friend in Me activity. (Objective 2)
- Boys will journal reflecting on the attributes that others have assigned to them in The Friend in Me activity. (Objective 3).

Vocabulary:

- **Healthy Friendship:** a friendship in which both members generally like each other and share balanced power
- **Unhealthy Friendship:** a friendship in which one member does not like the other or when there is an imbalance of power

Materials:

- The Flow of Friendship Story (Appendix H) – make five copies
- The Flow of Friendship Chart (Appendix I) – make five copies
- Healthy Friendship vs. Unhealthy Friendship Poster (Appendix J)
- Friendship Attributes (Appendix K) – see note with Appendix K
- The Friend in Me worksheet (Appendix L)
- Index cards

Activities:



The Flow of Friendship

1. Read the Flow of Friendship Story to boys.






2. Introduce the terms **healthy friendship** and **unhealthy friendship**. Hang the Healthy vs. Unhealthy Relationships poster in the room.
3. Break boys into five groups and provide each with a copy of the story and a Flow of Friendship Chart. Assign each group a friendship to analyze using the flow chart. (Tim/Alex, Alex/Victor, Tim/Victor, Graham/team, Graham/Tim) Have boys star each box along the path they have followed on the flow chart.
4. Note: It may be necessary to clarify between dependent and manipulative friendships. In a dependent friendship, someone chooses to go along with the will of another because he wants to avoid making a choice for himself. In a manipulative friendship, the person who is not making the decision is coerced or forced into going along with someone else.
5. Bring group back together and have boys present their analysis. The boys should reach the following conclusions:
 - Tim/Alex: reciprocal and balanced friendship – healthy
 - Alex/Victor: reciprocal but unbalanced manipulative friendship – unhealthy
 - Tim/Victor: not reciprocal – unhealthy
 - Graham/team: reciprocal but unbalanced dependent friendship – unhealthy
 - Graham/Tim: reciprocal but unbalanced give and take friendship – unhealthy
6. Lead a discussion using the following processing points:
 - ☞ Can an unhealthy friendship last? How long? What would cause an unhealthy friendship to dissolve?
 - ☞ Is any friendship healthy all of the time? Can a friendship sometimes be healthy and sometimes be unhealthy?
 - ☞ What are some ways you can think of to make the unhealthy friendships in the story healthier without hurting the feelings of others in the friendship?
 - ☞ Does every person hold the potential to be your friend? Why or why not?
 - ☞ Do you have to establish healthy friendships with everyone?
7. Remind boys that they do not have to be friends with everyone – but they do have to avoid aggression with everyone. Some people, for one reason or another, just may not appeal to us and that is ok. This is not, however, an excuse to manipulate, abuse, or exclude anyone. We need to treat all people with respect.

The Friend in Me

1. Provide attribute tags printed as labels or cut out pieces of paper (if using paper, also provide tape). Briefly have boys describe each attribute and why someone with this quality would make a good friend.
2. Tell each boy to stick attribute tags on the backs of every boy in the group, according to the qualities they see in that boy that might make him a good friend. For example, Ramon is a very good listener, so stick the “Good Listener” tag to his back. Each boy needs to be assigned five attributes, and they must all be different. The tags are being placed on boys’ backs anonymously – so the boy who is being assigned the attributes should not know who gave him which tag.
3. Once all boys have received five attribute tags, bring the group back together and distribute The Friend in Me worksheets. Have boys remove their tags and stick them in the

box at the top of the page. Then have the boys complete the sentences at the bottom of the page.

Closure

1. Lead a discussion with the following processing points:
 -  Were there any attributes that you would have liked to see on your back but did not?
 -  What qualities are essential for friendship?
 -  Are there any qualities that are just a “bonus” – nice to have but not necessary?
 -  How can some of these qualities help to keep a friendship healthy?
 -  Are any of these qualities part of an unhealthy friendship? Why?
2. Pass out index cards. Tell each boy to choose one of the attributes from his worksheet and write it on the front of the card. On the back of the card, have boys write one way that they can put that attribute into practice prior to the next session.

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...

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

Assessment:

- Boys will identify reasons for choosing which leader to follow in the Follow the Leader activity. (Objective 2)
- Boys will complete the Quotation Inspiration sheet. (Objective 1)

Vocabulary:

- **Leadership:** the ability to lead

Materials:

- Leadership Quotations (Appendix M)
- Quotation Inspiration Web (Appendix N) – make seven copies

Activities:

Follow the Leader

1. Tell the boys that they are going to play a game of Follow the Leader. There are two important rules for this game: The first one is that there is no talking—the followers’ job is to imitate what the leader is doing as closely as possible without being told verbally. The second is that instead of walking in a line as one normally would in Follow the Leader, the group will instead stand facing the leader.
2. To begin, a facilitator is the first leader who will do a series of motions. Boys follow the motions that the leader does.
3. Choose a boy to be the next leader. Facilitator may need to emphasize that motions be done slowly—a good leader makes sure that his followers can follow what he is doing!
4. After boys have had the chance to follow two different leaders, choose two more boys who will now be the leader at the same time. They are NOT required to do the same

motions, but boys must still follow the leaders as best as they can! Allow the two leaders to begin their different movements.

5. Boys may ask, "Which one do I follow?" Tell boys that they may follow whichever leader they choose, or try to follow both.
6. For the next round, try using three leaders. Remind boys that they may choose to follow one, two, or try to follow all three leaders.
7. Lead a discussion using the following processing points:
 - ☞ When was it easiest to follow the leader – when there were one, two or three leaders?
 - ☞ Is it possible to follow two leaders at the same time?
 - ☞ How did you decide which leader to follow in the game?
 - ☞ Were there any reasons why you chose not to follow someone?
 - ☞ How do you decide which leaders to follow in life?
 - ☞ Tell boys to think of situations such as illegal drug use where community leaders, teachers, and parents may all lead in one direction but friends lead in another. How do boys make decisions where different leaders are pulling them in different directions? Which leaders have more impact?

Quotation Inspiration

1. Introduce the vocabulary term leadership. Cut out the seven leadership quotations. Break boys into seven groups and have them read the quotes. Allow 2-3 minutes for boys to discuss the quote and share what they think about it.
2. Provide each group with a Quotation Inspiration Web and have boys fill in the bubbles on the web.
3. Bring group back together and have each group share their quotation and web. Display sheets around the room.

Closure:

1. Ask boys which of the leadership quotes had the most impact on them. Ask boys to copy one of the quotations on a sheet of paper and then write a reflection as to how they will try to embody this spirit of leadership in their life.

Lesson Six: *Cyberbullying*

Cyberbullying, the newest form of relational aggression, is the use of modern communication technologies (e.g., Internet and cell phone) to embarrass, threaten, hurt, or intimidate. Examples of cyberbullying include creating forums for harassing an individual on a website; sending harassing or hurtful messages via texting, emailing, or instant messaging; digitally editing someone's image and posting it online to embarrass him or her; and spreading rumors on a social networking site.

Computers and cell phones are wonderful tools, but young people are frequently not taught guidelines to use them safely for social networking. Teaching these guidelines is extremely important, as social networking through technology is an important part of the social lives of most teenagers.

Anonymity is a key concept in cyberbullying. While technology users leave a "footprint" that allows their identities to be traced, aggressors often assume that their messages and postings are anonymous. Kids in the middle who forward hurtful texts or comment or mean posts may or may not realize the impact of their actions on targets.

Objectives:

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

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

Assessments:

- Boys will compare and contrast acts of aggression in the Comparing Continuums activity. (Objectives 1, 2, 3)
- Boys will provide examples of the terms anonymity and cyberbullying and properly use terms throughout the lesson. (Objectives 2, 3)
- Boys will create and sign a contract for cell phone and Internet usage in the Internet and Cell Phone Contracts activity. (Objective 4)

- Boys will determine a list of rules for guiding online behavior in the Cyber Rules activity. (Objective 4).

Materials:




- Embarrassing Moments Cards (Appendix O) – make three copies on cardstock and cut out cards
- Tape
- 2 colored pieces of paper labeled “Least Harmful to Target” and “Most Harmful to Target”
- 2 colored pieces of paper labeled “Known Aggressor” and “Anonymous Aggressor”
- 2 colored pieces of paper labeled “Small Bystander Audience” and “Large Bystander Audience”
- Stickers or highlighters
- Chart paper or poster board

Vocabulary:

- **Anonymity:** the state of being unknown or unacknowledged
- **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

Activities:

Comparing Continuums

1. Tell boys that they will be examining several acts of peer aggression that have the goal of embarrassing or shaming the target. Hang the colored pieces of paper labeled “Least Harmful” and “Most Harmful” on the board or wall with enough space between them to line up all of the anonymity cards.
2. Read each of the Embarrassing Moments Cards aloud, and ask boys where on the continuum each card should fall. Encourage healthy discussion between boys to determine the severity of each of the actions.
3. Once all of the cards have been ranked along the continuum, lead a discussion using the following processing points:
 -  How did you decide which acts were more or least harmful?
 -  Do any of the more harmful acts have anything in common?
 -  Can you make a general statement regarding the trends from least to most harmful acts? (Example: The actions towards friends were more harmful than those to just classmates. The actions using technology were less harmful than the ones done in person. Each group may produce a different continuum which may produce different generalizations!
4. Introduce the vocabulary term **anonymity**. Now create a continuum directly above the one just created with “Known Aggressor” (above “Least Harmful”) and “Anonymous

Aggressor” (above “Most Harmful”). Using another set of anonymity cards, rank the acts of aggression again based on the degree of anonymity the aggressor maintains.

5. Lead a discussion using the following processing points:
 - ☞ Can you make a general statement regarding trends from known aggressor to anonymous aggressor?
 - ☞ Are there any comparisons between the levels of anonymity and the degree to which an act is harmful?
 - ☞ Why does an anonymous act have the potential to be more harmful towards the target?
6. Finally, create one more continuum above the Known/Anonymous Aggressor continuum using the papers labeled “Small Bystander Audience” and “Large Bystander Audience.” Using the final set of anonymity cards, rank the acts of aggression based on the potential number of bystanders in the act. Note: It may be necessary to remind boys that forwarding messages increases the amount of bystanders exponentially based on how many times it is forwarded and the potential for bystanders online is pretty much infinite!
7. Lead a discussion using the following processing points:
 - ☞ Can you make a general statement regarding trends from small bystander audience to large bystander audience?
 - ☞ Can you make any broad-based comparisons among the three levels? (Examples: Large bystander audiences tend to be more harmful. The higher the degree of anonymity, the larger the bystander audience, and the more harmful the act can be.)
8. Ask boys to put a sticker, or highlight aggressive acts that use technology. Introduce the vocabulary term **cyberbullying**. Lead a discussion using the following processing points:
 - ☞ Do acts of cyberbullying using technology (cell phones or the Internet) fall in a particular area on the continuums with consistency?
 - ☞ Is there a limit to the number of bystanders in a cyberbullying situation?
 - ☞ What risks does a cyberbullying incur?




Online Activity: Internet and Cell Phone Contracts

1. Visit http://www.cyberbullying.us/cyberbullying_internet_use_contract.pdf and http://www.cyberbullying.us/cyberbullying_cell_phone_contract.pdf. (Contracts by: Hinduja, S. & Patchin, J. (2009). Cyberbullying Research Center)
2. Ask boys if these contracts are reasonable or unreasonable. Discuss the benefits of having a contract like this with your parents. Are there any drawbacks?
3. Have students write up a contract for using Cell Phones and the Internet within the school and then sign it. Encourage students to use the contracts shown on the website at home with their parents.

Cyber Rules

1. Remind boys that cyberbullying can be anonymous, which can make it easier for an aggressor to attack a target. Also, cyberbullying acts can be reproduced, or viewed any number of times through forwarding, blogging, Tweeting, or leaving posts on a Facebook or MySpace page. For these reasons, cyberbullying can be harder to trace, stop, or avoid once it has begun.
2. Break boys into three or four groups, and ask each group to come up with five rules they think they could follow that can prevent cyberbullying, or stop it once it has started.
3. Once each group has five rules, bring groups together to share what they have come up with. Then, create a master list on a sheet of chart paper or poster board that can be hung up in a public area.
4. Examples of cyber rules can include:
 - a. Do not forward harmful e-mails or text messages.
 - b. Do not post inappropriate pictures online or with your cell phone.
 - c. Do not provide an “honesty box,” “anonymity box” or other such applications on a Facebook or MySpace page.
 - d. Only represent yourself online – never pretend to be someone else.
 - e. If you witness cyberbullying, tell someone – a friend, an adult, or even the target. Sometimes cyber targets don’t even know they are being bullied online!

Closure:

1. Lead a discussion using the following processing points:
 -  How can you tell the difference between a joke and cyberbullying? Is there a difference?
 -  How is cyberbullying different from bullying in “real life?”
 -  How does the role of a bystander change in a cyberbullying situation as opposed to bullying in person?
2. Have boys write a personal mission statement to reduce cyberbullying and help cybertargets. Examples:
 - I will not take part in cyberbullying. If I witness acts of cyberbullying I will report it to a parent, teacher, or if necessary to the police.
 - I will not allow myself or my friends to be cyberbullies. I will seek help if I am cyberbullied or see my friends become targets of cyberbullying.

For more cyberbullying activities, use The Ophelia Project’s CyberCool Curriculum, now available for middle school!

Appendices

Appendix A: Vocabulary

- **Aggressor:** The person who chooses to hurt or damage a relationship. A bully.
- **Anonymity:** the state of being unknown or unacknowledged
- **Bystander:** The person or persons who are not aggressors or targets but are caught somewhere in between.
- **Cyberbullying:** the use of modern communication technologies (such as the Internet and cell phone) to embarrass, humiliate, threaten, or intimidate individuals in an attempt to gain power and control over them; bullying over the computer or cell phone
- **Gender Roles:** normative beliefs regarding specific male or female behaviors
- **Healthy Friendship:** a friendship in which both members generally like each other and share balanced power
- **Leadership:** the ability to lead
- **Normative Beliefs (Norms):** Self-regulating beliefs about the appropriateness of social behavior
- **Physical Aggression:** Harm through damage or threat of damage to another's physical well-being
- **Relational Aggression:** Behavior that is intended to harm someone by damaging or manipulating his or her relationships with others
- **Revenge:** a response to an aggressive act in which a target assumes the role of aggressor and makes a former aggressor a target; role reversal in an aggressive act
- **Target:** The person who is aggressed upon or bullied. The object of bullying.
- **Unhealthy Friendship:** a friendship in which one member does not like the other or when there is an imbalance of power
- **Upstander:** A bystander who comes to the aid of a target.
- **Verbal Aggression:** Obvious and/or hidden verbal acts of aggression toward another, such as threats, putdowns and name calling

Appendix B: My Walk to School

My Walk to School

By: Andrea Wilson

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

Fist punch.
Foot crunch.
Hand hit.
Mouth spit.
Eye swells.
Can't see.
Please,
Please,
Let me be.

Rips my homework.
Steals my money.
Grabs my lunch.
Thinks it's funny.

I won't tell, I swear I won't.

Please don't do that. I said "Don't!"

Sticks and stones may break my bones ...

Sissy
Prissy
Four-eyes
Geek
Fatso
Schizo
Nerdy
Freak

... but names can really hurt.

Through the doors.
Up the stairs.
Face is bloody.
No one cares.
In the washroom.
Clean up the mess.
I'll be safe
Until ... recess.

Appendix C: Deconstruct the Bullying Scenario

Scenario 1:

Doug and four friends—David, Eddie, Scott, and José—have just started working together on a project for Social Studies class. One day, as they are meeting to start planning, Eddie brings Brad to the group. Brad is new at school and Eddie is the only one in the group who knows him. When Eddie says that Brad is going to work on the project with the group, David laughs and says, “No, I don’t think so. We already have everything worked out. Sorry.” Scott laughs and nods his head. Doug is good friends with these two; he looks down and doesn’t say anything. José seems very uncomfortable and maybe annoyed; he looks at Eddie, but also doesn’t say speak.

Aggressor:

Target:

Type of Bullying:

Scenario 2:

Victor, Andre, Jahmal, Brad, and Scott are all in the same class. Victor is good friends with Andre, who sometimes has a temper. Victor happens to be angry with Jahmal, because Jahmal did something he didn't like. Brad tells Victor about a rumor he heard that Jahmal is interested in Andre's girlfriend, and may have already gone out with her; Victor repeats this to Andre. He knows it will get him riled up. Brad and Scott hear the whole exchange. Brad says, yes, that's what he heard; Scott says it may be true, but maybe not. When Andre says they should "do something" about Jahmal, no one says anything.

Aggressor:

Target:

Type of Bullying:

Scenario 3:

At recess, Ben, Julio, Steven, Scott, and Marcus are getting ready to play basketball. Ben sees a new kid walk over. His name is Lawrence, and Ben invites him to join them. Marcus, who is organizing the game, says to Lawrence, "I'm sorry, man, we have who we need for a game. You could be a cheerleader, though." He laughs, and Julio starts to laugh also. Steven looks down; he's not sure this is right, but he's good friends with Marcus and Julio and doesn't want to rock the boat. Scott is very uncomfortable; he looks at Ben but neither of them says anything.

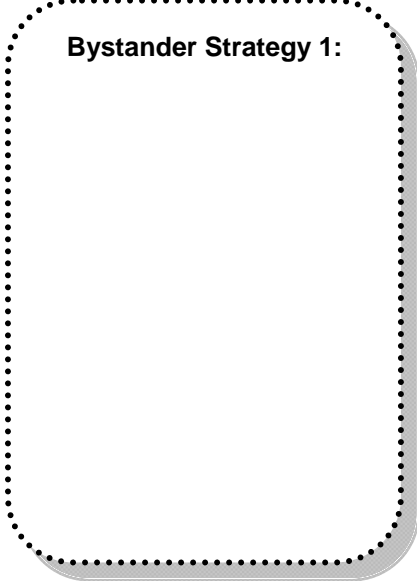
Aggressor:

Target:

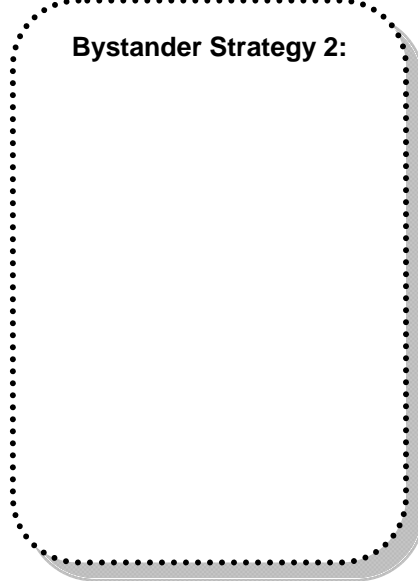
Type of Bullying:

Appendix D: Bystander Toolbox

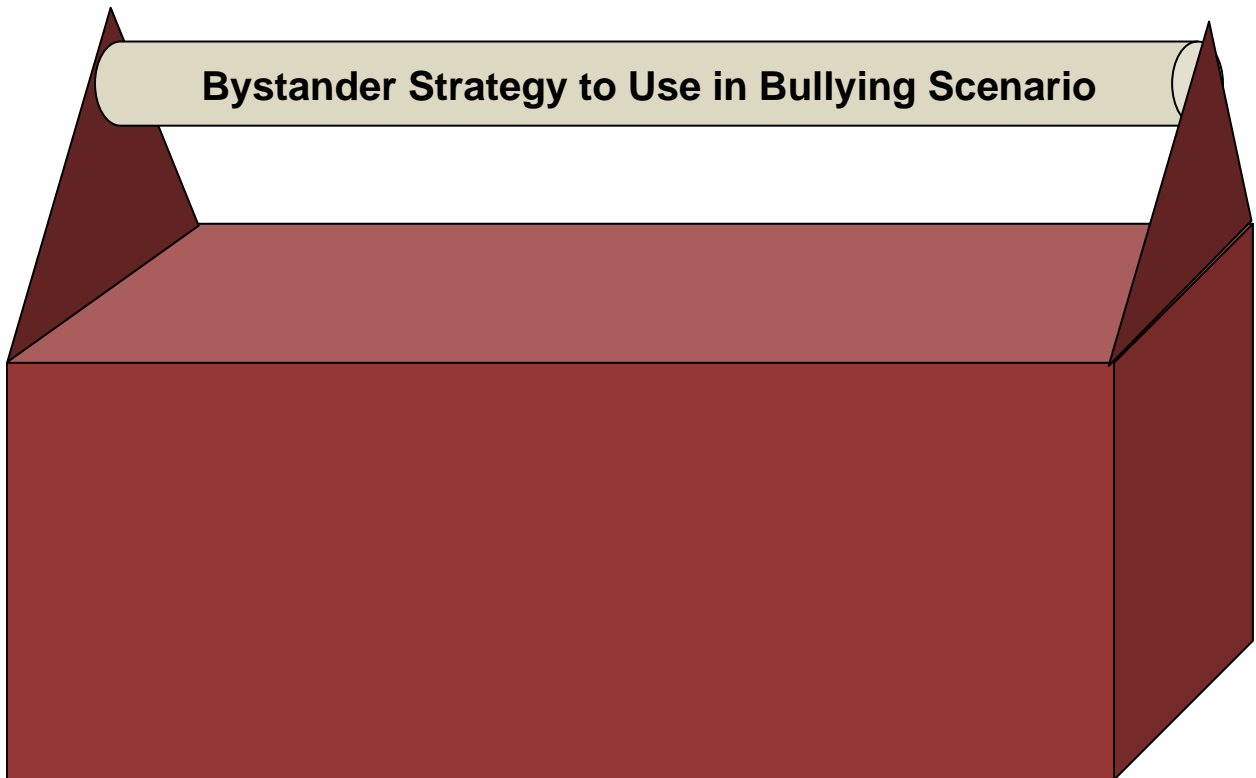
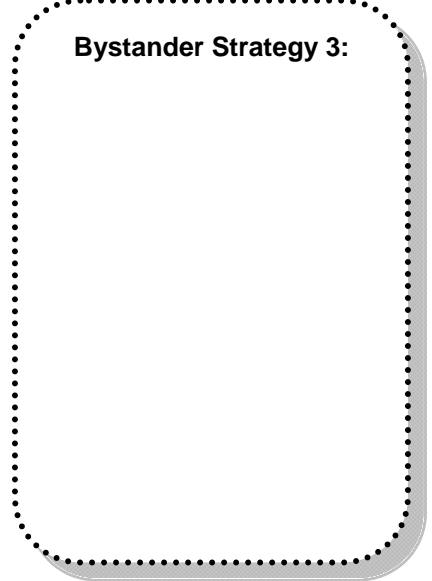
Bystander Strategy 1:



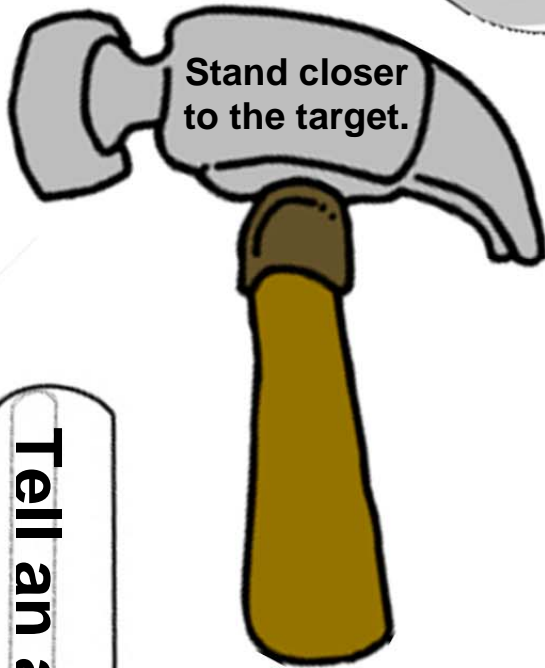
Bystander Strategy 2:



Bystander Strategy 3:



**Appendix E:
Bystander Tools**



Appendix F: Qualities of a Man

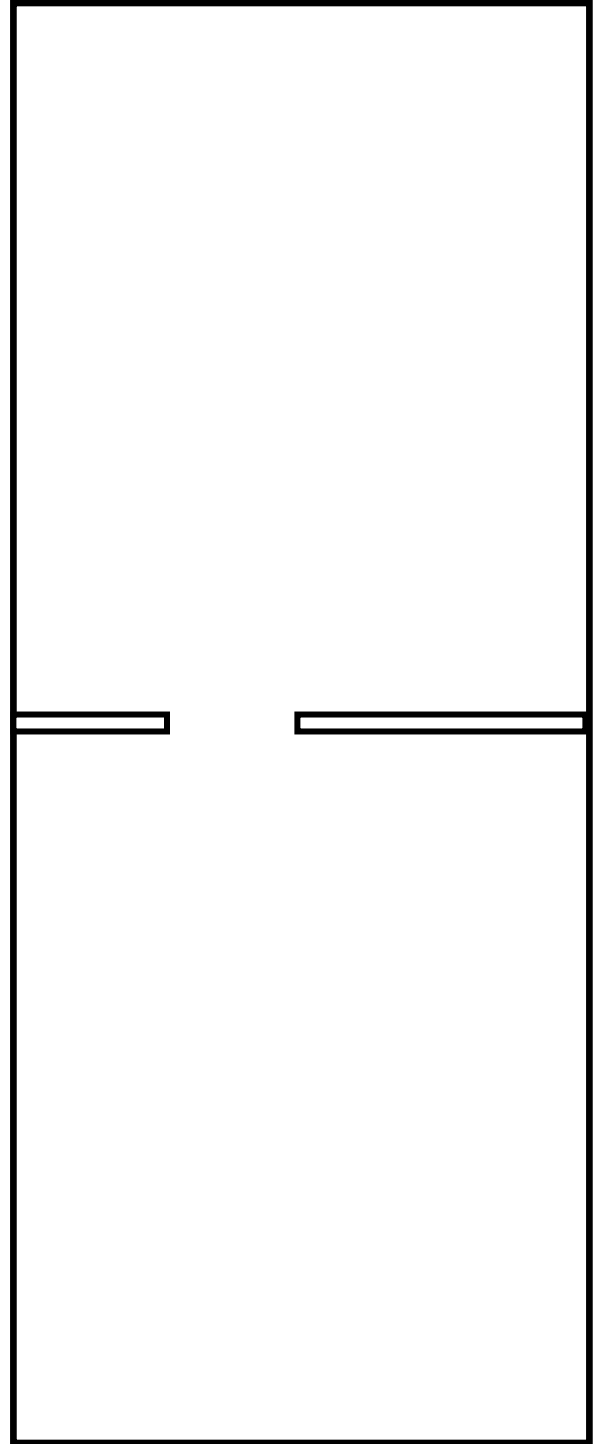
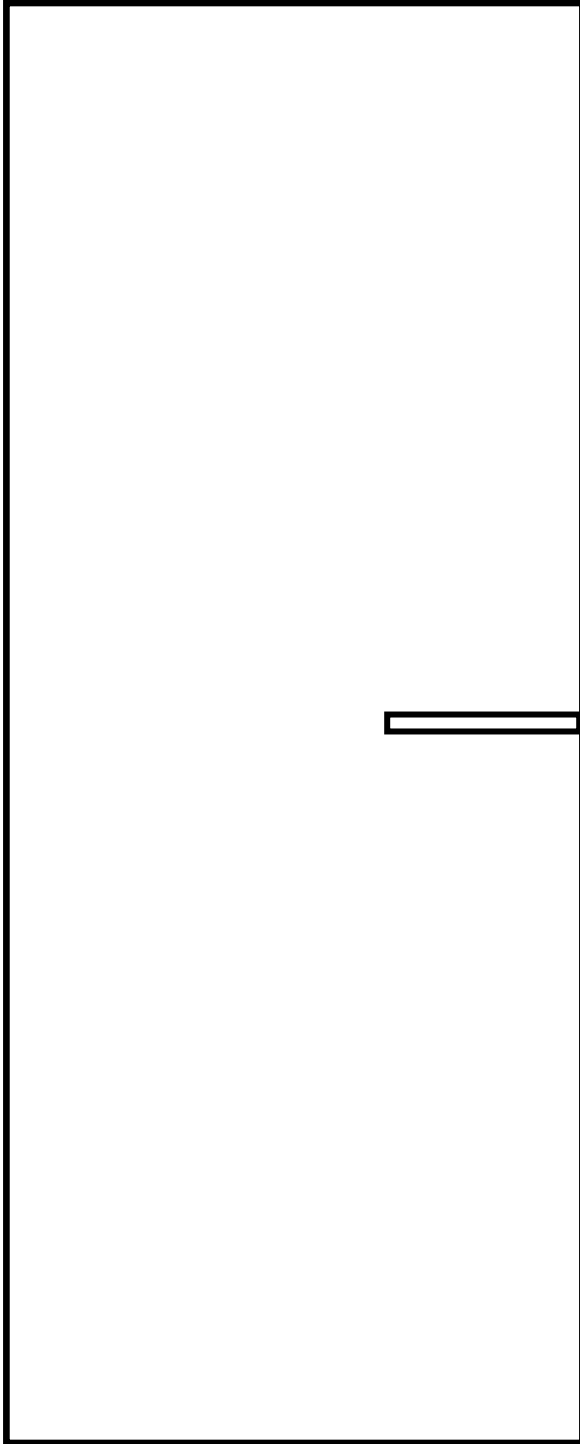
✂ Cut out qualities to use for “man”-nequins.

Courageous	Brave	Kind
Caring	Loving	Concerned
Helpful	Understanding	Athletic
Intelligent	Sensitive	Patient
Flexible	Generous	Protective
Artistic	Musical	Theatrical

Fun	Funny	Strong
Tender	Social	Creative
Handsome	Thrifty	Hardworking
Loyal	Friendly	Committed
Peaceful	Team player	Assertive
Ambitious	Compromising	Clean
Faithful	Spiritual	Diligent

Appendix G:
“Man”-nequin Stand Template

Copy on cardstock or have boys trace onto poster board or other heavy paper.



Appendix H: The Flow of Friendship Story

The following story is about a group of boys on a middle school hockey team who all consider each other to be friends.

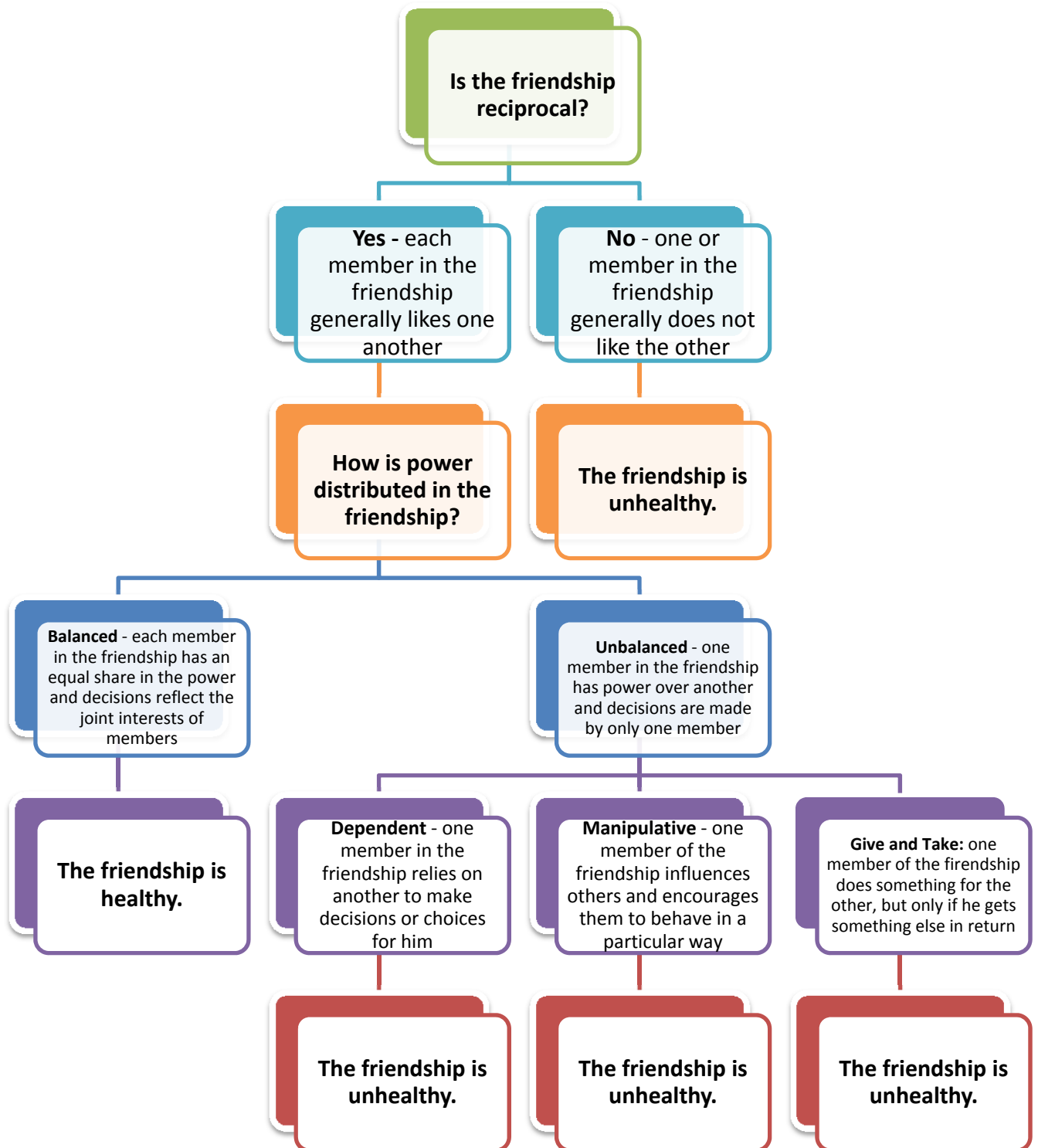
Tim and Alex have been best friends since kindergarten. They are both on the hockey team, like the same bands, and enjoy hanging out together. Since they like mostly same things, they never fight over what to do.

Lately, Alex has been hanging out Victor, the hockey team's new goalie. Alex and Victor both like to read comic books, but Alex always chooses which books they read together. Victor would like to read something new, but any time he suggests something Alex gets mad. Alex says Victor cannot be his friend if he does not read what he wants.

Tim feels that Victor is a total nerd who needs to stop reading so much and work on his hockey skills. Victor let in four goals during the last game and Tim blames him for the recent loss. Victor would like to be better friends with Tim, but feels hurt by the way Tim treats him.

Graham is the team manager. He is wheelchair bound, but is a huge hockey fan and loves being a part of the team. He is nice to everyone, and the rest of the team likes him. Because Graham wants to fit in with the players, he never suggests activities, but instead just goes along with the group. Tim says that Graham can come with the guys to get pizza after the game, but Graham has to give him the answers to that night's math homework.

Appendix I: The Flow of Friendship Chart



Appendix J: Healthy Vs. Unhealthy Friendships

Healthy friendships...

- ✓ Are supportive
- ✓ Make you feel good about yourself
- ✓ Provide a sense of belonging
- ✓ Boost confidence
- ✓ Are nurturing
- ✓ Support team work
- ✓ Are inclusive
- ✓ Can be based on shared interests

Unhealthy friendships...

- ✗ Cause hurt
- ✗ Damage self-esteem
- ✗ Are exclusive
- ✗ Build alliances against someone
- ✗ Leave you feeling lonely or insecure
- ✗ Prompt you to consider doing things that don't seem right

Appendix K: Friendship Attributes

The following page lists 24 qualities of friendship to use as attribute tags for “The Friend in Me” activity. They are spaced and laid out to photocopy onto standard sized address labels. If address labels are unavailable, copy the page as it is and cut out words. It will then be necessary to use tape to hold attribute tags to boys’ pages. You will need to make enough copies of the page for each boy in the group to be assigned five attributes. (For a group of 10 boys, a minimum of 50 attributes will be needed, so at least 3 pages. However, boys should be given opportunities to choose among the options and not be forced to assign a particular attribute to someone, so it may be a good idea to make a page for each boy. This, however, is up to the availability of resources and decisions made by the facilitator.

Loyal

Respectful

Optimistic

Honest

Cooperative

Dependable

Talented

Interesting

Listens

Supportive

Trustworthy

Genuine

Helpful

Generous

Kind

Funny

Serious

Fair

Open

Realistic

Team Player

Thoughtful

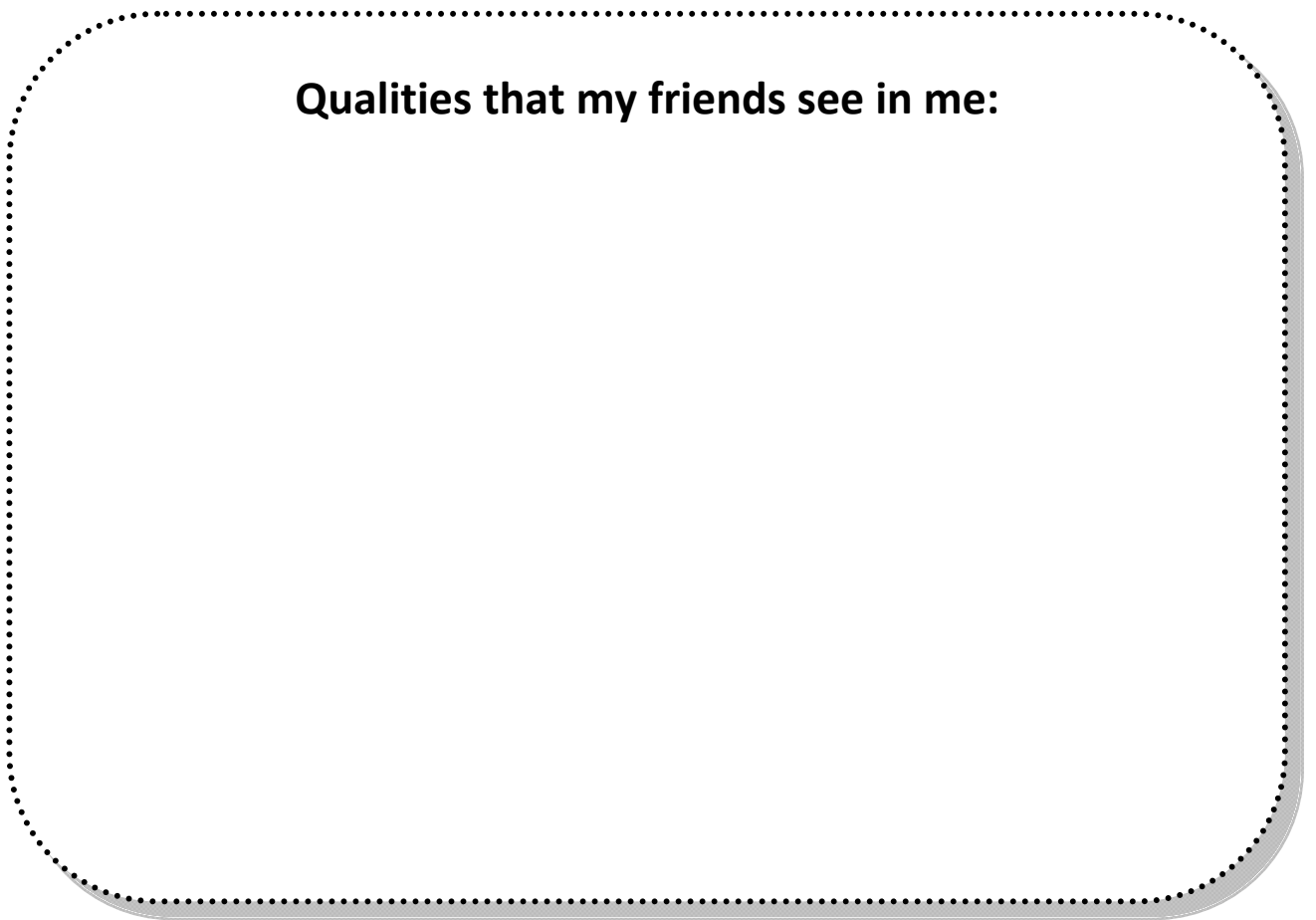
Sympathetic

Truthful

**Appendix L:
The Friend in Me**

Name: _____

Qualities that my friends see in me:



The quality that surprised me the most is _____

because _____.

A quality I wish to possess is _____

because _____.

Appendix M: Leadership Quotations

JOHN QUINCY ADAMS:

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

KENNETH BLANCHARD:

The key to successful leadership today is influence, not authority.

VINCE LOMBARDI:

Leaders aren't born they are made. And they are made just like anything else, through hard work. And that's the price we'll have to pay to achieve that goal, or any goal.

ROSALYNN CARTER:

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be.

MOHANDAS K. GANDHI:

I suppose leadership at one time meant muscles; but today it means getting along with people.

JOHN NAISBITT:

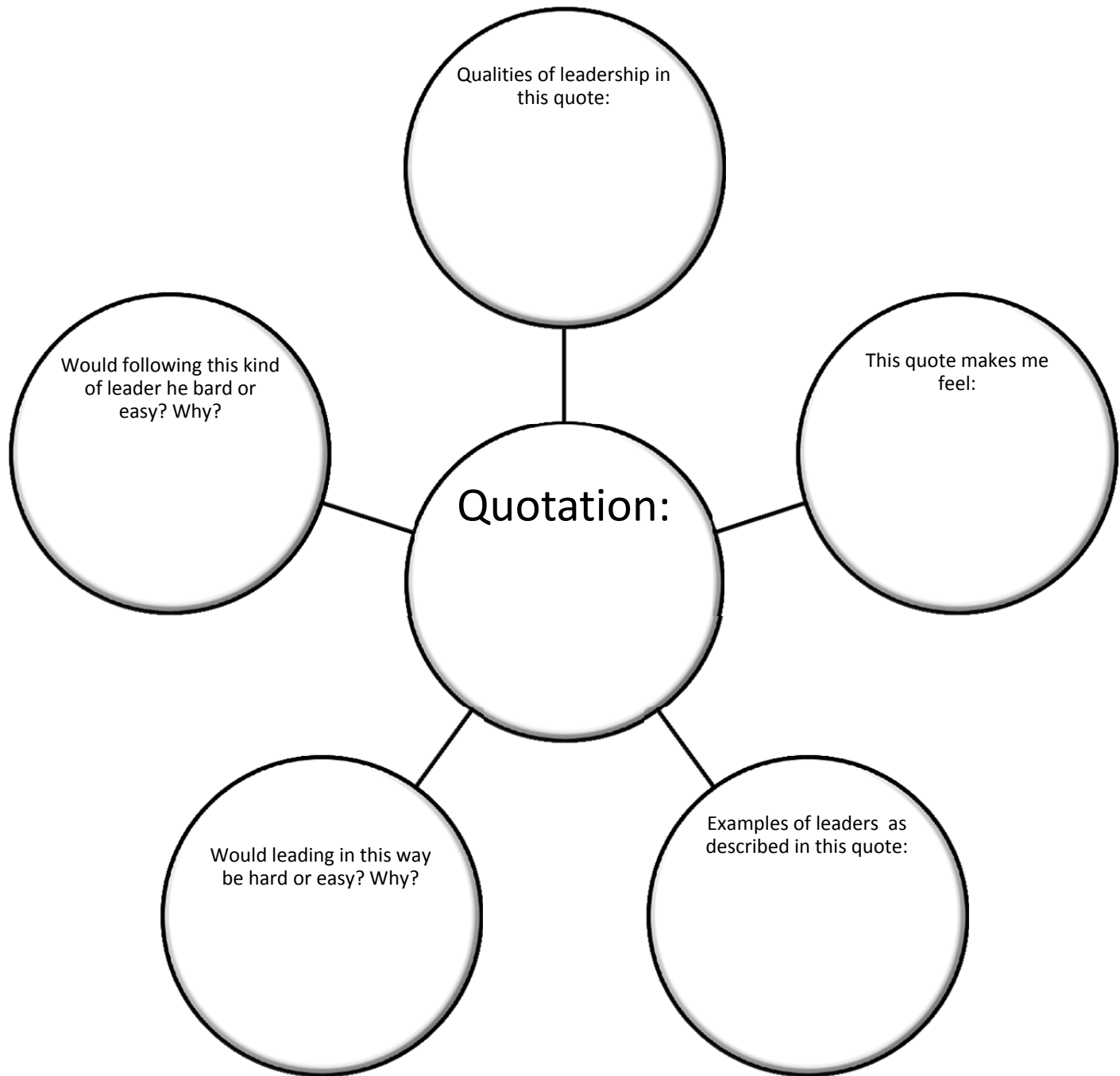
Leadership involves finding a parade and getting in front of it.

JESSE JACKSON:

Time is neutral and does not change things. With courage and initiative, leaders change things.

Quotations from: http://www.wisdomquotes.com/cat_leadership.html

Appendix N: Quotation Inspiration



Appendix O: Embarrassing Moments Cards

✂ Cut out cards.

Posting racial slurs or ethnic jokes on the locker of an exchange student.	Taking a cell phone picture of someone getting dressed in the locker room and forwarding it to the whole class.	Creating a webpage dedicated to embarrassing a classmate.
Text messaging rumors about a friend.	IMing a classmate using a fake screen name to tell him that no one likes him.	Reading a friend's journal aloud in the middle of the cafeteria.
Coughing the word "nerd" every time a classmate correctly answers a question.	Telling a friend that his pants zipper is down in front of a large group of girls.	Forwarding a racy e-mail from a girl with a comment that she is "easy."

