

# No Name-Calling Week Elementary Lesson Plans

Lesson plans from GLSEN and NAESP for elementary  
schools participating in No Name-Calling Week





January 2010

Dear Colleagues:

In the three years since they were released, these Elementary Lesson Plans for No Name-Calling Week have been downloaded more than 30,000 times by concerned educators from across the country. Teachers everywhere have found them a crucial resource for elementary-level classroom discussions about the consequences of name-calling and the importance of respect and kindness in our schools.

The National Association of Elementary School Principals (NAESP) and GLSEN have been proud partners in the No Name-Calling Week coalition since its founding in 2004. Unfortunately, bullying and name-calling remain all too common in our nation's schools. According to the United States' Departments of Education and Justice, almost one-third of 12 to 18 year-olds were bullied at school. Although No Name-Calling Week was originally designed for middle schools, in 2007 we created these Elementary Lesson Plans to help educators begin conversations about these issues among younger students, before the problem escalates.

Both NAESP and GLSEN are committed to providing educators with the support and resources they need to promote safe and effective learning environments for all of the students in their care. As schools everywhere increase their efforts to eliminate name-calling and bullying of all kinds, NAESP and GLSEN stand with them and with you.

Thank you for all of your efforts to create a better learning environment for your students, and for your participation in this important annual event.

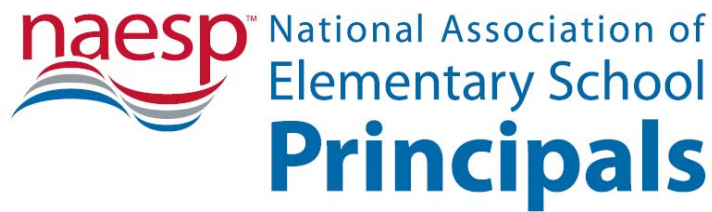
Sincerely,

A handwritten signature in black ink that reads "Gail Connelly".

Gail Connelly  
Executive Director  
National Association of Elementary School Principals

A handwritten signature in black ink that reads "Eliza Byard".

Eliza Byard  
Executive Director  
GLSEN



2007

Dear Colleagues:

No Name-Calling Week is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an ongoing dialogue about ways to eliminate bullying in their communities. The National Association of Elementary School Principals (NAESP) is a proud founding member of the coalition of national organizations that lead this program.

Regrettably, far too many children experience some form of bullying or name-calling. According to the National Association of School Psychologists, between 15 percent and 30 percent of all students are either bullies or victims of bullying. It begins in the elementary school years and peaks during the middle school years. That's why it is imperative to begin to address the problem of bullying and name-calling while children are still in elementary school.

Originally designed for fifth- through eighth-grade classrooms, No Name-Calling Week also resonated strongly with elementary school teachers and students. In response to the growing number of elementary schools participating in No Name-Calling Week, NAESP and GLSEN partnered to produce these five lesson plans specifically designed for elementary school classes.

There are simple steps we can all take to help eliminate name-calling and bullying and these lesson plans are intended to help with those steps. These lessons are designed to give younger students an opportunity to engage in activities that teach them about tolerance, respect, and understanding and to help them reflect on what they've learned.

We hope that you find these lessons useful as we all work to provide a safe and caring environment in our schools and we thank you for your support of this very important week.

A handwritten signature in black ink, appearing to read 'Vincent L. Ferrandino'.

Vincent L. Ferrandino  
Executive Director  
National Association of Elementary School Principals



# FACTS

**No Name-Calling Week** is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.

**No Name-Calling Week** was launched in March 2004 as a co-created project of **GLSEN** and **Simon and Schuster Children's Publishing**.

**No Name-Calling Week** was inspired by a young adult novel entitled *The Misfits*, by popular author, **James Howe**. The book tells the story of four best friends who grow tired of the constant teasing in their middle school, and decide to run for student council on a "No Name-Calling" platform.

**No Name-Calling Week** currently boasts over 40 national partnering organizations that work to spread the word about the project, including the **National Education Association**, the **National Association of Elementary School Principals**, the **National Association of Secondary School Principals**, the **National Middle School Association**, and the **American School Counselor Association**.

Participants can purchase the **No Name-Calling Week Resource Kit** to support planning for the event. The kit includes information about organizing and publicizing **No Name-Calling Week** in individual schools, a **Teacher Resource Book** filled with lesson plans and other curricular material, a **27-minute video** about name-calling, as well as **stickers** and **posters**. Each kit costs \$129.95, and can be purchased by visiting [www.nonamecallingweek.org](http://www.nonamecallingweek.org).

Each year, **GLSEN** also organizes a **Creative Expression Contest for Students**, in which students can enter any type of artistic expression that relates to their experiences with or ideas about bullying. In 2006, over **1,300 students from 34 states** around the country submitted a variety of poems, stories, essays, drawings, collages, sculptures, and songs. Examples of previous years' prize-winning entries can be found on the website.

**No Name-Calling Week** has spread in scope since its inception. Participants are **teachers, students, guidance counselors, coaches, librarians, administrators, and other school staff**. Both middle schools and elementary schools take part, and due to the high level of K-5 participation in the 2006 **Creative Expression Contest for Students**, we have developed this new resource geared toward a younger audience.

**GLSEN** maintains a **No Name-Calling Week Listserv** that currently has over **5,500 registrants** signed up to receive information about the project. You can register to join this listserv by visiting the "Register" section of [www.nonamecallingweek.org](http://www.nonamecallingweek.org).

# PARTNERS

Advocates for Youth  
American-Arab Anti-Discrimination Committee  
American Counseling Association  
American School Counselor Association  
American School Health Association  
Amnesty International  
Anti-Defamation League  
Asian Pacific Islanders for Human Rights  
Association for Supervision and Curriculum Development  
Big Brothers Big Sisters of America  
Children's Defense Fund  
COLAGE: Children of Lesbians and Gays Everywhere  
Council for Children with Behavioral Disorders  
Council of Chief State School Officers  
Educators for Social Responsibility  
Facing History and Ourselves  
Gay, Lesbian and Straight Education Network  
Girls Incorporated  
Girl Scouts of the USA  
Human Relations Media  
Human Rights Watch  
It Takes A Team! (Women's Sports Foundation)  
Jewish Mosaic: The National Center for Sexual and Gender Diversity  
Mix It Up  
National Association for Gifted Children  
National Association for Multicultural Education  
National Association of Elementary School Principals  
National Association of School Nurses  
National Association of School Psychologists  
National Association of Secondary School Principals  
National Association of Social Workers  
National Association of Students Against Violence Everywhere (SAVE)  
National Conference for Community and Justice  
National Education Association  
National Mental Health Association  
National Middle School Association  
National Urban League  
New Moon Publishing  
Parents Action for Children  
Planned Parenthood Federation of America  
Rainbow Rumpus  
School Social Work Association of America  
Simon & Schuster Children's Publishing  
Simon Wiesenthal Center—Museum of Tolerance  
Skipping Stones, Inc.  
Teaching for Change  
The Ophelia Project  
The Respect for All Project/Women's Educational Media (WEM)  
Youth Service America

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Executive Director, NAESP*

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# LESSON ONE

## IT'S ALL IN A NAME

**OVERVIEW:** This lesson focuses on what names are, why they are important to us, and what the differences are between names that feel good to hear, and names that feel bad to hear (Put-ups vs. Put-downs). It provides students the opportunity to define for themselves what they like and don't like to be called.

### OBJECTIVES:

- To gain group knowledge of what each person's name means to them.
- To reflect as a group on the importance attached to names and the different feelings brought up when names are used as Put-ups or Put-downs.
- To empower each person to assert what they do and do not want to be called in the classroom.
- To create an atmosphere in which students seek to use names that make others feel good.

**AGE/EXPERIENCE LEVEL:** Adaptable for K-5 (see suggestions in Adaptations section below)

**TIME:** 1-2 class sessions, 30-45 minutes each

**MATERIALS:** *Put-ups vs. Put-downs* T-Chart (p. 4), copied as needed; chart paper and markers; *"I want to be called/I do not want to be called"* Handout (p. 5), copied as needed; pencils

### PROCEDURE:

#### Part 1 – Think-Pair-Share (10-15 minutes)

Ask the students as a group to take a minute to think about the following questions:

- Who gave you your name?
- Do you know why it was chosen to be your name?
- What do you especially like about your name?
- Do you have any nicknames that you like to be called?

Students then pair up and take about five minutes per student to share their answers to the four questions with their partner. When both students have shared with one another, the whole group comes back together and each student introduces their partner and shares some highlights of what they learned about their partner's name.

#### Part 2 – Group Discussion (5-10 minutes)

Following the think-pair-share activity, lead a group discussion using the following questions as prompts:

- What did you learn about your classmates today that you didn't know before?

- What were some similarities or differences in people's answers to the questions?
- Why do you think most people have a story about their own name and where it came from?

Point out to students that even when we don't know the exact history of our name, often we know at least some information about how or why it was chosen. Suggest to students that names are very important to people because often that is one of the first things people know about us, and it is something that stays with us our whole life.

Follow up the discussion with one more question:

- Can you remember a time when someone called you the wrong name or said your name incorrectly? How did that feel and what did you do?

### **Part 3 – T-Chart (10-15 minutes)**

When students have had the chance to think about and answer the last question, introduce to students the terms "Put-up" and "Put-down" and ask them to think about what those words might mean. Lead students in filling out the *Put-ups vs. Put-downs* T-Chart that has qualities of Put-ups on one side and qualities of Put-downs on the other. Encourage students not only to think of examples of Put-ups and Put-downs, but also to include information on the chart about how those words make us feel or act when we hear them. The chart can be done as a large group or individually, or a combination of both.

Upon completion of the chart, review with students that when someone uses a name we like, or says something kind to us, they are using a Put-up because we end up feeling good afterwards. Tell students that when someone uses a name we don't like, or says something unkind, they are using a Put-down because the result is that we feel bad afterwards.

### **Part 4 – Handout (10-15 minutes)**

Inform students that it is important to work together to help people feel good about themselves because it makes the classroom a nicer place for everyone to be. Let students know that they can help one another feel good by only using names and words that are put-ups, and that people want to be called.


Distribute the "*I want to be called/I do not want to be called*" Handout, and ask students to identify the names and words that feel good to them (for example, their own name, a nickname they like, "champ" or "buddy"), and the names and words that don't feel good (for example, their name mispronounced, a nickname they don't like, "loser" or "jerk").

Students' preferences should then be displayed in the room for everyone to see, and can be added to or changed as students think of more names/words they like or do not like to be called.

#### **ADAPTATIONS:**

##### **For lower grade levels:**

- Send home a pre-lesson dialogue sheet for parents/guardians to use in preparation for the Part 1 discussion of the origins of students' names. Instructions could read as follows:



In preparation for our lesson about the importance of names on (date), please talk to your child about where your child's name comes from, and why it was chosen.

- Students can talk about their names in groups of 3 or 4 instead of in pairs, or Part 1 of the lesson can take place as a large group discussion so that the teacher can offer more support to students by asking the questions one at a time and helping create connections between students' stories.
- In Part 3 of the lesson, the teacher can define Put-up and Put-down for students prior to completion of the *Put-ups vs. Put-downs* T-Chart.
- Completion of the *Put-ups vs. Put-downs* T-Chart can take place in a large group, with the teacher recording students' ideas on chart paper
- Part 4 can be done as a large group circle activity, with each student sharing one name they want to be called and one that they don't, and the teacher recording the information on a large chart to be displayed in the room.
- Part 4 can be sent home as homework, to be worked on with a parent/guardian.

#### **For higher grade levels:**

- In Part 1 students can write the answers to the four questions in a paragraph prior to engaging in the pairing and sharing part of the activity.
- During the discussion in Part 2, ask students to brainstorm answers to the question "Why are names so important to us?" and let them do the work of bridging the questions answered in Part 1 to the idea that names are powerful words that can be used both to boost up or bring down an individual.
- Students can fill out the *Put-ups vs. Put-downs* T-Chart on their own first, and then the group can come back together and share their ideas.
- When students fill out the "*I want to be called/I do not want to be called*" Handout, ask them to write a brief reason why they do or do not like to be called each of the names/words that they come up with.
- Students can write a persuasive paragraph about the importance of using put-up names, and why the class or the school might adopt a "Put-ups Only" policy.

#### **EXTENSION/ASSESSMENT:**

- Follow this lesson with an opportunity for students to each create their own "Put-up Bag," which they can decorate and display somewhere in the room. Students are encouraged throughout the day to create Put-ups for one another that they can place (anonymously or not) in another person's bag when they have something kind to say about them.
- Use the discussion of the origins of our names as a starting point for students to begin writing an autobiography. Description of how they got their name can kick-off the story of their life; students can get creative and bring photos or draw illustrations to go along with their written work.
- Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement, on page 34, for book descriptions):
  - Chrysanthemum* by Kevin Henkes (PreK-2)
  - My Name Is Maria Isabel* by Alma Flor Ada (PreK-2, 3-5)
  - Pinky and Rex and the Bully* by James Howe (3-5)
  - Funerals and Fly Fishing* by Mary Bartek (3-5)

**LESSON ONE**

**T-CHART**

**PUT-UPS**

**PUT-DOWNS**



## LESSON ONE

I want to be called...

I do **not** want to be called...

## LESSON TWO

# WE'RE ALL DIFFERENT ALIKE

**OVERVIEW:** This lesson is designed to provide students the opportunity to feel united with their peers by both their similarities and their differences. It will create a forum in which students can talk about why name-calling often occurs when an individual or group is deemed different, and how this targeting can be reframed into something positive.

### OBJECTIVES:

- To help students identify similarities they have with their peers that they might not have known about.
- To build a sense of unity and excitement around being part of a group of similar peers.
- To illustrate the difference between names used to unify a group of similar individuals and names used to single out or denigrate a group of similar individuals.
- To help students reflect on times when they were singled out for being different and how that felt.
- To help build camaraderie with peers around the experience of feeling different.
- To build a sense of accomplishment about completing a task (the role-play) with a group of individuals not initially united by a given similarity.

**AGE/EXPERIENCE LEVEL:** Adaptable for K-5 (see suggestions in Adaptations section below)

**TIME:** 2-3 sessions, 30-45 minutes each


**MATERIALS:** *Make A Group Suggested Questions* supplement (p. 11); paper; pencils; color-coded index cards or objects, pre-made; chart paper; markers; clock

### PROCEDURE:

#### Part 1 – Group Game (10-15 minutes)

Share with students the following directions for the game *Make A Group*:

This game is about making groups of people based on something you have in common with those people. We are going to clear a space in the room so that everyone can stand up and spread out with room to move. Then I am going to ask you to think about an answer to a question about yourself. Once you have thought of your answer, I am going to ask you to quickly find other people in the room who have an answer to the question that is the same or similar to yours. You can ask people their answers, or shout out your own in order to find other people to group with, but the rounds are going to move quickly. If you don't find a group right away, that's ok – you'll find one on the next question. When I raise my hand, it will be time to listen to the next question and make new groups.



Engage students in a number of rounds of the game using the *Make A Group Suggested Questions* supplement, in addition to other questions that are relevant and interesting to the group of students you are working with. It is important to ask questions that will include all students, and the idea is to ask questions quickly so students are kept on the move. If you can, close this portion of the lesson on a question that results in students being somewhat evenly divided into groups, and ask the groups to form small circles and sit down on the floor for the next part of the lesson.

## **Part 2 – Pass the Brainstorm and Discussion (15-20 minutes)**

When students are seated in the last group they formed during the game, restate that they are currently part of a group of their peers who are the same as them in some way. Set them up to engage in a *Pass the Brainstorm* activity using the following instructions:

Each of you will be given a piece of paper and a pencil, and when I say “go” you will write down one idea for a positive, Put-up name for the group you are in. For example, if you are in a group of students that all say broccoli is their favorite vegetable, you might write down “The Broccoli Busters” or “Team Green” as your idea. When I give the signal you’ll then pass your paper to the right so that you are holding your neighbor’s paper and someone else is holding yours. Look at what the person before you wrote, and think of a new positive group name, and write it underneath theirs. Wait for the signal again, pass the papers again, and write a third idea. Let’s do this activity in silence to give people space to think. After a few passes you’ll share all the names you’ve come up with in your group.

Give students no more than 30 seconds to write down each idea before signaling a pass. When the brainstorming is done, give the groups a few minutes to read all the ideas they have collected out loud to each other and to choose one name they all like that could represent their group in a positive way. Ask each group to share their name with the class, and then briefly discuss the following questions:

- How did it feel to come up with a positive group name with your peers based on a similarity you all share?
- Why do you think people use names this way?

Now repeat the instructions to the students for a second round of *Pass the Brainstorm*, except this time ask them to think about ideas for names that someone might use as a Put-down to their group. Emphasize that this round will also take place in silence, and ask students to agree not to use the put-down names outside the context of this portion of the activity. When a few passes have taken place, ask students to circulate the papers to all students in the group to read and reflect on. None of the put-downs will be read aloud during this section of the activity.

Pose the following questions to the class, and engage in a brief discussion of students’ ideas:

- How did it feel to read the list of Put-down group names that your group brainstormed?
- Why do you think people use names this way?
- How did the two rounds of *Pass the Brainstorm* feel different from one another?

### **Part 3 – Jigsaw (10-15 minutes)**

Execute the Jigsaw method of regrouping students by handing out one color-coded index card/object to each student that indicates which new group they will be a part of. Assign the number of colors to match the number of groups you want to end up with, and attempt to have each new group contain only one or two students from each of the old groups. For example, if there are 20 students that were previously grouped in 4 groups of 5 students each, choose 5 different colors and distribute them so that each student in the original group gets a different color. You will then end up with 5 groups of 4, and the groups should be fairly evenly mixed.

Once the Jigsaw is complete and everyone is seated with a new group, pose the following questions and ask students to engage in a small-group discussion in which each student has the chance to share an experience with the group:

- Can you remember a time when you were called a name or put down for being different from others around you?
- How did it feel?
- What did you do?

Give groups approximately 2 minutes per group member to share their experiences, and then draw the class back together and ask students to share any connections they see between the various stories their classmates told. Record the similarities that come up on chart paper for students to refer to in the next portion of the lesson.

### **Part 4 – Role-plays (20-30 minutes)**

Challenge students to use the experiences they just shared about their individual experiences with being called names for being different, and the similarities they found among their stories to generate a role-play that they will practice and then perform for the class. The role-play should tell the story of someone who was called a name or bullied for being different, how it felt, and how they dealt with it. The scenario students choose to act out can be based on one student's experience, on a combination of a number of students' experiences, or can be entirely made up by the group.

To support the development of the group role-plays, encourage students to assign various jobs within the group that will help keep everyone on track towards preparing the skit. Not every student needs to act in the role-play, but every student must play an active role in the development of the skit. For example, students can participate as a timekeeper, a director, a narrator, or an actor.

When students have had adequate time to plan and rehearse, draw the class back together to watch the performances. If possible, lead a follow-up discussion using some or all of the following questions:

- How did the students being called names in the role-plays deal with being teased?
- What kinds of differences were the students being bullied for in the role-plays?
- Why do you think people call names or put people down because of differences?
- What was it like working in groups today with people that were both similar to and different from you?
- How do our differences help us do good work?

## ADAPTATIONS:

### For lower grade levels:


- In Part 1 of the lesson, provide students with language for how to make a group ahead of time. For example, tell students that after they have thought about their own answer to the question they can move to a classmate and say, “My answer is \_\_\_\_\_. Is that your answer, too?” If the two students have the same answer, they can then move as a pair and ask the same question to another classmate, and so forth.
- For *Pass the Brainstorm*, conduct the activity as a circle game, with students sharing ideas one at a time in succession around the circle. Provide students the option to “pass” on one round if they are stumped for more group names.
- Support the student Jigsaw by creating color-coded stations for students to move to, so that when they have their color-coded index card or object, they can move around the room to find the station that matches the color they have.
- Engage in the Part 3 discussion as a whole class, so that the teacher can help sustain the telling of individual student stories and draw parallels between them. Students can then develop role-plays in their Jigsaw groups.
- As students develop a role-play, circulate and “check in” with the students playing the various roles in the group. For example, speak to all the time-keepers and make sure they are on track, then speak to all directors and make sure they feel good about things, etc.

### For higher grade levels:

- The questions for *Make A Group* can be made more complex so as to challenge students in their quest to find others similar to them. For example, rather than “What color eyes do you have? Make a group with others who have the same or a similar eye color as you,” you might ask, “How many times have you moved?” or “How do you feel about school?”
- During the first section of Part 2, challenge students to use the lists of brainstormed names to create three brand new names that combine elements of a number of the group members’ ideas. Ask students to conduct a vote in order to choose the final group name.
- Ask students to develop a short written response (a free-write or journal entry) detailing their reaction to the second round of *Pass the Brainstorm* in which they think of and then read various Put-down names for their group. Engage students silently in this free-write before posing the questions for discussion.
- Challenge students to develop a written list of connections between the stories they tell in their Jigsaw groups about being called names or being put down for being different. Use these lists as a jumping-off point for large group discussion about common themes in students’ experiences with name-calling.

## EXTENSION/ASSESSMENT:

- As a follow-up to this activity, students can write a “review” of one or more of the role-plays that they saw classmates perform at the end of the lesson. Students can write both a brief summary of one or more of the stories the role-plays illustrated, as well as describe what they saw as the strong points of the skit. Additionally, students can develop alternate endings to the situations performed in the role-plays, illustrating how the characters might have acted/ reacted differently to the name-calling and teasing taking place.
- This lesson can also be extended by engaging students in an activity called *Step Into the Circle*, which asks students to self-identify around various questions (for example, “Step into



the circle if you were born outside of the United States”), but does not involve forming groups. The activity is best done in silence, and students are encouraged only to self-identify when they feel comfortable. Depending on the questions chosen, *Step Into the Circle* has the potential to bring up stronger feelings about differences and self-identification than *Make A Group*, and should be followed up with group discussion or a personal free-writing assignment. Students can be encouraged to think about what was different about taking the risk of stepping into the circle versus making a group, and what they learned about themselves and their classmates during the activity.

- Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement, on page 34, for book descriptions):
  - It's Ok to Be Different* by Todd Parr (PreK-2)
  - Oliver Button is a Sissy* by Tomie DePaola (PreK-2)
  - Alley Oops* by Janice Levy (PreK-2, 3-5)
  - Felita* by Nicholasa Mohr (3-5)
  - Pinky and Rex and the Bully* by James Howe (3-5)
  - Mr. Lincoln's Way* by Patricia Polacco (3-5)

## LESSON TWO

# MAKE A GROUP SUGGESTED QUESTIONS

- What did you have for breakfast (lunch, dinner last night, etc.) today? Make a group with people who had the same thing for breakfast that you did.
- What is your favorite color (animal, ice cream flavor, day of the week, etc.)? Make a group with people who have the same favorite color that you do.
- How do you feel about vegetables (fruits, seafood, chocolate, etc.)? Make a group with people who feel the same way about vegetables that you do.
- How many pets (cats, dogs, fish, etc.) do you have? Make a group with people who have the same number of pets that you do.
- What color are your eyes (hair, etc.)? Make a group with people who have the same color eyes that you do.
- What do you usually do right after school (when you first get up, during recess, etc.)? Make a group with people who do the same thing after school that you do.
- What kind of shoes (pants, shirt, socks) are you wearing today? Make a group with people who are wearing the same kind of shoes as you today.
- How many people are there in your family (living in your house, sharing a room with you, etc.)? Make a group with people who have the same number of people in their family that you do.
- How do you feel about swimming (reading books, dancing, biking, etc.)? Make a group with people who feel the same way about swimming that you do.

## LESSON THREE

# STAYING SAFE IN THE FACE OF NAME-CALLING

**OVERVIEW:** This lesson provides students with concrete strategies for what to do if they are being called names or bullied so that they can stay safe and healthy. Students will work cooperatively to really flesh out the four elements of SAFE, and will complete individual storyboards to illustrate the use of one of the four strategies to deal with a bullying situation.

### OBJECTIVES:

- To tap into what students already know about dealing with incidents of name-calling in school.
- To find out what students still want to know about how to deal with name-calling in school.
- To provide students with four strategies (SAFE) for dealing with bullying in school, and to help them concretize what those four actions can actually look like.
- To allow students to apply one of the four strategies to a scenario of their own invention so that they begin to feel comfortable using one or all of the elements of SAFE.
- To visually display students' ideas about how to deal with name-calling somewhere in the classroom or the school as reminders of how to use the SAFE strategies.

**AGE/EXPERIENCE LEVEL:** Adaptable for K-5 (see suggestions in Adaptations section below)

**TIME:** 1-2 class sessions, 30-45 minutes each

**MATERIALS:** chart paper; markers; *KWL Chart Handout* (p. 16), copied as needed; pencils; *Staying SAFE Handout* (p. 17), copied as needed; *SAFE Venn Diagram Handout* (p. 18), copied as needed; *Storyboard Handout* (p. 19), copied as needed; crayons/colored pencils


### PROCEDURE:

#### Part 1 – KWL Chart (10-15 minutes)

Pose to students the following question:

What can I do when someone is name-calling or bullying me in school?

Using the question as an impetus, work as a class to fill out the “K” and “W” sections of a group KWL chart (see handout for setup) – “K” representing what students “Know” about how to deal with name-calling and bullying in school, and “W” representing what students “Want” to know or need help with in regards to dealing with name-calling and bullying. As the large chart is being filled in, students may fill in an individual copy of the *KWL Chart Handout* as well.



When the first two columns have been completed and students have had a chance to express their thoughts as well as their questions about dealing with name-calling, set the chart(s) aside for use later in the lesson.

## Part 2 - Venn Diagram (20-30 minutes)

Introduce students to the four strategies for dealing with name-calling and bullying that are illustrated by the acronym **SAFE** – **S**ay what you feel, **A**sk for help, **F**ind a friend, and **E**xit the area (see handout). Working through each strategy one at a time, pose the following questions to students to prompt discussion and to facilitate filling in the four-part *SAFE* Venn Diagram Handout, either as a group or individually:

- What do you think this strategy means?
- When could you use this strategy?
- What could be a positive result of using this strategy?
- What could be a negative result of using this strategy?
- Is there a time when it would be best *not* to use this particular strategy? What might you do instead?

As students work through each strategy, encourage them to make connections between the strategies, and use these similarities to fill in the overlapping parts of the *SAFE* Venn Diagram Handout. Suggest to students that what unites all four strategies is an outcome of safety, and highlight the fact that none of the strategies involve calling names back or otherwise escalating the situation.

When students have thoroughly brainstormed about each of the four *SAFE* strategies, distribute and then read to/with students the information on the *Staying SAFE* Handout. Discuss any further thoughts students have on the various strategies. Confirm for students that they should always use the strategy or strategies that feel most comfortable to them in the moment, and that it is ok to use different strategies for different situations that may arise.

## Part 3 – Storyboards (20-30 minutes)

Present to students instructions for the next part of the lesson, which involves each person creating a storyboard or cartoon that tells a story about a name-calling or bullying incident (which can be real or made up), and illustrates the use of one of the four *SAFE* strategies successfully. Demonstrate to students how to use a storyboard; distribute the *Storyboard* Handout and highlight that each box should represent one moment of the story, and can be filled in with pictures alone or with pictures and words together. Encourage students to pick the strategy they wish to illustrate on their storyboard, or assign students strategies to work on so that all four are equally represented.

If time allows, allow students to share their storyboards, either in small groups or to the entire class. Display the students' creative work around the room for others to see, ideally grouped by the strategy illustrated. This will serve as a visual reminder of *SAFE*, and can continue to help students access healthy ways of dealing with name-calling all year.

## Part 4 – KWL Follow-up (10-15 minutes)

As a wrap up activity, have students share ideas to complete the final “L” column of the KWL chart – what they “Learned” about how to deal with name-calling and bullying in school. Make sure all four strategies of SAFE are reiterated, and if possible display the KWL chart(s) in the classroom as a visual representation of the students’ work on this topic.

### ADAPTATIONS:

#### For lower grade levels:


- Prior to filling in the KWL chart as a large group, review with students what it means to put someone down or call someone a name, and how and why this can be hurtful. Ask students to think of a time when they or someone they know were called a name as they contribute ideas to the KWL.
- Provide support for students in the discussion of the SAFE strategies in Part 2; be explicit about what each strategy means by distributing and reading the *Staying SAFE* Handout before asking students the prompt questions.
- To keep students on track during the storyboard activity, circulate the room and ask each student to provide you with a quick verbal “headline” about which strategy they are creating a storyboard for and how their story will go.
- Allow students to plan their storyboard in a small group, and then ask each student to draw a storyboard of their own to tell the story developed by the group. Or, ask students to work in pairs for both the planning and the drawing stages.

#### For higher grades levels:

- Ask students to do a very quick written brainstorm for the “K” and “W” sections of the KWL chart before coming together to share ideas and fill it out as a class.
- Challenge students to work individually or in small groups to brainstorm what they think one (or all) of the SAFE strategies mean. Present the prompt questions, but give students time to flesh out these strategies first before turning to the *Staying SAFE* Handout.
- Allow students to complete more than one storyboard if they have ideas for what more than one of the SAFE strategies would look like when put into action.
- Do a *round-robin* storyboard activity in which students sit in groups of six and fill in one square of a storyboard before passing it to the next person, and so on. The result is six cooperatively created storyboards; let each student choose one to explain to the whole class.

### EXTENSION/ASSESSMENT:

- As a follow up to this lesson, students can work in groups to prepare skits that illustrate the four different strategies embodied by the SAFE method of dealing with name-calling and bullying in school. Arrange for students to perform the skits for another class or group of classes in the school (ideally a younger group of students), and empower students to use their skits to help teach the other students how they too can deal with name-calling and bullying in a safe and healthy way.
- Additionally, assist students in planning and implementing a set of interviews or questionnaires with other classes in the school that probes how comfortable the general school population feels in dealing with name-calling and bullying in school. The interviews or questionnaires can replicate the first two questions of the *KWL* chart – what do students already know, and



what do they want to know? Encourage students to present the results of their research to the principal or another school administrator along with a plan for how to help answer the questions students have about how to deal with name-calling and bullying.

- Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement, on page 34, for book descriptions):
  - The Recess Queen* by Alexis O'Neill (PreK-2)
  - King of the Playground* by Phyllis Reynolds Naylor (PreK-2)
  - Name Calling* by Itah Sadu (PreK-2)
  - Just Kidding* by Trudy Ludwig (PreK-2, 3-5)
  - The Night the Bells Rang* by Natalie Kinsey-Warnock (3-5)
  - Colder than Ice* by David Patneaude (3-5)

**LESSON THREE**

**KWL CHART**

What I <b>L</b> earned	
What I <b>W</b> ant to Know	
What I <b>K</b> now	

## LESSON THREE

# STAYING SAFE

If you are being called names or bullied, remember the four ways to stay **SAFE**:

**S**ay what you feel

**A**sk for help

**F**ind a friend

**E**xit the area

What does **SAFE** mean?

### 1. Say what you feel

Telling a person who is teasing you or calling you names the way that their words or actions make you feel can be a great way to let that person know that you don't like what they are doing. You can start your sentence by saying something like "When you say/do \_\_\_\_\_ to me, it makes me feel \_\_\_\_\_." Being angry or sad when someone is bullying you is ok, and it is ok to let that person (or someone else) know what you are going through.

### 2. Ask for help

Sometimes you can handle name-calling and bullying yourself (possibly by using one of the other SAFE strategies). But sometimes you need to ask for help, and that's ok. If a person who is calling you names is making you feel scared that you might get hurt, you can talk to a teacher or other adult about what is going on. Asking for help is not about tattling – it's about taking care of yourself and staying safe.

### 3. Find a friend

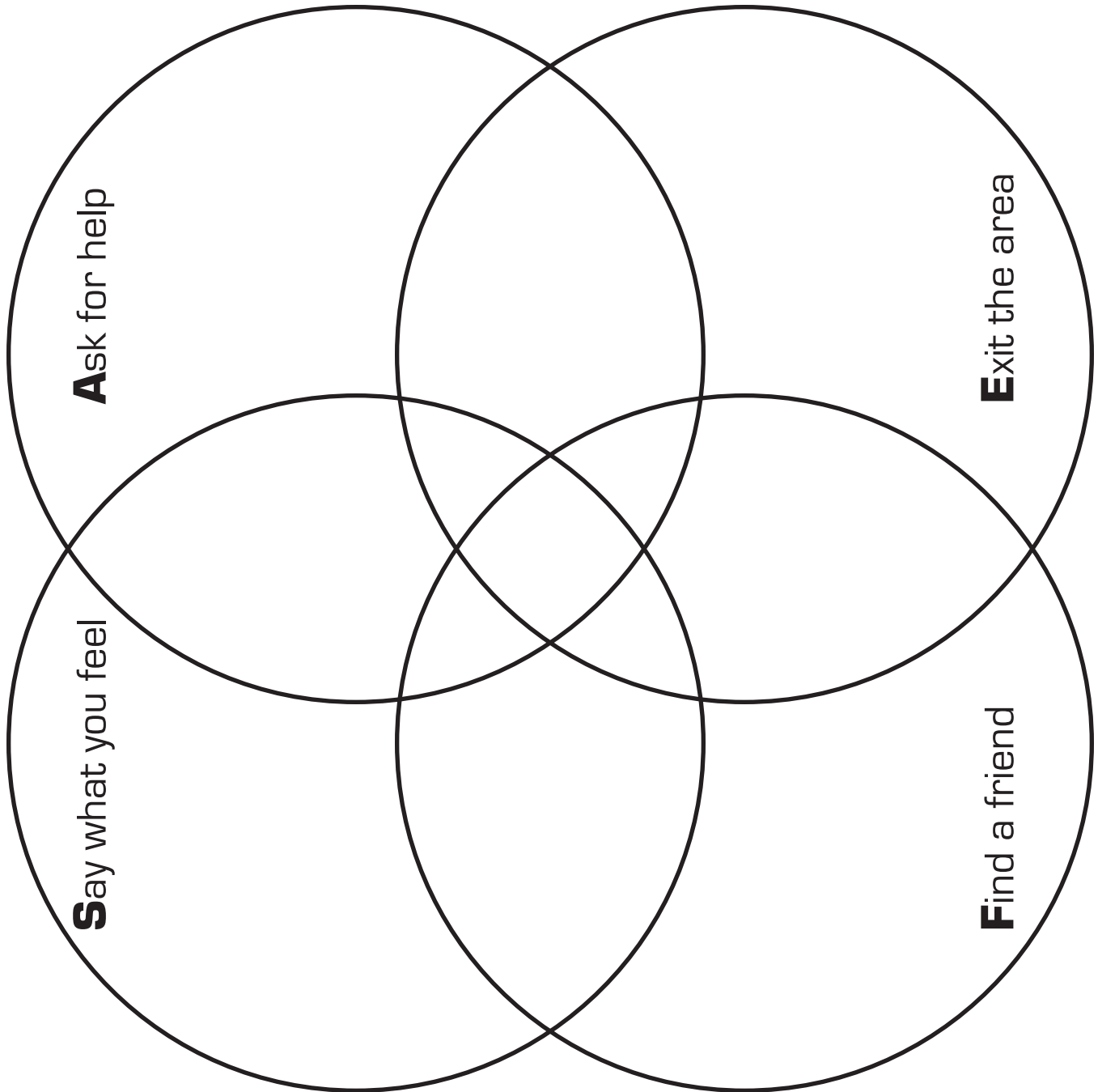
Some people who call names or bully others like to pick times and places when no one else is around because it makes them feel safer. That's why sometimes you can end a bullying situation just by finding another person or people to be around or spend time with. Hanging out with people who make you feel good about yourself is important, and the person calling names might think twice before picking on you when you're with your friends.

### 4. Exit the area

While it might feel like you aren't doing anything at all, sometimes walking away from someone who is picking on you is the best way to end things. Some people who tease want you to get upset, and while it's perfectly normal to feel hurt, angry or sad if you are being called names, sticking around the person hurting you may just make things worse. So, if you can, find a way to exit the area where the teasing is happening.

## LESSON THREE

# SAFE VENN DIAGRAM



**LESSON THREE**

**STORYBOARD**


## LESSON FOUR

# WHAT IF IT'S NOT ME? SPEAKING UP ABOUT NAME-CALLING

**OVERVIEW:** This lesson helps students think about what they can do when they witness an incident of name-calling or bullying, but are not being called names or bullied themselves. Having already done some skill-building around the strategies of SAFE (Lesson 3), students will listen to scenarios involving name-calling or bullying, and will both individually and in groups analyze the different ways one might respond.

### OBJECTIVES:

- To help students understand what it means to be a witness or a bystander to bullying or name-calling.
- To help students think about how one might act as a witness or bystander to bullying, and to differentiate between times when a student can “take a stand” and times when a student needs to ask an adult for help.
- To empower students to listen to a variety of name-calling scenarios and then decide how they might act in order to interrupt the bullying behavior.

**AGE/EXPERIENCE LEVEL:** Adaptable for K-5 (see suggestions in Adaptations section below)

**TIME:** 1-2 class sessions, 30-45 minutes each

**MATERIALS:** chart paper; markers (at least three colors); *Response Cards* Handout (p. 26), copied as needed; scissors, one pair per student; *Response Card Suggested Scenarios* (p. 25); large drawing paper; crayons/markers/pencils

### PROCEDURE:


#### Part 1 – Make a Human Chain (15-20 minutes)

Pose the following questions to students:

- Have you ever seen or heard someone being bullied or called a name?
- If so, how did it feel?

Give students a few moments to think about the questions, and then give the following instructions for the human chain activity:

One at a time we will share our answers to the questions you just heard. Each person will have up to one minute to answer, and you will decide when it is your turn to share by listening to the answers shared by your classmates. When you hear an answer that is similar to your own or



makes you think about something important, you can raise your hand to share your idea next. If more than one person wants to share, we'll figure out the best order, and take turns from there. As each of us shares our answer, we will stand up and link arms with the person who shared before us, and so our class will form a chain of stories about seeing or hearing name-calling and bullying. When someone feels ready to start us off, we will begin.

Engage in this activity with the students; join the chain when it is appropriate. When every student has shared an experience, encourage the class to close up the chain to form a linked circle. Then pose the following questions and allow time for students to respond:

- How did it feel when you were the only one who saw or heard someone being called names or bullied?
- How does it feel now that you know everyone here has seen or heard something similar?

Introduce the terms “witness” and “bystander” to students, and let them know that we’ve almost all been a witness or bystander to name-calling or bullying at one point or another. Point out to students that one witness or bystander might feel powerless to help, but that linked together with other witnesses or bystanders it is easier to “take a stand” against bullying and name-calling.

## **Part 2 – Group Discussion (10-15 minutes)**

When students have returned to their seats, ask the following questions and record students’ brainstormed responses on chart paper:

- What can you say or do when you witness name-calling or bullying?
- Is that a SAFE (From Lesson 3: **S**ay what you feel, **A**sk for help, **F**ind a friend, **E**xit the area) option for you and the other people involved?

For responses that students list that are not SAFE, ask students to reconsider another option that isn’t as likely to involve anyone getting hurt (physically or emotionally). Discuss with students that in a bystander situation, the SAFE options for what to do often fall into one of three categories:

- “Taking a stand” by using words or phrases that interrupt or end the name-calling
- Asking for help from an adult
- Ignoring the situation

Using three different colored markers, ask students to help identify which of the three categories each of the ideas they brainstormed falls into, and color-code them accordingly.

Pose the following question to students:

- What happens when a witness or bystander ignores name-calling or bullying?
- Why might someone ignore bullying or name-calling when they see or hear it?

Discuss with students that although ignoring it is sometimes the easiest way to deal with being a witness to name-calling, there are usually other options that are SAFE and don’t allow the teasing to continue. Emphasize that when you say or do nothing about name-calling or bullying, it allows one or



more people to continue to put another person down.

### **Part 3 – Response Cards (20-30 minutes)**

Distribute one copy of the *Response Cards Handout* (attached) to every student, and allow time for students to cut apart the three cards using the dotted guidelines. Then review with the class what action step each of the three cards represents:

- Take A Stand (a person with hands on hips)
- Ask for Help (two people talking)
- Not Sure (a question mark)

Explain to students that they will hear a number of different scenarios read aloud one at a time, and that for each scenario they hear it will be their job to decide how they think they might act if they were the witness or bystander in the situation. If students have an idea for how they might interrupt the incident, they should raise the “Take A Stand” card. If they feel they might need help in order to stay SAFE in the situation, they should raise the “Ask for Help” card. And if they are not sure what to do, but do not want to just ignore the incident, they should raise the “Not Sure” card.

Begin to read the first scenario, and give students a few moments to digest the story. Then ask students to raise the response card that feels right for them. When students all have their cards raised, direct students to look around and form a group with those who raised the same card. In these groups, students should spend a few minutes discussing why they chose the card they did, and what exactly the options are for action in this scenario. Students who chose the “Not Sure” option can talk about why the scenario seems difficult, and what the pros and cons of each of the other two actions (taking a stand or asking for help) might be.


Bring the group back together and process the scenario, giving each group a chance to speak about why they chose the response they did. Help students flesh out some very specific action steps (i.e. tell the person calling names that you don’t like the words they are using, go to a playground aide for help, etc.), and record these on chart paper.

Continue with the subsequent scenarios, making sure to communicate to students that there are always multiple ways to deal with any situation involving bullying or name-calling. Emphasize that while there are not “right” answers in this activity, it is important to remember that calling names back or hurting the person doing the teasing is never a SAFE option, and that there are always other things that can be done instead.

### **Part 4 – Tracing Feet (15-20 minutes)**

To close this lesson, distribute large paper to students and ask them to use a marker or crayon to trace the outline of both of their feet onto the paper. Inform them that these feet represent their own understanding of how to “take a stand” as a witness or bystander to bullying or name-calling.

Give students time to decorate their outlined feet with words and pictures that represent their ideas about ways to take a stand against name-calling. Allow students to share their pieces with the class,



and then post the work around the room to represent the class' commitment to not ignoring bullying when they see it happening.

### **ADAPTATIONS:**

#### **For lower grade levels:**


- Start the human chain with a story of your own, so as to provide a concrete example of what it's like to witness someone else being called a name.
- Ask students to repeat the words "witness" and "bystander" a number of times together, and provide as simple and concrete a definition for these words as possible. Introduce a hand motion to signal the meaning of these words – for example, raise your hand to your forehead to indicate you are looking out for something each time you mention being a witness or bystander.
- Emphasize the symbols on the *Response Cards* Handout, and enact physical cues to accompany these options as well. For example, have students actually stand up when "Take a Stand" is their answer. Ask them to raise their hand to indicate they would "Ask for Help." Demonstrate that students can shrug their shoulders when they are "Not Sure" of what to do.
- Run the discussion in Part 3 as a large group activity rather than grouping students to discuss their responses independently. Help draw out why each student responded the way they did, and suggest simple language that summarizes their response in a way that is quick and easy to remember.
- Pair students up for the tracing activity so they can trace their partner's feet instead of their own. Ask students to represent in pictures how they might help someone who is being called names or bullied.

#### **For higher grade levels:**

- Allow students to generate the definitions of witness and bystander based on the stories they shared during the human chain activity.
- In Part 2, ask students to do the first brainstorming piece on their own before coming back together to share ideas for how one can respond to incidents of name-calling or bullying that one witnesses.
- During Part 3 of the lesson, ask students to jot down on the back of their response card why they have chosen that response for the scenario prior to raising the card and then grouping up for discussion.
- Extend the activity in Part 3 by asking students to toss out some scenarios of their own based on real experiences they've had. Request that students not use the real names of those involved in the incidents they describe. If students choose to share the real outcome of the situation, discuss as a group some very concrete ideas for how the student(s) involved could act if that situation were to arise again.
- Encourage students to include a written personal statement in or around the tracing of their feet that summarizes what they think the most important elements of taking a stand against name-calling and bullying are, based on the previous activities and discussion.

### **EXTENSION/ASSESSMENT:**

- Ask students to work in groups or individually on a "Take A Stand" pledge that details how other students who witness bullying or name-calling can act to help solve the problem. Allow students to make short presentations to other classes in the building, asking their peers to



sign the pledge to “Take A Stand” when they hear or see name-calling in the school. Display signed pledges in a central spot in the school for all to see.

- Help students develop their own individual “Quick List” of phrases or statements that they feel comfortable using when they hear or see someone calling names or bullying. Encourage the use of “I” statements and assertions of feelings. Allow students to practice using phrases from their “Quick List” in role-plays in which one student acts as the bully, one acts as the victim of the name-calling, and one acts as the bystander and practices taking a stand in a way that feels comfortable to them.
- Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement, on page 34, for book descriptions):
  - Say Something* by Peggy Moss (PreK-2)
  - Play Lady/La Senora Juguetona* by Eric Hoffman (PreK-2)
  - Nobody Knew What to Do* by Becky Ray McCain (PreK-2)
  - Blubber* by Judy Blume (3-5)
  - The Hundred Dresses* by Eleanor Estes (3-5)

## LESSON FOUR

# RESPONSE CARD SUGGESTED SCENARIOS

### Scenario #1

Isabelle notices that Jose is sitting by himself in the cafeteria. As she walks by him to find a seat for herself, she hears two other students seated nearby laughing and saying that Jose's lunch is "gross" and that his mom must only know how to cook "stinky food" for her family. Jose keeps on eating, but his head is down. What can Isabelle do?

### Scenario #2

Darnell and Samuel are both trying to use one of the only open swings on the playground. Both students have one hand on the swing and as Lee walks by he hears Darnell say, "You're too fat for the swing Samuel! It will break if you get on it." Samuel answers by saying he was there first, and Darnell begins to kick sand up and tug at the swing. What can Lee do?

### Scenario #3

Shelly brings her two dads to parent night to show them around her classroom and to meet her friends and teacher. The next day, Rachel turns to Masha and says she doesn't want to be Shelly's friend anymore because her family is "weird." Shelly comes over to color with Rachel and Masha, and Rachel says "Eew, we don't want any weirdos over here. Go sit somewhere else." What can Masha do?

### Scenario #4

Raj notices that Lila has been staying behind after school to get help on her math homework. One day Raj stays late too to volunteer in the library, and sees Lila standing outside the school waiting to be picked up. As Raj watches, two older students approach Lila and begin grabbing her homework papers and laughing at the mistakes they see there. One student begins ripping Lila's paper. What can Raj do?

### Scenario #5

Antonio and Sabine are good friends, and sit together every day on the bus to and from school. Shomi sometimes sits near them, but has stopped recently because a group of students who also ride the bus have started sitting behind Antonio and Sabine and throwing balls of paper and other garbage at them for the whole ride. Shomi also hears the group calling Antonio gay and saying Sabine must really be a boy because otherwise she would have friends who are girls. What can Shomi do?

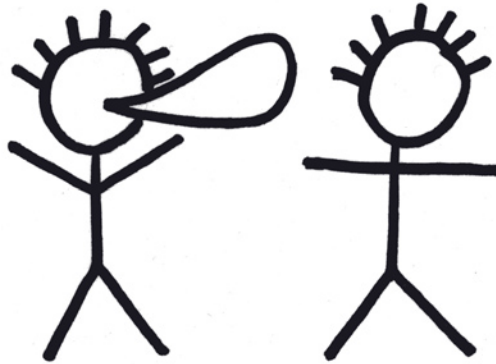
**LESSON FOUR**

**RESPONSE CARDS**

**TAKE A STAND!**



**ASK FOR HELP!**



**NOT SURE**



## LESSON FIVE

# BUILDING A BULLY-FREE BUILDING

**OVERVIEW:** This lesson helps students begin to think about what a school without name-calling and bullying might look and sound like. Students will engage in a guided fantasy activity on this topic, and will then extend their ideas into a group-created plan for what their ideal “bully-free” school would look like and sound like.

### OBJECTIVES:

- To create an opportunity for students to fully visualize what it would be like to attend a school entirely free of name-calling and bullying.
- To help students move from their visualizations of a school free of name-calling into ideas of what a bully-free school would actually look like and sound like.
- To help students identify places in and around the school where they know that bullying and name-calling can and do take place.
- To allow students the opportunity to creatively and cooperatively re-envision and build (be it with words, pictures, themselves and peers, or other constructive materials) a bully-free school.

**AGE/EXPERIENCE LEVEL:** Adaptable for K-5 (see suggestions in Adaptations section below)

**TIME:** 1-2 class sessions, 30-45 minutes each


**MATERIALS:** *Bully-free School Guided Fantasy* supplement (p. 31); chart paper; markers; *Looks Like/Sounds Like* Handout (p. 33), copied as needed; pencils; assorted writing/drawing/painting/sculpture materials

### PROCEDURE:

#### Part 1 – Guided Fantasy (10-15 minutes)

Ask students to make themselves as comfortable as possible, and to find a position in which they can relax and close their eyes. You may want to clear space for students to lie down or dim the lights for this portion of the lesson.

By reading directly from the *Bully-Free School Guided Fantasy* supplement, lead students into a quiet visualization session in which they spend time picturing in detail the way a school without name-calling would look, sound, and feel. Read slowly and pause in between sections of the guided fantasy so that students really have time to make clear pictures in their heads that they will be asked later to flesh out more completely.



When the guided fantasy has concluded and students are ready for discussion, pose the following questions and chart responses on chart paper:

- What did you see as you were thinking about a school free of name-calling?
- What did you hear?
- What did you feel?
- How was what you imagined different from how our school is now?

If time allows, or in a separate session, you may want to extend the guided fantasy so that it involves students visualizing more areas of the school, including for example the gymnasium, the bathroom, the school bus, etc.

### **Part 2 – Group Discussion (10-15 minutes)**

Ask students to brainstorm a list of places in or around the school where they know that name-calling and bullying take place especially often; you can call these areas “hot spots” if you wish. List all the places that students mention on chart paper, and consider asking students to place these areas on a continuum of “hottest” to “coolest” as far as how often name-calling seems to happen there.

Pose the following questions to students for discussion:

- Why do you think name-calling seems to occur more in some places in and around the school than in others?
- What is similar about the places you’ve identified as “hot spots” for name-calling in the school?

### **Part 3 – Group Planning (10-15 minutes)**


Help students form groups that represent the different places in the school where bullying and name-calling most often take place. Students can choose a group based on their interest or groups can be pre-assigned. Distribute the *Looks Like/Sounds Like* Handout (attached) to students and ask that they work in their group to brainstorm as many ideas as they can about how their specific place in or around the school would change if name-calling and bullying no longer happened there. Ask the following prompt questions to get students started:

- What would your part of the school look like without name-calling and bullying?
- What would it sound like?
- What else about it might change?

### **Part 4 – Building Activity (30-40 minutes)**

Give students the following instructions for the next portion of the lesson:

Now that you have worked together to think about how your part of the school would look and sound without bullying and name-calling, it is time for you to build your own model of that bully-free place you have imagined. You can “build” it using words, pictures, objects, or yourself



and your peers. When you have finished, you might end up with a story, a poem, a sculpture, a painting, a cartoon, a storyboard, a skit, or a play. Be creative, and remember to keep in mind what the school you pictured during the guided fantasy from earlier looked, sounded, and felt like.

Decide if you want students to work on this part of the lesson individually or in groups, and allow students ample time and lots of materials to use in working creatively on their piece. If possible build in an opportunity for each student or group of students to share what they create with the class. Display the pieces in groups so as to showcase the “Bully-free Building” that students have put together.


### **ADAPTATIONS:**

#### **For lower grade levels:**

- Before beginning the guided fantasy, speak a bit with students about what *imagination* is, and what it feels like to imagine something in our head. Provide a few examples of times when students use their imagination – to make up a story they are telling a friend, to picture what they will look like when they grow up, etc. – and encourage students to practice using their imagination during this activity.
- If students are having a hard time thinking of the places in and around school that name-calling happens, do this portion of the lesson as a guided walk in which students physically move around the building to visit the different areas and draw on their collective experiences to decide if each spot is a prime area for bullying.
- Conduct Part 3 of the lesson as a large group, and record student ideas on a large T-Chart for everyone to see. Help students connect their senses (their sight, hearing, etc.) to name-calling so that they identify the behaviors that they might hear or see which would not be present in a bully-free environment.
- Group students for Part 4 of the lesson if it is easier for students to work this way. Or, create a “Bully-Free Building” together by hanging large pieces of paper around the room and designating each piece to represent one area of the school where name-calling occurs. Then have a few students at a time visit the paper and draw their ideas for how that space would look and sound without bullying. Rotate students so they visit each area once, and then post the collective works around the room for all to see.

#### **For higher grade levels:**

- Upon completion of the guided fantasy activity, and before the group discussion, ask students to do a free-write about what they imagined their bully-free school to look, sound, and feel like.
- In addition, you can pair students up and have them trade their free-writes. Ask each student to carefully read and then write a comparison response to the other person’s ideas about a bully-free school, highlighting any similarities or differences between themselves and their partner.
- During the Part 2 discussion engage students in a further conversation about why name-calling and bullying often seem to happen in places where there aren’t many other people, especially adults. Ask students to think about the motivation for bullying and name-calling, and what need the behavior might meet for the individual(s) involved in it.
- Incorporate a group report-back after the brainstorming session of Part 3. Have students write their ideas for how their area of the school will look and sound on large chart paper,



and then ask the groups to present their ideas to the whole class before individuals begin constructing their model of a “bully-free” part of school.

- Challenge students to mix media when building their model in Part 4 – encourage them to construct something physical to show their ideas, but also to consider incorporating a written description that shares more specific details of their vision.

#### **EXTENSION/ASSESSMENT:**

- Arrange for students to give other classes, parents, or school administrators a tour of the “Bully-free Building” that they created within the classroom. Let students develop informational cards about their section of the building (gymnasium, library, hallway, etc.) that they can read from or hand out to visitors.
- Ask students to write a newspaper article that describes a new bully-free school that has been built in the area. Encourage students to include quotes (real or invented) from students, parents, and administrators about the specifics of the building (how it looks, sounds, and feels) and how it has affected the community’s feelings about school.
- Literature suggested for extension of lesson themes (see the *Suggested Literature* supplement, on page 34, for book descriptions):
  - Cherries and Cherry Pits* by Vera B. Williams (PreK-2)
  - Yoko* by Rosemary Wells (PreK-2)
  - And To Think That We Thought That We’d Never Be Friends* by Mary Ann Hoberman (PreK-2, 3-5)
  - The Misfits* by James Howe (3-5)

## LESSON FIVE


# BULLY-FREE SCHOOL GUIDED FANTASY

I want you to find a comfortable position that you can stay in the whole time I am reading. When you are comfortable, I want you to close your eyes. Take a deep breath – breathe in, and now breathe out. Let your body begin to relax, and as you breathe deeply in and out, let all the noises around you fade into the background. We are going to use our imaginations to take a journey to a school. This school is a lot like our school, but it is special because in this school there is no name-calling and no bullying at all. I am going to help you walk through this school, but it is up to you to decide what this school looks and sounds like, and how it feels to be there. We'll talk later about what you see, but for now, let's start our trip...

You are standing in front of the bully-free school building. You are looking at the building, and you can see the name of the school written on the front. What is the school called? What does it look like? Take a look all around to see what is outside the school, and then move a few steps closer so that you are near the door of the school. Turn your head towards the door, and listen to the sounds coming from inside. What can you hear? Is it noisy or quiet inside? Based on the noises you hear, what do you think people inside are doing at this time of the day?

Now take a step so that you are inside the school. You can see a school office ahead of you, and there are adults and students inside, working and talking. What are the people in the office doing? What are they talking about? Walk past the office and into one of the school hallways. There are students in the hallway, opening lockers and talking. Can you hear their conversations? What do you hear the students saying to one another? How are they acting? What do you see?

Now walk past the students in the hallway until you get to the door of a classroom. Stand outside the classroom for a moment and listen by the door. You can hear a teacher's voice – what is it saying? How does the teacher's voice sound? Now you hear students talking and answering the teacher. What



are the students saying? Walk into the classroom and look around. What does the classroom look like? How are students sitting in the room? What is hanging on the walls? What types of activities are students doing? As you look around, remember that in this school there is no bullying, and no one calls names.

When you are ready, stand up and walk back into the hallway. Walk down the hall until you see the door that leads into the cafeteria. Wait outside the door and listen to what is going on inside the cafeteria. It is lunchtime for some of the students at the school. Is it noisy or quiet? Step inside the cafeteria and walk towards the tables where students are eating lunch. Sit down at a table and listen to students talking as they eat. What are students talking about? Look around and notice how students are seated at the tables. Are students sitting alone or in groups? Is anyone left out? Do students seem happy to be in the cafeteria today, or are they eager to leave and go back to class?

Stand up and use the door on the side of the cafeteria to walk outside to the playground where some students are having recess. Walk over to where students are playing on the swings, monkey bars, and slide. Watch how they play – are they playing in big groups or small groups? Are some students playing alone? What do you hear students saying to one another while they play? Walk over to where two students both want to use the tire swing. Listen to the students talk about what to do. Remember, neither student is calling names or bullying the other. How do they figure out what to do with the swing?

As you watch the students solve the problem, begin to walk back towards the school. As you leave the playground, look around at the students playing and think about if what you see there looks different from at our school. Walk back to the door and go through the cafeteria again, out into the hallway, and back towards the office. When you reach the front of the school, enter the office and ask to speak to the principal of the school. The principal comes out – what does she/he look like? Say hello, and tell the principal one thing that you really liked about your visit to the school. Say goodbye to the principal, and leave the office. Walk out the front door of the school...

We are done with our tour of the bully-free school now, and it's time to talk about what each of saw, heard, and felt while we were visiting. When you are ready you can open your eyes and return to a seated position, and we can share our ideas.

## LESSON FIVE

If the \_\_\_\_\_ of our school was free of name-calling and bullying it would...

Look like this:

and...

Sound like this:

# SUGGESTED LITERATURE

*Alley Oops* by Janice Levy (PreK-2, 3-5)

- *Alley Oops* explores the painful and embarrassing aftermath of name-calling and bullying, from the perspective of the bully. It's a story about hurt and anger, empathy and hope, resilience and ingenuity. It's about actions and consequences. And finally, it's about that "alley oops!" moment when a child experiences the empowerment and self-esteem that come from doing the right thing.

*And To Think That We Thought That We'd Never Be Friends* by Mary Ann Hoberman (PreK-2, 3-5)

- Fights are fights - right? Everyone has them: brothers and sisters, parents and children, friends and neighbors. You each get angry and you vow that you'll never be friends again! But it doesn't always have to be that way! For one brother and sister, a simple squabble turns into the biggest and friendliest parade their town, their country, and, in fact, the world have ever seen. And to think that they thought that they'd never be friends!

*Blubber* by Judy Blume (3-5)

- Fifth grader Jill has fun picking on Linda until the tables are turned and she becomes the victim of name-calling. The characters in this book display bad manners as well as some mild bad language (they vandalize a neighbor's house with eggs, and one calls her teacher a bitch), which has garnered the book much criticism. Still, the incidents of verbal harassment remain realistic and relevant twenty years after the book's release.

*Cherries and Cherry Pits* by Vera B. Williams (PreK-2)

- No one can tell a story quite like Bidemmi. When she starts to draw, her imagination takes off. Enter her world, look at her pictures, and watch her stories grow and grow - just like the forest of cherry trees she imagines right on her own block.

*Chrysanthemum* by Kevin Henkes (PreK-2)

- *Chrysanthemum* thinks her name is absolutely perfect, until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. *Chrysanthemum* wilts. What will it take to make her blossom again?

*Colder than Ice* by David Patneaude (3-5)

- Josh isn't happy to be starting at a new school. But maybe it's finally a chance to be somebody—not so easy for a sixth grader who's been pretty average and is overweight besides. So when big-shot Corey Kitchens wants Josh to join him and his friends for ice hockey on Poor Rooney's pond, Josh is pumped. He can see himself skating with the cool seventh graders, a natural success for the first time in his life. He can hardly wait for the ice to get thick. But Skye, the girl with the warm smile, doesn't trust Corey. And Mark, the strange kid who is afraid of snow, says the coming cold will test the heart. The temperature is falling. And Josh is about to find out the truth—about real friends and real courage.

*Felita* by Nicolasa Mohr (3-5)

- Felita faces verbal and physical harassment from the kids on her street when her Puerto Rican family moves to a new neighborhood. Her supportive relatives, especially her grandmother, encourage her to take pride in her heritage and her strength.

*Funerals and Fly Fishing* by Mary Bartek (3-5)

- Brad Stanislawski is looking forward to summer vacation, if only to get away from the classmates who tease him because of his size (it's not his fault that he grew four inches in one year) and his last name (Stan-is-lousy being their moniker of choice). So when Brad's mom announces that she's taking a summer vacation by herself and sending Brad across the country to stay with his estranged grandfather—who happens to be an undertaker—Brad thinks life couldn't possibly get any worse. Still, as Brad ought to know, first impressions can be deceiving, and a name can hold a lot more than embarrassment. What exactly does it mean to be Brad Stanislawski? In this thoughtful, funny first novel, Brad (with a little help from his grandfather) is about to find out.

*The Hundred Dresses* by Eleanor Estes (3-5)

- In this classic book, Wanda Petronski wears the same faded dress to school every day, and is teased relentlessly when she claims to have a hundred silk and velvet dresses at home. The taunting forces her to leave the school, and causes Maddie to examine her role as a silent bystander during the abuse.

*It's OK to be Different* by Todd Parr (PreK-2)

- From the sensitive ("It's okay to be adopted" – the accompanying illustration shows a kangaroo with a puppy in her pouch), to the downright silly ("It's okay to eat macaroni and cheese in the bathtub"), children of every shape, size, color, family makeup and background will feel included in this witty, colorful book.

*Just Kidding* by Trudy Ludwig (PreK-2, 3-5)


- "Just kidding!" That's what D.J.'s friend, Vince, says when he does something to hurt D.J.'s feelings. It's supposed to make what he says seem like a joke, but D.J. doesn't think it's funny. Yet how can D.J. stand up to Vince's teasing without looking like a bad sport? Speaker and children's advocate, Trudy Ludwig, takes a rare look at emotional bullying among boys—situations where a buddy can be a bully and where two innocent words can mask a painful reality.

*King of the Playground* by Phyllis Reynolds Naylor (PreK-2)

- Kevin's playtime is no fun anymore! Every time he goes to the playground, Sammy comes over and starts bullying him. It doesn't matter what he's doing—swinging, sliding, or climbing on the monkey bars—Sammy always finds him. Kevin wishes Sammy would just leave him alone. But one day Kevin realizes that Sammy can't actually do any of the things he says he will. Maybe Kevin's playtime can be fun after all!?!

*The Misfits* by James Howe (3-5)

- This book, by the popular author of *Bunnicula* and *The Watcher*, tackles the issue of name-calling and standing up to bias in middle school. *The Misfits* explores themes including



popularity, love and loss, and what it means to be different. The characters, including an open and unapologetically gay boy, are not cast as victims, but as self-empowered agents of change who will stand as solid role models to young readers everywhere.

*Mr. Lincoln's Way* by Patricia Polacco (3-5)

- Eugene "Mean Gene" Esterhause, the school bully, picks on students, gives his teachers a hard time, and uses racist slurs. Mr. Lincoln, the beloved school principal, is determined to reach the boy, and asks him to help attract birds to the new school atrium. "Mean Gene" is enthusiastic, but continues making racist remarks. As the story unfolds and a bond develops between the Caucasian student and his African-American principal, it becomes apparent that "Mean Gene" learned his hatred at home.

*My Name is Maria Isabel* by Alma Flor Ada (PreK-2, 3-5)

- For Maria Isabel Salazar Lopez, the hardest thing about being the new girl in school is that the teacher doesn't call her by her real name. "We already have two Marias in this class," says her teacher. "Why don't we call you Mary instead?" But Maria Isabel has been named for her Papa's mother and for Chabela, her beloved Puerto Rican grandmother. Can she find a way to make her teacher see that if she loses her name, she's lost the most important part of herself?

*Name Calling* by Itah Sadu (PreK-2)

- Students deal with racist name-calling in the schoolyard of an ethnically diverse school. The brilliant illustrations in this short picture book capture a diverse student body.

*The Night the Bells Rang* by Natalie Kinsey-Warnock (3-5)

- Mason is the victim of bully, Aden Cutler, and often takes his frustration out on his own younger brother. But an unexpected act of kindness from Aden, followed by his death in World War I, make Mason reevaluate his treatment of his sibling and his perceptions of his tormentor.

*Nobody Knew What to Do* by Becky Ray McCain (PreK-2)

- In this short but powerful book, a boy tries to figure out what to do when he repeatedly witnesses a classmate being bullied. The realistic illustrations and straightforward delivery of the story make it a compelling read-aloud.

*Oliver Button is a Sissy* by Tomie DePaola (PreK-2)

- Oliver Button would rather read, dance and draw pictures than play football like the other boys. His classmates' taunts don't stop him from doing what he likes best, and his practice and persistence pay off in the end – when Oliver Button is a star.

*Pinky and Rex and the Bully* by James Howe (3-5)

- Pinky's favorite color is pink, and his best friend, Rex, is a girl. Kevin, the third-grade bully, says that makes Pinky a sissy. Deep down, Pinky thinks Kevin is wrong, but he's still worried. Does Pinky have to give up his favorite things, and worse, does he have to give up his best friend? Useful as a peer education tool when read to younger students by older ones.

*Play Lady/La Senora Juguetona* by Eric Hoffman (PreK-2)

- Miguel's next-door neighbor is Jane Kurosawa, but everyone calls her Play Lady. Like the kids in the neighborhood, Play Lady loves the mud, and she even lets the children make a river in her yard. When Play Lady is the victim of a hate crime, the children figure out how to help their friend and heal their neighborhood.

*The Recess Queen* by Alexis O'Neill (PreK-2)

- Mean Jean was Recess Queen and nobody said any different. Nobody swung until Mean Jean swung. Nobody kicked until Mean Jean kicked. Nobody bounced until Mean Jean bounced. If kids ever crossed her, she'd push 'em and smoosh 'em, lollapaloosh 'em, hammer 'em, slammer 'em, kitz and kajammer 'em...until a new kid came to school...

*Say Something* by Peggy Moss (PreK-2)

- Can one person make a difference? Moss' obviously didactic book, which seems designed for group discussion about bullying, focuses on the role of the bystander, a girl who sees the sadness of the victim but does nothing ("I walk on the other side of the hall. I don't say those things"). Realistic, lively watercolor illustrations show the child in a diverse school community, where kids are picked on and called names for being slow or different. The girl feels sad for them, but she looks away—until one day, when she is alone, the bullies make her cry, and her friends do nothing. The dramatic climax is quiet: the girl reaches out to a child who always sits alone on the bus, and the children have fun together. This is one of the best of the recent books for discussion about teasing; its direct, first-person narrative and informal portraits bring close classroom, hallway, and schoolyard scenarios for kids and adults to talk about.

*Yoko* by Rosemary Wells (PreK-2)

- What a great day it's going to be! Yoko's mother has made her favorite sushi for lunch and packed it in a willow-covered cooler. The bus whisks Yoko to school where she greets all her friends and joins in the Good Morning Song. But when lunchtime arrives, suddenly everyone notices Yoko's sushi. The teasing starts and her happy day evaporates. With an uncanny understanding of the pleasures and pains of an ordinary school day, Rosemary Wells has created a tender, irresistible story, true to the heart of childhood.

All book descriptions have been reprinted from one of the following three sources:

- The No Name-Calling Week Resource Guide  
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- The GLSEN BookLink ([www.glsen.org](http://www.glsen.org))
- Publisher's description

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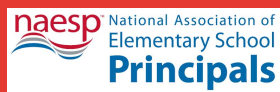


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