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**For Grades:** Primary

**Topic:** Bullying

**Target Component:** Perception/Empathy

**Set-up:**

Circle Time: Read a story about bullying (e.g., *Mine, Mine, Mine* by Sheryl Berk) to introduce topic. Ask questions about story throughout: What's happening? What may happen next? What are the characters feeling?

**Lesson:**

1. Discuss/brainstorm and write key words on board. What do they think "bully/victim" means? What is a bystander? Have they watched a fight, and what did they do? Establish common understanding of words.
2. Kindergarten—hand puppets scenario, puppy takes away snack  
Grades 1–3—role play. One child takes a snack from another  
Discuss with groups: what happened? How did participants feel?  
What can they do about it? Look at *I-Care Rules* for ideas.
3. Use story from above. Change ending using a strategy we have discussed in #2. Tie in to *I-Care Rules*.

**Homework or extensions:**

Find a book in book rack. Change the ending using the *I-Care Rules*.

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**For Grades:** Intermediate

**Topic:** Cliques

**Target Component:** Perception/Empathy

**Set-up:**

(10 min.) Icebreaker game, “Cultural labels” (space cadet, dumb jock, nerd, etc.)  
Who Am I?

**Lesson:**

(10 min.) Break into teacher-appointed groups (intentional “cultural” mix). Read story about “Being a Part of the Crowd” by Sister Bear, or Dr. Seuss’ “The Star-Bellied Sneeches.”

Why does Sister Bear perceive a certain group as the In-Group?

What does this say about the other groups? What if you are a member of the other groups?

What kinds of groups do we have in our class/school and what are their differences?

(5 min.) Bring back into larger group. Discuss small group results. How is this happening or not happening in our school?

(15 min.) Role-play, use situation named by students. Emphasize treating a person’s feelings with respect

End with Number Game in which the whole group must “win” together to emphasize team-building—Stand in circle, close eyes, take two deep breaths—as a group, count to a target number (5 more than the number of persons in the group). One person starts by saying, “1,” another at random says, “2,” someone else says, “3,” and so on consecutively. Anytime two persons say the same number simultaneously, start over with someone else saying, “1.” Continue playing until group gets to the final number.

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**For Grades:** Secondary

**Topic:** Teasing

**Target Components:** Building Community; Perception/Empathy

**Set-up:**

(10 min)

Give passage from “The Ugly Duckling” — Introduce book and summarize why we are discussing it

**Lesson:**

(30 min)

Leads into role-playing:

Assign Student A to Student B — reverse roles

Assign Student A to Student C — reverse roles

Ask the student, “How did it feel to play the reverse role?”

Ask audience what they noticed to be different about those who participated

(10 min)

Tie together—define teasing. Work toward creating a motto or rule for future classroom use.

Remind students that the Ugly Duckling grew up to become a beautiful swan.

**Homework or extensions:**

Think about situations involving teasing and how they can be resolved.

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**For Grades:** K-3

**Topic:** Strategies for dealing with Anger

**Target Component:** Anger Management

**Set-up:**

Teacher will read *When Sophie Gets Angry—Really, Really Angry* to the class.

**Lesson:**

Activity 1 (immediately after reading book)

- Pass out various faces that show emotion
- Students identify each face and mimic the emotion
- Discuss what emotion Sophie had in the book

Activity 2

Have children move to work station (set up before lesson) and use blank paper and paint to color anger

Activity 3

Tie in how children feel about their anger and how it relates to Sophie (How did she deal with it? How will they deal with it?)

Introduce children to “Emotion Station”—

- Bean Bag punch
- Toys to hug
- Quiet station

Let children know they can use these stations throughout the school year when they feel angry

**Homework or extensions:**

End with group singing, “When You’re Angry and You Know It...” (stomp your feet, punch a bag, take a run, etc.)

Use “emotion station” throughout the year

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**For Grades:** 3–5

**Topic:** Respecting Differences

**Target Component:** Perception/Empathy

**Set-up:**

Introduce a classmate. Students discuss what they see (e.g., she’s wearing a watch on her left arm, blue jeans, etc.). Take the person outside the classroom, make a subtle change in appearance. When the student comes back in, see if students can identify the difference.

Whole group brainstorm: If you can meet anybody from anywhere in the world, what would you ask them? Write those down to take with us.

**Lesson:**

Today we’re going on a virtual field trip ([virtualtravel@baisd.net](mailto:virtualtravel@baisd.net)) at BAISD. When we get to our room we will link up with other classrooms from around the world. You will be able to see and talk to those other students. This is where your questions come into play.

When we get back to our classrooms, have a group discussion about what they learned specifically.

Individually, students create a Venn Diagram (pass out worksheet) showing what they’ve learned. Include at least five responses in each section

**Homework or extensions:**

We’ve spent the last month learning about different cultures. During the discussion, after the virtual tour, ask if they were surprised by anything they heard.

Let students know that we will pair up as pen pals with these students we are meeting.

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**For Grades:** 7–9

**Topic:** Sexual harassment vs. flirting

**Target Component:** Understanding conflict

**Set-up:**

Bring in a newspaper article on sexual harassment and read it to the class

**Lesson:**

Show transparency (p. 287) to students and discuss in detail (15 min.)

Break into small groups and complete handout (p. 289)—2 scenarios. Students and teachers will share their responses (20 min.)

**Homework or extensions:**

Create an additional scenario that could be considered either flirting or sexual harassment. Discuss what factors distinguish the two.