



Capistrano Unified School District

K-12 Cultural Proficiency Lessons

2021-2022

Preface

The mission of the Capistrano Unified School District is “to prepare our students to meet the challenges of a rapidly changing world,” which is a world that is increasingly global and diverse. These K-12 lessons were created as part of CUSD’s Cultural Proficiency Plan, adopted in 2020. The lessons introduce students to age-appropriate material promoting empathy, belonging, compassion, understanding self and differences, being an upstander, conflict resolution, stereotypes, prejudice, identity, and effective communication and problem-solving skills. The lessons are evidence-based and age appropriate.

The lessons empower students to be upstanders and to value cultural differences as assets on which education experiences are built. Students will know how to work with, collaborate, and understand people in a diverse world. One lesson is provided to each grade level once per year and takes approximately one hour of class time. In the following pages you will find the lessons for each grade level.

Grade Level Lesson	Theme and Objective of the Lesson
Kindergarten	Empathy, Appreciating Differences, Understanding Self, Learning about Others
First Grade	Empathy, Appreciating Differences, Understanding Self, Learning about Others
Second Grade	Understand Similarities and Differences, Appreciate Differences, Understand How Others Will Feel When Being Teased
Third Grade	Understand What Being an Upstander Means, Recognize Unfair Practices, Explore How to Intervene When Bullying is Observed
Fourth Grade	Understand Different Types of Conflicts, Explore Different Approaches to Dealing with Interpersonal Conflicts, Practice Effective Conflict Resolution Skills
Fifth Grade	Understand the Role and Responsibility of Bystanders, Explore How to Intervene with Different Bullying Scenarios
Sixth Grade	Explore Important Aspects of Identity, Understand Identity-Based Bullying, Explore Ways to Be an Upstander
Seventh Grade	Understand How Stereotypes and Prejudice Develop, Identify the Effects of Name-Calling and Rumors, Explore How to Respond
Eighth Grade	Preventing Bullying by Understanding and Recognizing Labels, Stereotypes, and Prejudice
Ninth - Twelfth Grades	Explore Identity, Appreciating Differences



Lesson Plan for	Some Do, Some Don't	
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Materials:	
It's OK to be Different (read aloud) Better Together Song Some Do, Some Don't Google Slides Pre-/Post-assessment	
Procedure: Describe how you will:	
Introduce:	"Students, today, we are going to learn how people differ in many ways, even when they have some things in common or are part of the same group. You, also, will understand the importance of appreciating differences."
Communicate Lesson Objective:	"Today, you will be able to: <ul style="list-style-type: none">● Identify how you can do things that are both the same as and different from how other people do things, and you can be interested in both.● Describe some ways that you are similar to and different from other people."
Teach Content:	Read the Story, " It's OK to be Different " Ask a volunteer to share, "What words would a friend use to describe you." (i.e., friendly, athletic, beautiful eyes, etc.) Discussion Questions "We are all different and that is okay. Who do you know that is different from you? What is it about them that makes them different from you?" "If you wanted to show them kindness, what would you do?" "Sometimes we may think that when we see someone doing something that everyone would want to do that or that "all" kids want to do that activity. This is not always true. For example, you may really like to play with Legos, but someone else does not like to play with Legos. This is okay. Some do and some don't." "So, we are using the words, 'Some do, Some Don't.'"

<p>²Practice Content:</p>	<p>Ask the following questions:</p> <p>“Do all kindergartners want to play blocks?” (Have students think and decide, “Yes” or “Some do, Some don’t.”) “If you chose ‘Some Do, Some Don’t’ that is correct because not all kindergartners want to play with blocks, some want to play with Legos, draw pictures, etc.”</p> <p>“Do all kindergartners like the beach?” (Have students think and decide, “Yes” or “Some do, Some don’t.”) “If you chose ‘Some Do, Some Don’t’ that is correct because not all kindergartners like the beach, some do not like the sand or getting wet.”</p> <p>“Do all kindergartners have brown hair?” (Have students think and decide, “Yes” or “Some do, Some don’t.”) “If you chose ‘Some Do, Some Don’t’ that is correct because not all kindergartners have brown hair, some have black hair, blond hair, red hair, etc.”</p> <p>“Is everyone the same?” (Have students think and decide) “No, everyone is not the same, we may have a lot of things in common with others, but we are also different. That is what makes the world so great!”</p>
<p>Summarize:</p>	<p>Explain the problems associated with judging someone based on what they look like on the outside.</p> <p>“When people think that everyone in a group is exactly the same or likes or does the same things, those are guesses about what people are like, and they are often wrong.”</p> <p>“You can’t know what someone is really like unless you ask him or her or get to know him or her.”</p> <p>Get to Know Someone</p> <p>“So, how do we get to know someone? What do you think we have to do?” (Give think time, and ask for response)</p> <p>“In order to get to know someone, we have to ask them questions.”</p> <p>“Here are some things you can ask to get to know someone, instead of guessing what they are like.” (i.e., What’s your favorite book? What’s your favorite game? Do you have a pet?)</p>

<p>3</p>	<p>Think About it...</p> <p>“Is it fair to think people are just like everyone else?” (Give think time) No</p> <p>“What’s the problem with thinking that everyone is the same?” (Give think time)</p> <p><i>“Guesses about what someone is like based on what they look like on the outside could be wrong; everyone is different; no one is exactly the same.”</i></p> <p>“What should you do instead of guessing what people are like or thinking they are like everyone else?”</p> <p><i>You should ask them, talk to them, spend time with them.</i></p>
<p>Close:</p>	<p>“Remember, we are all different and that is okay. Some people like the same things and some people do not. It is okay to be you. We will try to avoid taking guesses about what others are like. We have to get to know them by asking them questions about what they like and what they don’t like. This is how we get to know one another. We are all unique and we are all special. Thank you!”</p>



Lesson Plan for	Understanding People	
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Materials:	
The Soccer Game Story (Read Along) Google Slides Presentation Paper Pre-/Post-assessment	
Procedure: Describe how you will:	
Introduce:	<p>Students discuss how guesses about what people are like based on their outer appearance can cause people to make incorrect guesses about others and miss opportunities to get to know one another.</p> <p>“I want you to think about a few questions before we start.”</p> <ul style="list-style-type: none">● “Have you ever felt that someone thought you were a certain type of kid based on the way you look, talk, and act? How did it make you feel?” (Give time to think. Have students share.)● “Have you ever found yourself thinking someone is a certain type of person based on the way she or he looks, talks and acts? What have you tried to stop doing this?” (Give time to think. Have students share.)● “Have you ever found yourself thinking that a certain group of people are “all” alike because of the way they look, talk and act? What strategies have you used to stop doing this?” (Give time to think. Have students share.) <p>“All those questions I asked are guesses about what people are like, and they are often wrong.”</p> <p>“If someone thought that you were a certain type of kid based on the way you look, talk and act without getting to know you, then they are making guesses about who you are, which are often wrong.”</p> <p>“If you thought someone is a certain type of person based on the way she or he looks, talks and acts, then you are making guesses about what that person is like, and that is often wrong.”</p> <p>“If you thought that a certain group of people are “all” alike because of the way</p>

5	<p>they look, talk and act, then you are making guesses about that group of people, and those guesses are often wrong.”</p> <p>“Sometimes we think we know what a group of people are like based upon how they look on the outside, which may be false or only partly true. What is on the outside is a small part of who a person is.”</p> <p>“Thinking you know what someone is like, thinking you know how someone is going to act, and/or saying “all,” “every,” “none,” “only,” “always,” and “never” about people in certain groups, such as NO boys _____ or ONLY babies can _____ or ALL teenagers are like _____ can be a problem because these are guesses that are often wrong. Let us go over some examples of guesses we make about a group of people. As we go over these guesses about a group of people, think about how making these thoughts could be harmful and hurtful.”</p> <p>Examples:</p> <p>“Only boys play video games. Is this true or not true?” (Give time to think, have students respond) “Not true. Some boys do like video games, and some may not. Some girls like video games, and some may not.”</p> <p>“All boys like blue and all girls like pink. Is this true or not true?” (Give time to think, have students respond) “Not true. Some boys may like blue, some don’t, some girls may like blue.”</p> <p>“Only boys play with trucks, and all girls play with dolls. Is this true or not true?” (Give time to think, have students respond) “Not true. Some boys may like to play with trucks, some boys may like to play with dolls, some boys may like to play with both trucks and dolls. Some girls may like to play with trucks, and some may not like to play with dolls.”</p>
Communicate Lesson Objective:	<p>“Today, you will be able to:</p> <ul style="list-style-type: none"> ● Identify how you can do things that are both the same as and different from how other people do things, and you can be interested in both. ● Describe some ways that you are similar to and different from other people.”
Teach Content:	<p>Read the Story, “The Soccer Game.”</p> <p>Discuss the story, how many guesses about the characters in the story were true or not true. Think about it. (Give think time) “Let us go over some guesses about the characters in the story.”</p>

“This is Maddie, Mia, Max, and Ms. Denny. Each of these characters experienced guesses about themselves that are not true. Let us go over them.”

“A guess about Maddie and Mia is that ‘All girls like to dance,’ but Maddie and Mia do not care to dance. So, ‘some girls do not like to dance.’ A guess about Mia is that ‘Girls who wear dresses cannot play soccer,’ but Mia is really good at soccer even when wearing a dress. So, ‘girls who wear dresses can play soccer.’ A guess about Max is that ‘All twins like the same thing’ and ‘Boys don’t like to dance,’ but Max is not good at soccer and he likes to dance. A guess about Ms. Denny is, ‘Adults don’t play sports and do not play with kids,’ but she likes soccer and playing with kids.”

“How do you think these characters felt about these guesses, which are not true?” (Think about it). “If you thought they may feel sad, offended, disappointed, frustrated, and other uncomfortable feelings, then you may be right. These guesses, which are not true, cause uncomfortable feelings and hurt people’s feelings.”

“Why do these guesses hurt people’s feelings?” (Give think time) “If you thought because people did not take the time to get to know them, they were judged because they are a boy or girl, how old they are, or what they look like on the outside, those could be some answers. It is also unfair to make guesses about people without getting to know them.”

“What can you do, so you are not making guesses about people that may be false?” (Give time to think). “To start off, you can stop thinking you know what people are like. Get to know people better. Practice empathy, understanding what people are thinking and feeling. These could be some great strategies.”

“You can also try not to use words like, all, every, none, only, always, and never. For example, ‘all’ boys like trucks, ‘only’ kids like grilled cheese sandwiches, ‘every’ boy wants to be a police officer, ‘all’ girls like dolls, boys ‘always’ play football, men are ‘never’ nurses, ‘only’ women are nurses. When you are not using these words, you are practicing compassion, which is empathy in action. This shows you care for others and that you are concerned for others because some do, and some don’t.”

“So, in your skills practice, you will be practicing, ‘Not to judge a book by its cover.’”


<p>⁷ Practice Content:</p>	<p>Discuss how the saying “you can’t judge a book by its cover” relates to how we view people.</p> <p>Show students several books with plain or ambiguous covers and ask them, “What do you think the stories are?”</p> <p>Show them books with clear, unambiguous pictures on the covers and ask the same question. (“What do you think the stories are about?”)</p> <p>Ask students, “Is it easier to guess with the second set, and why?” (Give think-time. Call on a few students at random to tell the class.)</p> <p><i>I could see the pictures.</i></p> <p><i>The cover probably describes the story inside.</i></p> <p>Explain, “Sometimes we think about people the same way we think about books—we look at the outside and guess what’s on the inside. Getting to know others is how we can find out what they are really like on the inside.”</p> <p>“In your activity, you are going to create a book cover. The front cover could be a symbol that represents you or a color but does not give too much information about you. On the inside, draw pictures or write words that tell me more about you, like what you like, who is in your family, and/or places you like to visit. This is a good practice to demonstrate why not to judge a book by its cover.”</p>
<p>Summarize:</p>	<p>Discuss the activity:</p> <p>Ask the class, “What it means to say, ‘you can’t judge a book by its cover.’” (Give think-time. Call on a few students at random to tell the class).</p> <p><i>You can’t know what’s on the inside by just looking at what’s on the outside.</i></p> <p>Discuss how you can find out what people are really like, such as what they think or what they like to do.</p> <p><i>Talk to them; spend time with them.</i></p> <p>Discuss how you can change guesses about what people are like based on their outer appearances.</p> <p><i>Think something different; find out what the person is really like.</i></p> <p>Discuss what you could do if you hear someone making guesses about what people are like based on their outer appearance .</p> <p><i>Tell him or her that “some do, some don’t;” remind him or her that guesses about what people are like based on their outer appearance aren’t true about all people and are unfair; suggest getting to know the person to find out what he or she is like.</i></p> <p>“Now, I’m going to share some pictures with you.” (Share pictures) “By looking at these pictures from the outside, can you really know what these students are</p>

8	like on the inside?” (Think about it) “Do you know anything special about these students?” (Think about it) “If you think they are famous, you are right! This is LeBron James. He is a famous basketball player and plays for the Lakers. This is Ryan. He is a famous Youtuber. This is Taylor Swift. She is a famous singer-songwriter. This is Jennifer Lopez. She is a famous dancer, singer and actress. This is Jackie Chan. He is a famous martial artist and actor. This is Michelle Obama. She is our very first Black First Lady of the United States.”
Close:	“People can look different on the outside. It is important to appreciate and respect their differences. Take the time to get to know people and stop thinking you know who they are by the way they look on the outside.” Remember that your entire class is better because of each student’s unique talents, similarities, and differences.”



Lesson Plan for	Appreciating Differences	
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Materials:	
<p>Computer</p> <p>Second Step Lesson 8: Appreciating Differences Lesson Card or online</p> <p>Empathy Poster</p> <p>Skills Practice</p> <p>Empathy Song Video</p> <p>Pre-/Post-assessment</p>	
Procedure: Describe how you will:	
Introduce:	<p>“Today you’ll learn about appreciating people’s differences.”</p> <p>Brain Builder: Common Ground</p> <p>Have students stand, facing their partners. “Let’s play Common Ground. You and your partner will learn ways you’re alike—or similar—and ways you’re different. The space between you and your partner is your ‘common ground.’ When you jump to it, it means you’ve found something in common.” Practice the steps slowly. Remind students to use their skills for learning. Cue skill use with the Skills for Learning Cards. “Let’s play!”</p> <ol style="list-style-type: none"> 1. Read the question out loud. 2. Students show a thumbs-up or thumbs-down. 3. Partners with the same answer step together, then slap hands. Partners with different answers squat down. <p>Questions</p> <p>“Do you like: Eating fish? Studying science? Building models? Going on field trips? Climbing ropes?”</p> <p>Play a few rounds. Increase the challenge as desired (see Following Through Card 8). “Raise your hand if you and your partner found several ways you’re alike.” Comment on the number of hands up. “You found a lot of common ground! Think about the ways you are similar and different.” Give think-time. “You’ll need to remember them for today’s skill practice.”</p>
Communicate Lesson Objective:	“Today, you will:

	<ul style="list-style-type: none"> ● Name similarities and differences between people ● Predict how others will feel when teased for being different”
<p>Teach Content: 10</p>	<p>Story and Discussion</p> <p>Have students sit down. “Let’s learn about two students who find something they have in common and learn to accept their differences.” Show the photo. “Here are Yasaman and Olivia. Yasaman recently joined Olivia’s third-grade class.”</p>  <p>1. “Look at the photo and think about ways that Olivia and Yasaman appear different.” (Clothing. Ethnicity.) “Yasaman comes from Iran. She wears different clothing from Olivia. English is not her first language. Sometimes Olivia laughs when other students tease Yasaman for being different.”</p> <p>2. “Why would some of the students laugh at Yasaman?” (She’s different. They don’t understand how she acts. They don’t consider how she feels.)</p> <p>3. “How do you think Yasaman feels when students tease and laugh at her?” (Sad. Hurt. Embarrassed.) “Teasing or laughing at someone because he or she is different is not respectful.”</p> <p>4. “Look at the photo again and think about ways the girls are similar.” Give think-time. (Both are girls. Both are third-graders. Both are doing art.)</p> <p>Point to the photo. “Olivia notices that Yasaman is really focused on her art project. Olivia also enjoys doing art. She’s interested in learning how to make the designs Yasaman is making.”</p> <p>Think, Turn, Tell 1</p>

11	<p>5. "Think about how Olivia could get to know Yasaman better." Give think-time. Turn and tell your partner your ideas. (Comment on her designs. Ask to learn how to draw the designs. Invite her to play at recess.)</p> <p>"Olivia decides to take charge and comment on Yasaman's designs. Yasaman explains that they are traditional designs from Iran. She teaches Olivia how to make one. Later, they play together at recess. Yasaman and Olivia are becoming friends."</p> <p>Think, Turn, Tell 2</p> <p>6. "Think about what Olivia could say to the other students at school if they tease or laugh at Yasaman again." Give think-time. "Turn and tell your partner your ideas." (Teasing hurts people, and it's against the rules! People deserve to be treated with respect. Think about how you'd feel if we laughed at you!)</p> <p>7. "What can help Olivia and the other students feel or understand how Yasaman might be feeling?" (Imagine being her. Remember when they were teased.) Point to the Empathy Poster. "Having empathy helps you understand things from someone else's perspective. This helps you <i>accept</i> and <i>appreciate</i> others' differences. Appreciating people's differences is respectful."</p> <p>"Let's listen to 'The Empathy Song.' Show a thumbs-up each time you hear what "empathy" means."</p> <p><i>Play the song.</i></p>
Practice Content:	<p>Skill Practice</p> <p>"Today's activity will help you get to know your partner better. Knowing people better helps you appreciate their differences.</p> <p>Think about the ways you learned you and your partner were similar and different during today's Brain Builder. Think about something you'd like to learn from your partner, like how Olivia wanted to learn how to make designs from Yasaman."</p> <p>Have students sit with their Second Step partners. Distribute one copy of the Lesson 8 Handout plus colored pencils to each student. Read the directions out loud. Give students about ten minutes to complete the handout. When students are finished, have the class discuss their thoughts and feelings about the activity.</p> <p>"Show a thumbs-up if you learned something new about your partner." Comment on the number of thumbs up. "The more you know someone, the more you can appreciate that person as an <i>individual</i>."</p>
Summarize:	<p>"Today you learned about noticing similarities and appreciating people's</p>

	differences. Appreciating differences shows ____ (respect). What can help you understand another person's perspective? (Empathy.) Having empathy and showing respect help you get along with others."
Close: ¹²	"It is important to remember that there are similarities and differences between people and that is good. Differences amongst people make the world a better place. It is just as important to be able to understand how others will feel when teased for being different and to stand up against that."



Lesson Plan for	Being an Upstander	
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Materials:	
<p>Second Step Bully Prevention: Bystander Power Lesson 4 (Adapted)</p> <p>Google Slides Presentation</p> <p>3 R's Poster</p> <p>Skills Practice</p> <p>Pre-/Post-assessment attached</p>	
Procedure: Describe how you will:	
Introduce:	“Today, we are going to go over what it means to be an upstander, why it is important, and how to respond if someone is being treated badly.”
Communicate Lesson Objective:	<p>“Today, you will...</p> <ul style="list-style-type: none"> ● Define ‘upstander’ ● Identify what being unfair means ● Demonstrate ways that bystanders can help stop bullying in response to scenarios, which are short stories”
Teach Content:	<p>“What is fairness?” (Give think-time) “Being kind, respectful and playing by the rules.”</p> <p>“Think to yourself: What if you go out to recess and you really wanted to play soccer. Everyone who wanted to play got selected to be a part of a team and you were not chosen. You asked why and they said you are not athletic. Is that fair?” (Give think-time)</p> <p>“What is respect?” (Give think-time) “Respect is treating someone how you and they want to be treated. Caring about the thoughts, feelings, and rights of someone else.”</p> <p>“Think to yourself: After students tell you that you are not athletic, you get angry and in a loud voice shout, ‘You are all losers!’ Is that respectful?” (Give think-time)</p>

“Fairness and Respect

Both in school & in life, we all deserve to be treated with respect and to be treated fairly. Even people we dislike or don’t get along with, shouldn’t be treated disrespectfully or unfairly.

However, we aren’t always treated like this. Sometimes other people can hurt our feelings or make us upset. Sometimes it’s an accident and they don’t mean to do it. Sometimes it isn’t an accident.

When someone is treated unfairly, it’s everyone’s responsibility to stand up for that person. It’s everyone’s responsibility to **be an upstander!**”

“What is an Upstander?

Upstander is someone who does something that prevents or reduces the bullying they see or comes to the aid of another person who is being bullied by showing them kindness. Research shows that others speaking out or taking action stops bullying behavior over half the time within seconds!”

Story and Discussion

1. “This is Jackie, Daniel, Miranda, & Michael. Jackie walked up to some of her classmates after school & saw they were doing a dance for a challenge. She asked to join them, but Daniel told her no. When Jackie asks why she can’t join, Daniel tells her that girls can’t dance and is for boys only. She asks why Miranda can join, but she can’t. Daniel tells her Miranda is only allowed to film and isn’t dancing. Jackie starts to cry and Daniel, Michael, and Miranda start to laugh at her and call her a cry baby.”

Think, Turn, Tell 1

2. “Is anyone being treated unfairly?” (Give thinking time)
(Yes) “Who?” (Jackie)
3. “What is unfair about this situation?” (Give thinking time) “Turn and tell your partner your ideas.” (Daniel is saying dances are for boys only. That’s unfair to girls, because girls can do anything boys can do.)
4. “What is disrespectful about this situation?” (Give thinking time) “Turn and tell your partner your ideas.” (These three students are leaving Jackie out. They are laughing at her. They are calling her names.)

Think, Turn, Tell 2

5. “Is anyone being disrespectful?” (Give thinking time)
(Yes) “Who?” (Daniel, Michael, and Miranda)
6. “ What could have Daniel, Michael, and Miranda done differently?” (Give thinking time)

15	<p>7. "Should anyone here have been an upstander?" (Yes) "What makes you think so?" (Give think time)</p> <p>8. "How can Michael be an upstander?" (Give thinking time) "How can Miranda be an upstander?" (Give thinking time)"Turn and tell your partner your ideas." (They can defend Jackie, tell Daniel to stop, apologize, ask her to join in, and get an adult to help. Daniel can apologize and include Jackie. Jackie can be assertive and tell how she feels and to stop.)</p> <p>9. "You can use the 3 R's to help you deal with bullying: Recognize, Report, Refuse.</p> <ul style="list-style-type: none"> ● Recognizing is asking yourself, 'Is it mean on purpose?', 'Am I able to get it to stop?' ● Reporting is asking yourself if you need to get help from a trusted adult ● Refuse is taking a stand and saying, 'Stop it!' Be an Upstander" <p>Note: By expanding the possibilities of this story, the teacher could also end the discussion by asking, "What else could Jackie have done besides being assertive, expressing how she feels, and telling them to stop?"</p>
Practice Content:	<p>"Next, you will do an assignment. You will read the scenarios and I want you to think about who is being treated unfairly and who here has the responsibility and opportunity to make the situation better."</p> <p>Have students complete Skills Practice.</p>
Summarize:	<p>"Today we learned:</p> <ul style="list-style-type: none"> ● Everyone deserves to be treated with fairness and respect! ● When someone isn't being treated fairly or with respect, an upstander can defend that person. ● It's everyone's responsibility to be an upstander!"
Close:	<p>"Think about:</p> <ul style="list-style-type: none"> ● Have you ever felt you weren't treated fairly? Or treated with respect? If so, would you have liked someone to stand up for you? ● When do you have the opportunity to be an upstander? <p>Remember you can be an Upstander for the person being bullied and support others by being kind and including them. In our class and in our school, we are safe and respectful."</p>



Lesson Plan for	Conflict Resolution	
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Materials:	
BrainPOP Conflict Resolution Conflict Style Comic Strips Google Slides Presentation Pre-/Post-assessment	
Procedure: Describe how you will:	
Introduce:	<p>“Think about it:</p> <ul style="list-style-type: none"> ● How do you tend to approach disagreements or conflict with other students—do you take charge, go along with the opinions of others, try to smooth over angry feelings, or focus on solutions? ● Do you find compromising with others easy or challenging? Are there particular areas or situations that are more difficult for you to compromise?”
Communicate Lesson Objective:	<p>“Today, you will:</p> <ul style="list-style-type: none"> ● Understand different types of conflict ● Explore different approaches to dealing with interpersonal conflicts ● Practice effective conflict resolution skills”
Teach Content:	<p>Explain to students that part of creating a positive classroom community is being able to resolve the conflicts that inevitably arise.</p> <p>Introduce everyday conflicts.</p> <p>Explain that everyone has a different idea of what conflict is and ask students what they consider as conflict.</p> <p><i>Conflicts can be arguments, disagreements, physical fights.</i></p> <p>Ask the class for examples of conflicts they have seen in their daily lives and write them on the board.</p> <p><i>Examples include arguing with a sibling over sharing, not wanting a friend to borrow an item, getting upset if someone talks behind my back, disagreeing about where the ball landed in Four Square, fighting with someone who has been bullying my friend.</i></p> <p>Discuss how conflict is a big part of life. Conflict is fairly common, necessary, and can even be positive. <i>Conflict helps us realize something needs to change or</i></p>

17	<p><i>that someone isn't happy with a particular situation; it can bring people closer together when resolved; it gives people the opportunity to share their feelings.</i></p> <p>Ask students for examples of the different ways their friends, parents, teachers, coaches, siblings, and grandparents handle conflict.</p> <p>“What are some ways you might handle conflict?” (Review each examples)</p> <ul style="list-style-type: none"> ● <i>“People may yell and get upset, have a difficult time compromising”</i> ● <i>“express themselves calmly, listen well”</i> ● <i>“ignore it.”</i> <p>Discuss how our attitudes and reactions to conflict can be either helpful or hurtful.</p> <p>Discuss the first conflict style—Shay the Shark (Conflict Controller).</p> <p>“What are some characteristics of a shark? <i>It's forceful, domineering, scary, always tries to win.</i></p> <p>How would a shark resolve conflict? <i>It would use physical force, take control of the situation, and push to win the conflict.”</i></p> <p>Discuss the second conflict style—Owen the Owl (Solution Finder).</p> <p>“What are some characteristics of an owl? <i>It's studious, careful, a thinker, smart, a problem-solver.</i></p> <p>How would an owl resolve conflict? <i>It would think of different ways to solve a problem; it would be thoughtful and try to come up with a solution that helps everyone.”</i></p> <p>“Discuss the third conflict styles—Tyler the Turtle (Conflict Avoider).</p> <p>What are some characteristics of a turtle? <i>It is slow, doesn't want any problems, hides when scared.</i></p> <p>How would a turtle resolve conflict? <i>It would hide or avoid conflict.”</i></p> <p>Watch Conflict Resolution Video</p>
Practice Content:	<p>Review the Conflict Resolution Video: Learning Different Perspectives</p> <p>Reflect different conflict styles learned from the video</p> <p>Have students complete the Conflict-Style Comic Strips in diverse groups of three to four, identifying which conflict style is represented.</p>

Reminder: Before distributing the strips, cut off the titles on each page so students don't see the name of the comic or know which conflict style is associated with each.

Give each group one set of **Conflict-Style Comic Strips** (Owen the Owl, Tyler the Turtle, Shay the Shark).

"In each comic, the main character is handling a situation as a Conflict Avoider (Turtle), Solution Finder (Owl), or Conflict Controller (Shark). It's your group's job to identify which comic is portraying which strategy."

As students work, encourage them to think about which clues are leading them to their decisions.

Comic Strip #1 (For Owen the Owl):

"What was the conflict between Owen and Mia?"

They both wanted to play basketball, but there was room for only one more player.

"How did they resolve the conflict?"

They took turns; they played rock-paper-scissors to decide who would go first.

"What type of problem-solving approach did Owen use?"

An Owl approach—the Solution Finder.

"Were there any benefits to resolving the conflict this way?"

Owen and Mia each got to play; they both felt good about the solution.

"Were there any costs?"

They couldn't play together because there was room for only one of them.

"Do you think this was the best way to resolve the conflict?"

Yes, because they both were happy; they could have also chosen a different activity to do together.

Comic Strip #2 (For Tyler the Turtle):

"What was the conflict with Tyler?"

Jeremy brought cookies to school, but Tyler didn't get one because someone took two; Tyler didn't speak up and say he wanted a cookie.

"How did Tyler resolve the conflict?"

He let the student have two cookies; he didn't want to cause any problems.

"What type of problem-solving approach did Tyler use?"

A Turtle approach—the Conflict Avoider.

"Were there any benefits to resolving the conflict this way?"

Tyler avoided a situation that was uncomfortable for him.

"Were there any costs?"

<p>19</p>	<p><i>Tyler didn't speak up; he was disappointed because he didn't get a cookie.</i> <i>"How could Tyler have handled the conflict differently?"</i> <i>He could have spoken up and said he wanted a cookie when Jeremy asked him.</i></p> <p>Comic Strip #3 (For Shay the Shark):</p> <p><i>"What was the conflict with Shay and Jordan?"</i> <i>They disagreed on which movies to watch during a sleepover.</i> <i>"How did they resolve the conflict?"</i> <i>Jordan tried to compromise by suggesting they watch both movies; Shay didn't want to compromise and ended up telling Jordan they wouldn't watch her movie.</i> <i>"What type of problem-solving approach did Shay use?"</i> <i>A Shark approach—the Conflict Controller.</i> <i>"Were there any benefits to resolving the conflict this way?"</i> <i>Shay got to watch what she wanted.</i> <i>"Were there any costs?"</i> <i>Shay didn't compromise; Shay controlled the situation; Jordan wasn't happy and didn't get to watch her movie.</i> <i>"Do you think this was the best way to resolve the conflict?"</i> <i>No, Jordan was upset and may not want to sleep over at Shay's house again because she didn't compromise.</i></p>
<p>Summarize:</p>	<p>Discuss the activity:</p> <p><i>"What did you learn about conflict and resolution?" (Give think-time. Call on a few students at random to tell the class their ideas.)</i> <i>"Does everyone define conflict or resolve it the same way?" (Give think-time)</i> <i>"Do you think conflict is always good or bad?" (Give think-time. Call on a few students at random to tell the class their ideas)</i> <i>Good or bad often depends on how the conflict is handled.</i> <i>"When is conflict beneficial?" It is helpful when I learn something about a person, when I come up with a solution that benefits others and me, when it stimulates new thoughts about an issue, when I get along better with others.</i></p>
<p>Close:</p>	<p><i>"I hope you learned about yourself and the three approaches to conflict. Whether you are the avoider, the solution finder, or the conflict controller, regardless of what method you use, I want you to know that conflict is not always bad, and it could be beneficial. The important thing is that when we are involved in conflict make sure you learn something about someone. You may come up with solutions that benefit you and someone else. Maybe you can come up with ideas someone has not thought about. Most importantly, I hope that by learning about conflict resolution, you can get along better with others</i></p>


by being a Conflict Avoider when the conflict is too hot to handle, a Solution Finder when I can talk calmly about the problem, or a Conflict Controller when someone needs firm guidance to behave safely. Being able to handle conflicts in a peaceful way can help everyone get along better. Thank you!”

Lesson Plan for	Bystander Responsibility	(lesson title)
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Materials:

- Second Step Bullying Prevention: Bystander Responsibility Lesson 3
- Computer
- [Bystander Power Poster](#)
- [Three Rs of Bullying Poster](#)
- [Bystander Responsibility Video 1](#)
- [Bystander Responsibility Video 2](#)
- [Pre-/Post-assessment](#)

Procedure: Describe how you will:

<p>Introduce/Warm Up:</p>	<p>“When you are a bystander, someone who watches someone else getting picked on or bullied and not say anything, it can cause you to have uncomfortable, complex feelings. How might you feel if you were a bystander to bullying?” (Sad. Angry. Afraid. Frustrated. Guilty. Relieved. Interested. Conflicted.) “What are some things you can do to help stop bullying if you are a bystander?” Refer to the Bystander Power Poster. (Be supportive. Report or help report the bullying. Stand up for the person being bullied. Be respectful and kind. Include everyone.) “What are some ways you can be kind and respectful if you see or know that bullying is happening?” (Invite the bullied student to join in. Say encouraging things. Smile. Be polite. Say hi.)</p> <p><i>Select Next.</i></p> <p>Everyone looks at the screen. “What do you think most students at this school did and thought when they walked by this litter and broken glass?” (Nothing. Ignored it. Thought, “It’s not my responsibility.” “Someone else can pick it up.” “The janitor can do it.”) “What do you think would be the right thing for students at our school to do if they walk by litter like this?” (Tell an adult about the broken glass and litter. Pick up the litter. Help keep the school clean. Get other students to help pick up the litter.)</p> <div data-bbox="495 1587 834 1747" data-label="Image">  </div> <div data-bbox="505 1766 557 1776" data-label="Text"> <p>SECONDSTEP</p> </div> <div data-bbox="724 1770 824 1776" data-label="Text"> <p>© Corwin for Children. All Rights Reserved.</p> </div>
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“Our school is a community. Communities share responsibilities. In our school community, we are all responsible for being respectful to property and keeping our grounds safe. Litter is not respectful. Some litter, like broken glass, is unsafe. If you see litter that is unsafe to pick up, it needs to be reported to an adult.”

Select Next.

“Now, look at what is happening in this photo. Just like in the last photo where students walked by litter and broken glass and did nothing, the bystanders in this photo are doing nothing to help stop the bullying. Why do you think the bystanders are doing nothing to help?” (They think it’s funny. They’re afraid to do anything because they might be bullied too. Peer pressure—they just go along with what other people are doing. They don’t want to be labeled a “snitch” or a “tattletale.” They’re used to it. They feel like he deserves it.)



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“How are these bystanders part of the bullying problem?” (They are watching and doing nothing. Some may be joining in. Some may be laughing. If no one who sees the bullying tries to stop it, the people bullying may think other kids think it’s okay and continue.)

“What do you think would be the right thing for bystanders at our school to do when they see bullying like this happening?” Refer to the Bystander Power Poster. (Be supportive. Report or help report the bullying. Stand up for the person being bullied. Be respectful and kind. Include everyone.)

“Just like it’s everyone in our school’s responsibility to be respectful to property and keep our school grounds safe, it’s everyone at our school’s responsibility to be respectful to people and make sure everyone feels safe

	too. Today we are going to continue to talk about the right things to do as bystanders to keep our school safe from bullying.”
²³ Communicate Lesson Objective:	<p>“Today, you will:</p> <ul style="list-style-type: none"> ● Understand how bystanders can be part of the bullying problem ● Understand that helping stop bullying is the right thing to do ● Decide on and practice positive bystander responses to bullying”
Teach Content/Story & Discussion:	<p>“As you watch the first part of this video, think about what the bystanders should do.”</p> <p style="text-align: center;"><i>Select Play to show Part 1 of the video.</i></p> <p>1. “Touch your head if you think Andrew is being bullied.” Comment on the number of touched heads. “How do you know Andrew is being bullied?” Refer to “Recognize” on the Three Rs of Bullying Poster. Call on a few students at random. (Dario and other kids keep being mean to Andrew. Dario pulls his hair so he will freak out. Dario and other kids laugh at him. Dario is popular, and Andrew isn’t.)</p> <p>2. “Because Andrew acts differently from a lot of the other kids and does things people may think are annoying, does that make it okay for Dario to bully Andrew?” (No.) “It’s never okay to bully someone because they are different or you think they are annoying. Everyone deserves to be treated with respect—Andrew, too.”</p> <p>Think, Turn, Tell</p> <p>3. “Why do you think no one is standing up for Andrew?” Give think-time. Turn and tell your partner what you think. Call on a few students at random to tell the class their ideas. (Andrew’s weird, different. They think it’s funny. They don’t want to seem like they’re tattling. Other kids might make fun of their trying to help Andrew. They might be afraid Dario will pick on them.) “How are these bystanders part of the bullying problem?” (They’re letting the bullying happen. They’re doing nothing to help stop it. The bullying may continue or get worse if no one steps up to help.)</p> <p>4. “Why does Isaac feel conflicted about reporting the bullying to Mr. Bell?” (He’s worried Dario might find out he reported. He’s afraid Dario will pick on him next.)</p> <p>Think, Turn, Tell</p> <p>5. “What do you think is the right thing for Isaac to do?” Give think-time. Turn and tell your partner what you think. Call on a few students at random to tell the class their ideas. (Report the bullying to Mr. Bell. Stand up to Dario. Be supportive to Andrew.)</p>

<p>24</p>	<p>“Even though you may have conflicting feelings like Isaac, if someone is being bullied you have to do the right thing. The right thing for Isaac to do is to help stop the bullying.”</p> <p style="text-align: center;"><i>Select Play to show Part 2 of the video.</i></p> <p>6. “Isaac had the courage to do the right thing! How did Isaac help stop the bullying?” Refer to the Three Rs Poster and the Bystander Power Poster. (He recognized Andrew was being bullied. He reported the bullying to Mr. Bell. He refused to let the bullying keep happening by alerting the playground supervisor. He was Andrew’s “buddy.”)</p> <p>7. “Mr. Bell asked Isaac to be Andrew’s “buddy” or “supporter.” What did Mr. Bell say it means to be a buddy?” (You’re someone who sticks up for the bullied person. You’ll report or help report if the bullying keeps happening. You don’t have to be best friends. You’re kind to the person being bullied. You’re supportive.) “How was Isaac a buddy to Andrew?” (He said “hi” to Andrew at recess. He asked him how he was doing. He sat next to him.)</p> <p>8. “How does Isaac feel about doing the right thing?” (Good. Proud. Like he did the right thing.) “How do you think he would have felt if he decided to do nothing?” (Guilty. Ashamed. Sorry for Andrew. Worried that it might continue.)</p> <p>“Doing the right thing sometimes takes courage. The more of you who are willing to do the right thing when you see bullying happen, the easier it will be for other bystanders to do the right thing too.”</p>
<p>Practice Content/Skills Practice/Activity:</p>	<p>“Now you are going to do an activity where you will practice doing the right thing when you are a bystander to bullying.” Remind students: “When you practice, don’t act out the bullying. You’re practicing what to do after the bullying has already happened.” If time is limited, select the scenario from the Activity Menu that best suits your students, or come up with one of your own.</p> <p style="text-align: center;"><i>Select Scenario 1.</i></p>  <p style="text-align: center;">secondSTEP © Committee for Children. All Rights Reserved.</p> <p>Read the scenario aloud: “Juliza just moved here from Central America and is learning English. Roberta makes fun of Juliza every chance she gets. She calls Juliza names and mimics the way she talks, trying to get the other kids to laugh at Juliza too.”</p>

“With your partner, decide what you would do to help stop the bullying if you were a bystander: report, refuse, or support. Then take turns practicing what you would do.

- To *report* the bullying, one partner pretends to be the adult, while the other partner reports assertively.
- To *refuse* the bullying, one partner pretends to be the person who bullied, while the other partner is the bystander who uses respectful words to assertively refuse to let the bullying happen. Don’t act out the bullying.
- To *support* the person being bullied, one partner pretends to be the person who was bullied, while the partner says or does something kind and supportive.”

Walk around and coach students as needed as they practice. After two to three minutes, call on partners to demonstrate what they practiced. Repeat the process as time allows for the next two scenarios.

Select Next to show Scenario 2.



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Read the scenario aloud: “Mark and his friends will never let Sami play Four Square with them at recess. Mark tells Sami no “dark-skinned” kids are allowed to play with their group. Mark also calls Sami mean names whenever he walks by.”

Summarize/Wrap-Up:

“Today we talked about how bystanders can choose to either be part of the bullying problem or do the right thing and help stop bullying. How can bystanders become part of the bullying problem?” (By doing nothing. By watching. By joining in.) “What are the right things for bystanders to do when they see or know about bullying happening?” Refer to the Bystander Power Poster. (Be supportive. Report or help report the bullying. Stand up for the person being bullied. Be respectful and kind. Include everyone.) “We also talked about how you can support a student being bullied by being a buddy. What can you do to be supportive if you are someone’s buddy?” (Stick up for the bullied person. Report or help report if the bullying keeps happening. Be kind. Be supportive.)

²⁶ Close/Wrap-Up:

“Remember, in our class and in our school, we are safe and respectful. Bullying is not acceptable. When we see or hear about bullying, it is important to do the right thing. Say something, help report the bullying situation, and be there for your friend to stop bullying.

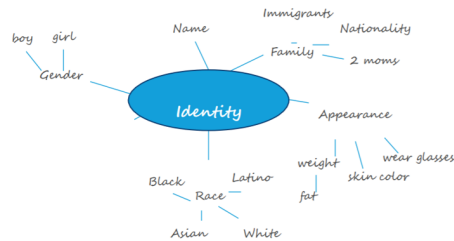
Please take the post-survey to see what you learned.”

Lesson Plan for	Identity-Based Bullying	(lesson title)
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Materials:	
<p>Scenario Worksheets #1–5 (for students)</p> <p>Be Someone’s Hero Video</p> <p>Tackling identity-based bullying in schools Video</p> <p>Identity Based Bullying Presentation</p> <p>Computer</p> <p>Second Step Bully Prevention: How to be an Upstander Lesson 11 (Adapted) Pre-/Post-assessment</p>	
Procedure: Describe how you will:	
Introduce/Warm Up: (5 minutes)	<ol style="list-style-type: none"> Share class guidelines for today’s lesson: <ul style="list-style-type: none"> “Respect each other’s points of view. Listen to others. Speak from your own experience. Participate as much as you can (to your level of comfort) and ask questions. Respect confidentiality (don’t share what others have shared). Be open to new ideas. Share air time so that everyone who wants to speak has an opportunity to do so.” Show Be Someone’s Hero Video “Think of a time you saw or heard someone being mean to another student and it made you feel uncomfortable. What did you do?” (Give time to think. Call on a few students at random to tell the class their ideas.)
Communicate Lesson Objective:	<p>“Today, you will learn:</p> <ul style="list-style-type: none"> Students will identify important aspects of identity. Students will be able to define bullying and identity-based bullying. Students will explore how to deal with identity-based bullying by reading, writing and discussing scenarios.”
Teach Content/Story & Discussion: (15 min)	<p>Defining “Identity”</p> <ol style="list-style-type: none"> Ask students: “What does the word “identity” mean? What are aspects of your identity?” (Give time to think. Call on a few students at random to tell the class their ideas.) Define identity as the qualities, beliefs, etc. that make a particular person or group different from others. Share an example using yourself. For example,

“My identity includes being Latina, and a woman.” Explain that many things shape a person’s identity and help determine who they are.

3. Ask students: “What are different parts of your identity? What does identity consist of?” Record their words, thoughts and phrases using a semantic web as illustrated below. Ask questions to elicit more ideas from the students.



4. After brainstorming, engage students in a large group discussion by asking the following questions: “What do you notice about the words and phrases on the web? Are there some things on the web that you had not thought of as being part of identity? Which of these aspects of identity are important to you?” (Give time to think. Call on a few students at random to tell the class their ideas.)

Defining “Bullying”

1. Ask students: “What is bullying?” Allow extended discussion and give this definition: “Bullying (n.) intentional physical, verbal, or social aggression. It’s often repeated over time and occurs when there’s a real or perceived power imbalance.”

2. Display the definition

3. Ask students to share examples of bullying behavior they have seen or heard about. Keep this brief. See below for examples.

- Aggression (n.) hostile or violent behavior or attitudes towards someone
- Physical bullying (n.) hurting someone’s body or possessions
- Relational bullying (n.) hurting someone’s reputation or relationships, such as by excluding them
- Verbal bullying (n.) saying or writing mean things about someone

4. Ask students: “Based on what you have learned about identity and what you know about bullying, what is identity-based bullying?”

5. Explain that “identity-based bullying is when someone is bullied based on an aspect of who they are or are perceived to be: their identity. It can also be called “prejudice-based bullying” because the bullying is based on prejudice. Remind students that prejudice is when you make a decision or form an opinion about a person or group of people without sufficient knowledge.”

6. Watch [Tackling identity-based bullying in schools Video](#)

7. Point out to students that they should never blame the person being bullied. “A person is not bullied because she or he is blind. That person is bullied

	<p>because others are biased (which is our perception of the way things are or should be, even if it's not totally accurate) against that group. For example, bullying a boy who is blind is not because the boy is blind; it is because others are prejudiced against him because of his blindness.”</p> <p>8. “When you see or hear someone being mean to another student, you’re a bystander. There’s a difference between being a bystander and being an upstander or ally.”</p> <p>9. “A bystander is anyone who’s aware that bullying is happening. An upstander or ally is someone who stands up for a person being bullied.”</p> <p>10. “How many of you have heard the term “upstander” or “ally” before?” Acknowledge the number of students who raise their hands.</p> <p>11. Review upstander or ally strategies.</p> <ul style="list-style-type: none"> ● Show Support ● Get Help ● Speak Up <p>12. “You can go from being a bystander to being an upstander or ally by choosing to stand up to identity-based bullying.”</p>
<p>Practice Content/Skills Practice/Activity: (5-10 min.)</p> <p>29</p>	<p>Identity-Based Bullying Scenarios Distribute a different Scenario Worksheet to each student.</p> <ol style="list-style-type: none"> 1. Review the five scenarios with students. Model to students how to complete the worksheet choose scenario 4 2. Instruct student.s to pick one of the four scenarios that resonates and complete the worksheet by answering the questions. Allow 5 minutes for this process. 3. When students have completed their individual work, instruct them to come back to the larger group and have some students share. 4. Engage students in a large group discussion by asking the following questions: “Did you discover anything new about bullying and specifically identity-based bullying? What were some of the solutions or actions you came up with for dealing with the bullying?”
<p>Summarize/Wrap-Up: (5 min.)</p>	<ol style="list-style-type: none"> 1. “Raise your hand if you’ve ever had someone stand up for you.” Acknowledge the number of students who raise their hands. 2. “How did it feel when that person stood up for you?” Call on volunteers to respond. 3. “Standing up to bullying, specifically identity-based bullying, can be difficult sometimes, but if we all work together, we can build a safe and respectful school community. We want our school to be the kind of place that’s supportive and encouraging for everyone. “ 4. Read the Wrap-Up prompt on the screen aloud. “The way I can be an upstander or ally to someone who is targeted through identity-based bullying is_____.” Have students write their responses on their worksheet.
<p>Close/Wrap-Up:</p>	<p>“This week, keep these upstander strategies in mind.</p>

- Show Support
- Get Help
- Speak Up

Think about how being an upstander can help our school community.

There are different ways to report bullying: “Say Something” App, tell a trusted adult, an incident report. You can make a difference and help someone. Take that stand!

Please take the post-survey to see what you learned.”



Lesson Plan for	Stereotypes, Prejudice, Name Calling, Misinformation/Rumors
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Materials:	
Name-calling video Google Slides Presentation Pre-/Post-assessment	
Procedure: Describe how you will:	
Introduce:	<p>“In this module, we are going to talk about stereotypes, prejudice, name calling, and misinformation and rumors. Before we get started, there are a few questions I want you to answer” (Students take Pre-test).</p>
Communicate Lesson Objective:	<p>“Today, you will...</p> <ul style="list-style-type: none"> ● Examine how people develop stereotypes and how stereotypes can lead to prejudice. ● Examine the effects of name-calling and how to appropriately respond to it. ● Explore the consequences of misinformation and rumors.”
Teach Content:	<p>“Now, I want you to answer the following questions:</p> <ul style="list-style-type: none"> ● What are the first thoughts that come to your mind when you think of a cheerleader? (Give time to think. Call on a few students at random to tell the class their ideas.) ● What are the first thoughts that come to your mind when you think of construction workers?” (Give time to think. Call on a few students at random to tell the class their ideas.) ● “Are all the characteristics that you wrote down for each role accurate?” (Give time to think. Call on a few students at random to tell the class their ideas.) ● “Some could be assumptions: <ul style="list-style-type: none"> ○ For example, not all cheerleaders are female and not all construction workers are male. ○ Assumptions are ideas that we believe are true without confirmation. ○ Assumptions can cause people to develop stereotypes.”

Stereotypes:

- “Stereotype is an oversimplified generalization about a person or group of people without regard for individual differences.”
- “Even positive assumptions of other people can create negative consequences. For example, if people held the assumption that all cheerleaders are honor students, then someone who is not an honor student may not feel qualified to participate.”

Practice Content:**Discussion Questions 1:**

1. “Now that we went over assumptions and stereotypes, are you reconsidering any of your original responses about cheerleaders and construction workers?” (Give time to think. Call on a few students at random to tell the class their ideas.)
2. “Do any of your responses appear to be a result of some stereotypes that you did not know you had?” (Give time to think. Call on a few students at random to tell the class their ideas.)

Prejudice:

- “Prejudice- is prejudging or making a decision about a person or group of people without sufficient knowledge.
 - This is frequently based on stereotypes.
 - Prejudice is often a result of judging a person or group on the basis of things over which they have no control (like skin color, height, gender, and so on)”

Discussion Question 2:

1. “How often do you think people judge others on characteristics they cannot control?” “Have you ever seen an example of this?” “What was the situation?” (Give time to think. Call on a few students at random to tell the class their ideas.)

Name-calling:

- “Sometimes stereotypes can lead to name-calling
- Name-calling can have life-time effects such as low self-esteem, depression and anger”

Discussion Question 3:

1. “What name(s) have you been called before and how did it make you feel?” (Give think-time. Turn and tell your partner. Call on a few students at

random to tell the class.)

Watch Name-calling Video

Responding to Name Calling

- “Some ways that you can respond to name calling:
 - Ignore the person
 - Suggest the person get to know you before they make assumptions
 - Asking a trusted adult for help if the name-calling continues”

Misinformation and Rumors

- “Information and stories are frequently passed from person to person.”
- “What are some possible reasons a story changes as it is repeated?” (Give think-time. Turn and tell your partner what you think. Call on a few students at random to tell the class their ideas.)
 - “People tend to remember sharp details and forget those that were less clear.
 - People fill in gaps to make a story more believable or closer to what they think it should be.
 - People exaggerate to make a story funnier or more interesting than it really is.”
- “What influences how we hear and interpret information?” (Give think-time. Turn and tell your partner what you think. Call on a few students at random to tell the class their ideas.)
 - “Our experiences, interests, and perspectives”
- “Rumor: a currently circulating story or report of uncertain or doubtful truth.”

Discussion Question 4:

1. “What harm can come from believing a rumor and what harm can come from repeating a rumor?” (Give think-time. Turn and tell your partner what you think. Call on a few students at random to tell the class their ideas.)

Responding to Rumors

- “Look for first hand sources” (try to only believe it if you hear it directly from the people involved in any given situation).
- “Avoid repeating any information that you did not directly witness happen.”

Summarize:

1. “The meaning of stereotypes and how stereotypes can lead to

	<p>prejudice.</p> <ol style="list-style-type: none"> 2. The effects of name-calling and how to appropriately respond to it. 3. Explored the consequences of misinformation and rumors”
<p>³⁴ Close:</p>	<p>“Remember, if you experience name-calling, you can:</p> <ol style="list-style-type: none"> 1. Ignore the person 2. Suggest the person get to know you before they make assumptions 3. Asking a trusted adult for help if the name-calling continues <p>If you hear rumors, you can:</p> <ol style="list-style-type: none"> 1. Look for first hand sources (try to only believe it if you hear it directly from the people involved in any given situation). 2. Avoid repeating any information that you did not directly witness happen. <p>Thank you for making a positive difference for yourself and for others by doing what is right and responsible”.</p> <p>Provide resources. “If you have any questions, please feel free to reach out to your School Counselor.” “Please take the post-test next.”</p>



Lesson Plan for	Bullying Prevention: Labels, Stereotypes, and Prejudice
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Materials:	
<p>Computer Assorted writing utensils for the classifying activity, enough for several per group Handout 6A: Labels and Stereotypes at School Bullying Prevention: Labels, Stereotypes, and Prejudice Google Slides Video 6.3 Video 6.6 Video 6.10 Video 6.13 Bystander Power Poster Pre/post-test</p>	
Procedure: Describe how you will:	
Introduce:	<p>Before class starts, display Slide 2: By nature human beings sort and classify.</p> <p>“To get started, you’re going to do an activity with your group. Take out all the writing utensils you have with you. Your group needs at least 10 items. If you do not have 10, raise your hand.” (Distribute extra writing utensils as necessary) “Sort the items into four groups based on how they are similar. You have three minutes.” (Time students) “Everyone look at how you grouped your items. How did your group decide what to do with each item?” (We sorted and classified according to common characteristics.) Call on students in a couple of groups to describe how they sorted their items. “As you may remember from the previous slide, human beings sort and classify by nature. When we organize our rooms, lockers, or notebooks, we are trying to create order out of chaos. Why does it feel good to sort and classify things?” (Brings order, we know where to find things, it helps us gain control over large amounts of items or information.)</p>
Communicate Lesson Objective:	<p>Today, you will learn:</p> <ul style="list-style-type: none"> ● Recognize that labels, stereotypes, and prejudice can contribute or lead to bullying or unfair treatment of others ● Recognize that all people are individuals beyond a label or stereotype ● Understand that increased empathy can reduce the negative effects of labeling, stereotypes, and prejudice ● Identify and practice empathic skills

<p>Teach Content:</p>	<p>“This human tendency to sort and classify things and information means we tend to do the same with people. We try to sort people into groups with common characteristics and give those groups a label. However, labels define people narrowly. Let’s listen to how one student describes his perceptions of the way students at his school are labeled.”</p> <p>Play the video 6.3 (Slide 4)</p> <p>“Labels might describe, among other things, gender (boys, girls), race (Asian, Caucasian), interests (jocks, band kids), physical appearance (big kids, short kids), or styles (preps, geeks, goths).”</p> <p>Distribute Handout 6A.</p> <p>“Now, with your partner, you’re going to identify some of the labels and groups here at school. Together, think of as many labels or groups as you can that you know of here at school. Each of you must write them down on your own handouts. You will have two minutes to finish Section 1 on Handout 6A.” (Remind students that everything they write down must be appropriate to be said out loud in the classroom.)</p> <p>“What are some of the labels or groups you were able to identify?” (Various answers) After each label is given, ask other students to raise their hands if they also wrote that label down.</p> <p>“A stereotype is an assumption you make about someone or a group of people because of how they’re labeled. An example of a label is the term jocks. A stereotype about jocks might be ‘All jocks are dumb.’ This stereotype is based on the overgeneralization that all athletically skilled people are somehow less intelligent than another group. Obviously, kids who are athletic are likely to be just as intelligent as anyone else.</p> <p>What are some stereotypes that adults have about teenagers?” (They’re disrespectful, idealistic, moody, lazy, addicted to TV and video games.)</p> <p>“What are some stereotypes that teens have about adults?” (They are controlling. Their lives are easy. They don’t understand what you’re feeling/modern problems. They forget what it’s like to be a teen.)</p> <p>Note: If the following example of a stereotype is not appropriate for the students at your school, substitute one that is.</p> <p>“Stereotypes may convey a positive or negative image. Some people might think the stereotype “All African-American kids are good at basketball” is a positive stereotype.</p>
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Can you think of a way that stereotype might actually make a person feel uncomfortable or angry?" (They might feel embarrassed if they're actually not good at basketball but are expected to be. They might want to be recognized for their own individual strengths. No one wants to be judged as a group rather than seen as unique.)

"Let's listen to a student tell about her experience being stereotyped by her classmates."

Play the video (Slide 9)

"How did it make Mizan feel to be stereotyped by her classmates?" (Angry, insulted, she wanted them to know her as an individual.)

"You will have one minute to talk in your groups about what other kinds of problems you think stereotyping (positive or negative) creates." (Give students one minute to exchange ideas. Call on a few students at random to report. Possible responses: It keeps you from seeing other people as individuals. It hurts people's feelings. It can limit people's options. It makes people feel they have to be or act a certain way.)

"Now you will do Section 2 of your handout on your own.

1. Choose two or three of the groups or labels that you think apply to you.
2. Write one in each "Group/Label" box.
3. Write down as many common stereotypes you can think of about that group or label, both positive and negative, whether you think they are true or not.

For example, if I included "jocks" as a label in Section 1 because I like to play sports, I'd write that in the "Group/Label" column. And then I'd include both positive and negative stereotypes I've heard about jocks in the other two columns.

You will have three minutes to fill out this section." (Give students three minutes to complete Section 2 of the handout.

"What are some of the negative and positive stereotypes you identified?"
(Various Answers)

"Think about the labels or groups that you identified. Are the stereotypes true for you? One of the problems with stereotypes is that people can assume that certain things about you are true when they aren't. How do you think the stereotypes that exist in our school affect the way you or other people are treated?" (Refer to the stereotypes the students named. Possible student responses: It makes us less likely to appreciate people as individuals. We make

assumptions that aren't true about people. We hurt people. We don't make an effort to get to know people.)

"Let's talk about how labeling and stereotyping relate to bullying. For one thing, students who are negatively stereotyped can be vulnerable to being bullied."
(Fill in a label and stereotype in the following phrases that might apply to your school population.)

"For example, having the thought or attitude that 'All _____ are _____' or 'People from _____ are _____' can make people feel like they have a right to mistreat others." (Emphasize that this kind of labeling and stereotyping allows students to take an "us vs. them" point of view.)

"What kinds of bullying related to labels and stereotypes do you see in our school?" (Students may mention teasing, harassing, name-calling, spreading rumors, and so on based on race, ethnicity, abilities, etc. If students mention fighting, be sure to point out that it is not the same as bullying. You may want to review the definition and emphasize that bullying is one-sided.)

"What are some of the labels or stereotypes that you identified on your handout that make some people more vulnerable to being bullied?" (If people are labeled as "weird" or "different," they are more likely to be picked on. If people are labeled "geeks," others may think they have a "reason" or "right" to bully them.)

"No one ever deserves to be bullied. We all have the right to be treated with respect. WE all have the right to feel safe in school.

Stereotypes can become particularly hurtful and even dangerous when they are applied to racial and ethnic groups. When this happens, prejudices are formed. Let's listen to some students talking about how bullying can result from prejudices."

Play the video. (Slide 13)

"The word prejudice literally means pre-judgment, or assumption. What kinds of prejudgements were being made about Habib and Jordan?" (Habib: That he is a terrorist because he is from the Middle East; that he deserves to be bullied or harassed because he is different. Jordan: That he is not American because of his ethnic background.)

"When people are negatively prejudged the way Habib and Jordan were, they may feel like fighting back. We can see how prejudices against a racial or ethnic group can contribute to violence. When groups of people believe a prejudice, it makes it seem okay to be closed-minded. If people believe that a prejudice

such as the one held against Habib is true, they may feel as if they have a right to bully or hurt others. As you remember, we are bystanders when we are aware of this or any kind of bullying. As bystanders, we have an opportunity and a responsibility to respond in whatever way we feel we can help become “part of the solution.’ Abel was a bystander to bullying that started because of someone’s ethnicity. Let’s hear him talk about what he wishes he had done.”

Play the video. (Slide 16)

“What did Abel say about not intervening?” (He regretted it. If he had told the others to stop it could have made a difference. He might have been able to help the person being bullied)

“In fact, research shows that when student bystanders take action against bullying, the bullying usually stops. Why do you think this is true?” (People don’t want to behave in a way that will be unpopular with their friends/peers. They don’t want to get in trouble.)

“What are some things you might do as a bystander to be “part of the solution’ when students are bullied because of stereotypes or prejudices?” (Be an ally/Upstander to a student who is being bullied. Challenge others to reconsider their biases when they make statements out loud about someone based on a label or stereotype. Examine your own tendency to label and stereotype.)

“What is bias?” Bias is described as a personal opinion for or against something; oftentimes, this opinion on or favor for something is not based on reason or experience. Therefore, you can think of bias as a strong opinion that is not based on experience or logic. What we see in the media can also influence our bias.)

“How can you challenge biases?” (Get to know someone, get the facts)

“In Abel’s story, no one was willing to stand up for the bullied student. IT takes courage to stand up for what is right. One way of gaining courage is by enhancing your empathy skills. Let’s review the definition of empathy.” (Read the definition on Slide 18.)

“When you empathize with someone else, you are more likely to see that person as an individual who has feelings, just as you do. How does seeing someone as an individual help reduce the negative effects of labeling, stereotypes, and prejudice?” (It’s harder to be unkind to someone when you realize that you are individuals who are alike in some ways. You are likely to treat someone better if you can understand what might be like to be in their shoes.)

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Practice Content:	<p>“Now I’d like you to get together with your groups and talk about reducing stereotyping by increasing empathy. What are some things you can do to increase empathy? You have two minutes.” (Give students two minutes to exchange ideas. Call on students at random to report. Possible responses: Make an effort to get to know people as individuals. Try to imagine yourself in their shoes. Respite the urgent to label, stereotype, and prejudge others. Remember that no one deserves to be treated disrespectfully. Join or start diversity clubs at school.)</p>
Summarize:	<p>“Today we discussed how labels, stereotypes, and prejudices can have an impact on how people treat each other. We learned that these negative beliefs and attitudes can sometimes result in bullying. We also explored ways we can counteract the negative effects of labels, stereotypes, and prejudices by enhancing empathy.”</p>
Close:	<p>“Remember, being empathetic, is much more than just being nice. Empathy helps you to understand your feelings and use them to make decisions. Empathy also helps you to understand others and relate well to others. In the end, practicing empathy, not only prevents bullying but also prepares you for success in life.”</p>



Lesson Plan for	My Multicultural Self	
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Materials:	
My Multicultural Self Activity Sheet My Multicultural Self Google Slides Presentation Pre-/Post-assessment	
Procedure: Describe how you will:	
Introduce:	<p>“What is culture?” (Give thinking time)</p> <p>“Culture is a shared system of meanings, beliefs, values and behaviors through which we interpret our experiences. Culture is learned, collective and changes over time. Culture is generally understood to be "what we know that everyone like us knows."</p> <p>Note: Have students discuss the extent to which culture impacts our identity and how the impact of culture differs from person to person.</p> <p>The following exercise explores the roots of cultural learning by naming aspects of identity important to each individual. It highlights the multiple dimensions of our identities and addresses the importance of self-identification.”</p>
Communicate Lesson Objective:	<p>“Today, you will...</p> <ul style="list-style-type: none">● Identify at least five facets of their multicultural selves● Reflect on how any one identity facet shapes the way they view the world● Understand the many reasons that miscommunication can occur”
Teach Content:	<p>Step One:</p> <p>The teacher should complete a handout in advance to serve as a model for students. Use an overhead or simply draw your multicultural self-components on the chalkboard. Example:</p> <p>“Mrs. Fattori is a:</p>

	<p>Mother – Teacher – Biracial – Marathon Runner”</p> <p>Share how each of your identity bubbles is a lens through which you see the world.</p> <p>Say:</p> <p>“Mrs. Fattori might share, for instance, that when she became a mother, she became stronger and more sensitive, stronger for having made and given life as well as knowing she would do anything to protect her child. But she also became more sensitive to young life of all kinds around her, whether it be other children, nature or a student just learning to love a certain academic subject.”</p>
<p>⁴²Practice Content:</p>	<p>Step Two:</p> <p>Distribute a handout to each student and give the following directions: "Place your name in the center figure. Use the identity bubbles to name aspects of yourself that are important in defining who you are."</p> <p>Allow students time to silently reflect on what they have written. Invite them to form pairs and share why the descriptors they chose are important to them. If time permits, invite pairs to introduce one another to the class.</p> <p>Form small groups around the same or similar descriptors, i.e..., softball players, band members. Discuss similarities and differences among those of the same "group".</p> <p>Step Three:</p> <p>Have students reflect on how each individual identity colors and shapes the way they view and interact with the world. The teacher can use his/her own identity shells to illustrate this concept.</p> <p>Say:</p> <p>“Mrs. Fattori, for example, might share how being biracial allows her to be a part of two worlds.”</p> <p>When the teacher is sure that students understand this concept, discuss as a class or in small groups:</p>

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“How would you feel if someone ignored one of your multicultural identity bubbles?

Can you see how ignoring one of your identity bubbles could cause miscommunication? Can anyone give an example?

Do you have more than these 5 identities?

If your 5 identity bubbles are communicating with a group of 5 others, how many identities are interacting?”

Set up the next step by sharing with students that: “we have many identities in our multicultural selves. Not being aware of our own or others' identities causes miscommunication.”

Note: This could be an extension activity-Elements of Culture: Students in their group can pick a country from a list provided by the teacher. Have the students learn about that country’s culture by finding well-sourced information on the internet. For example, teach the kids that social media and Wikipedia aren’t usually accurate sources, and to look for information from official sources. Have them briefly present their findings and source materials. Countries could include: Italy, Brazil, South Korea, Germany,China, Mexico, France, UK, India, Sweden, Ghana, Hawaii, Kenya, Egypt, United Arab Emirates, Australia, South Africa, Argentina, Chile, Japan, Saudi Arabia, Thailand etc.

Step Four:

“Our identities are NOT static. We are shaped and reshaped by what goes on around us and our identities constantly change as well. Give examples:

A parent dies and this reshapes the way we see the world.

We fall in love and this reshapes the way we see the world.

We fall out of love and this reshapes the way we see the world.

We experience an act of violence and this reshapes the way we see the world”

Summarize:

“What has happened to you recently that has changed the way you see the world?” (i.e., I am no longer friends with a former friend of three years, and it has reshaped the way I see the world.)

Close:

Wrap-Up:

- “What we once knew to be true about ourselves and others can change

overtime.

- For this reason, we should always try to suspend judgement, ask questions of others and talk with those different from us as much as possible.

Knowing yourself and others can help bridge understanding and tolerance. It is through diversity that the many gifts and talents you possess enrich and touch your life. As you look around your community and within your own family, it is not difficult to discover diversity. Appreciating and respecting diversity helps build a more inclusive understanding of the human experience and create a better society.”