

gossiping

purposely ignoring

spread

THE OPHELIA PROJECT PRESENTS:

IT HAS A NAME: RELATIONAL AGGRESSION

Shaping healthy peer relationships for today's girls and young women.

sabotage

annoy

Middle School Lessons

log or Web site bullying

making insults

harass

eye rolling

taunting

instant and text message

**The Ophelia Project Presents:
It Has a Name: Relational Aggression**

Middle School

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2010 Revision by: Leigh Anne Kraemer-Naser, M.Ed.

Introduction

Why use this curriculum?

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

According to research by Cross and Peisner (2009)¹ regarding relational aggression, “It appears that communication about true peer group behavior framed in a positive, healthy, and ‘cool’ normative message can reduce the perception that ‘everyone is doing it.’” Thus, this curriculum is designed to provide girls with an opportunity for communication, exploration, expression, and reflection in developing healthy friendships and leadership opportunities, as well as establishing norms for safe social climates.

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

The Ophelia Project Staff

¹ Cross, J., & Peisner, W. (2009). RECOGNIZE: A social norms campaign to reduce rumor spreading in a junior high school. *Professional School Counseling, 12*(5), 365-377.

What is Relational Aggression?

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

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

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

What is the impact of Relational Aggression?

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

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

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

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

Features of this Curriculum

This curriculum introduces girls to six key concepts:

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

Instructional strategies:

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

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

Implementing the curriculum:

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

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

Preparing for Lessons:

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

Vocabulary:

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

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

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

Differentiation of Instruction:

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

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

 Online Activities:

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

Lesson Layout with Highlighted Features:



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

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

Vocabulary provides definitions of key terms to be used.

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

Lesson Five: Leadership

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

Objectives:

- Upon completion of this lesson, boys will be able to...
1. Identify leadership in a group setting.
 2. Assume the role of either leader or follower when assigned.
 3. Assess the necessity of leadership skills in today's job market.

Assessment:

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

Vocabulary:

- Leadership: the ability to lead

Materials:

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

Activities:

Untangling Leadership

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

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

Processing Points are preceded by the pointing finger icon. These questions simulate discussion and encourage students to make connections between activities and important concepts.

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

A-Mazing Leadership

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

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

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

Online Activity: Leading the Job Market

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

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

Closure

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

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

Objectives and Essential Questions

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

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

This curriculum encourages girls to explore the following essential questions:

- How does relational aggression affect girls’ lives?
- How do social norms impact the decisions girls make?
- What is friendship?
- What is the role of popularity in establishing friendships?
- What makes an effective leader?
- How do digital citizenship practices affect girls’ lives?

Suggested Curriculum Levels

Grade Level	Ages	Girl Scouting Level
Kindergarten – First Grade	5 – 7	Daisy
Second – Third Grades	7 – 9	Brownie
Fourth – Fifth Grades	9 – 11	Junior
Middle School	11 – 14	Cadette
High School	14 – 18	Senior and Ambassador

Scope and Sequence

Topic 1: The Language of Peer Aggression

Kindergarten – First Grade girls will be able to:

- Define roles in bullying situation: aggressor and target.
- Provide examples of relational aggression.
- Identify situations in which they have witnessed relational aggression.
- Literature connection: My Secret Bully by Trudy Ludwig.

Second – Third Grade girls will be able to:

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

Fourth – Fifth Grade girls will be able to:

3. Define, differentiate, and provide examples of the types of aggression: physical, verbal, and relational.
4. Define roles in a bullying situation: aggressor and target.
5. Identify positive solutions for targets in a bullying situation.

Middle School girls will be able to:

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

High School girls will be able to:

9. Identify types of aggression: physical, verbal, and relational.
10. Identify roles in a bullying situation: aggressor and target.
11. Define revenge and identify its role in the cycle of aggression.
12. Evaluate the intensity of a bullying situation on a continuum from low levels of aggression to high levels of aggression.

Topic 2: The Bystander

Kindergarten – First Grade girls will be able to:

13. Assess the impact a third party intervention can have on an interaction between two people.
14. Define the role of a bystander in a bullying situation.
15. Demonstrate in a role play bystander strategies to change the outcome of a bullying situation.

Second – Third Grade girls will be able to:

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

Fourth – Fifth Grade girls will be able to:

- Define and identify the role of a bystander in a bullying situation.
- Role play upstander interventions.
- List upstander solutions.

Middle School girls will be able to:

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

High School girls will be able to:

- Identify the role of the bystander in a bullying situation.
- Assess the degree to which bystanders can change the outcome of a bullying situation.
- Provide positive solutions for bystanders to use in a bullying situation.

Topic 3: Normative Beliefs

Kindergarten – First Grade girls will be able to:

- Define the terms social norms and emotion.
- Identify and label emotions: sad, happy, and confused.
- Differentiate between put-ups and put-downs.
- Match appropriate emotions to proposed situations.

Second – Third Grade girls will be able to:

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

Fourth – Fifth Grade girls will be able to:

- Identify common normative beliefs.
- Differentiate norms and rules.
- Analyze anti-bullying laws

Middle School girls will be able to:

1. List societal norms regarding adolescent girls.
2. Classify norms as healthy or unhealthy.
3. Create a poster promoting a healthy normative belief.

High School girls will be able to:

- Identify normative beliefs regarding women's roles in the 21st Century.
- List normative beliefs that girls would like to establish regarding women's roles.
- Compare and contrast male and female gender roles.
- Examine the relationship between normative beliefs about gender and aggression.

Topic 4: Friendship

Kindergarten – First Grade girls will be able to:

- Identify positive qualities about themselves and others.
- Identify the qualities of a friend.

Second – Third Grade girls will be able to:

- Identify positive qualities of themselves and friends.
- Identify qualities necessary for friendship.

- Create a definition for the term friendship.

Fourth – Fifth Grade girls will be able to:

- Identify qualities necessary for establishing friendships.
- Assess the need for maintenance in creating lasting friendships.

Middle School girls will be able to:

- Assess friendships as healthy or unhealthy.
- Assign positive attributes to others within the group.
- Evaluate the importance of establishing and maintaining friendships.

High School girls will be able to:

- Identify positive requisites for establishing friendships.
- Create strategies for sustaining healthy friendships.
- Role play how to repair or end a friendship.

Topic 5: Leadership

Kindergarten – First Grade girls will be able to:

- Work cooperatively in a group to achieve a goal.
- Identify the qualities of a leader.
- Distinguish between being a leader and being bossy.

Second – Third Grade girls will be able to:

- Compare and contrast inclusive and exclusive friendships.
- Determine leadership strategies for creating inclusive friendships.

Fourth – Fifth Grade girls will be able to:

- Define qualities of a leader.
- Evaluate the relationship between popularity and leadership.
- Determine positive and negative qualities of popularity.

Middle School girls will be able to:

- Define popularity and leadership.
- Distinguish between good popular and bad popular on a continuum.
- Evaluate steps for achieving popularity.
- Establish a relationship between popularity and leadership.

High School girls will be able to:

1. Identify the qualities of leadership in notable females in society.
2. Distinguish between popularity, power, and leadership.
3. Assess the necessity of leadership skills in today's job market.

Topic 6: Cyberbullying

Kindergarten – First Grade girls will be able to:

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

Second – Third Grade girls will be able to:

- Define the term cyberbullying.

- Determine when or when not to forward information about others.
- List options for what to do when receiving a forwarded cyberbullying message.

Fourth – Fifth Grade girls will be able to:

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

Middle School girls will be able to:

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

High School girls will be able to:

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

Activities by Topic and Grade Level

	Language of Peer Aggression	The Role of the Bystander	Normative Beliefs	Friendship	Leadership	Cyberbullying
K-1	<ol style="list-style-type: none"> 1. <u>My Secret Bully</u> Story Exploration 2. Dolls 3. <u>My Secret Bully</u> Discussion 4. It Happened to Me... 	<ol style="list-style-type: none"> 1. Jumping in the Middle 2. Kids in the Middle 3. Doll Role Play 	<ol style="list-style-type: none"> 1. Put-ups / Put-Downs 2. Emotional Roller Coaster 	<ol style="list-style-type: none"> 1. A Circle of Friends 2. Friendship People 	<ol style="list-style-type: none"> 1. Puzzling Leadership 2. Pyramid Building 	<ol style="list-style-type: none"> 1. What is Cyberbullying ? 2. E-Motion Mail
2-3	<ol style="list-style-type: none"> 1. Finding a Target 2. "Fabulous Patricia" 	<ol style="list-style-type: none"> 1. Power Shift 2. Fabulous Me 	<ol style="list-style-type: none"> 1. Emotion Museum 2. Social Norms Role Plays 	<ol style="list-style-type: none"> 1. Friendship Collages 2. Friendship Chain 	<ol style="list-style-type: none"> 1. In or Out 2. Leading to Inclusion 	<ol style="list-style-type: none"> 1. Cell Phone 2. Pass it On
4-5	<ol style="list-style-type: none"> 1. Aggression Survey 2. Points of View in Aggression 	<ol style="list-style-type: none"> 1. "A Friend" 2. Bystander Role Play 	<ol style="list-style-type: none"> 1. Box of Beliefs 2. Norms vs. Rules 3. Anti-Bullying Laws 	<ol style="list-style-type: none"> 1. Recipe for Friendship 2. Friendship Bread 	<ol style="list-style-type: none"> 1. Tangram Leadership 2. Leadership vs. Popularity 	<ol style="list-style-type: none"> 1. Net Speak Charades 2. Emoticons Quiz 3. Verbal vs. Nonverbal Communication
MS	<ol style="list-style-type: none"> 1. Flushing Away Aggression 2. Bully Balancing Beam 	<ol style="list-style-type: none"> 1. What's a Girl to Do? 2. Good Samaritan Laws 	<ol style="list-style-type: none"> 1. What do You Want from Me? 2. Image of Beauty 	<ol style="list-style-type: none"> 1. The Flow of Friendship 2. Fortunate Friendship 	<ol style="list-style-type: none"> 1. Popularity Survey 2. Popular Continuum 3. How to Be Popular 	<ol style="list-style-type: none"> 1. Cyberbullying and Anonymity 2. Internet and Cell Phone Contracts 3. Cyber Rules
HS	<ol style="list-style-type: none"> 1. Bethany's Story 2. Peer Aggression Continuum 	<ol style="list-style-type: none"> 1. Jenny's Story 2. Upstander Strategies 	<ol style="list-style-type: none"> 1. Girls vs. Boys 2. We Can Do It 	<ol style="list-style-type: none"> 1. Friendship by the Book 2. Breaking Up is Hard to Do 	<ol style="list-style-type: none"> 1. Women of Power 2. Popularity vs. Power 3. Leading the Job Market 	<ol style="list-style-type: none"> 1. TMI – Too Much Information 2. Respecting Others' Privacy 3. Sexting and Cyberbullying

National Standards

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

National Council of Teachers of English / International Reading Association Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Center for Disease Control: National Health Education Standards

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

2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

5. Students will demonstrate the ability to use decision-making skills to enhance health.

6. Students will demonstrate the ability to use goal setting skills to enhance health.

8. Students will demonstrate the ability to advocate for personal, family, and community health.

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

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

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

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

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

Benefits for Scouts

Girl Scouts and their leaders may find that the activities within this curriculum can apply towards some requirements for the following Petals, Try-Its, Badges, or Interest Projects. While this curriculum does not complete an entire recognition, activities within the lessons may apply to one or more requirements within the following areas:

Daisy Petals:

- Honest and Fair
- Friendly and Helpful
- Consider and Caring
- Responsible for What I Say and Do
- Respect Myself and Others
- Make the World a Better Place
- Be a Sister of Every Girl Scout

Brownie Try-Its:

- Caring and Sharing
- Friends are Fun
- People are Talking
- Computer Smarts
- Point, Click, and Go
- Working it Out

Junior Badges:

- Being My Best
- Celebrating People
- The Choice is Yours
- Communication
- Healthy Relationships
- It's Important to Me
- Lead On
- Write All About It

Cadette, Senior, and Ambassador Interest Projects:

- Computers in Every Day Life
- Conflict Resolution
- Do You Get the Message?
- Exploring the Net
- Leadership
- Lure of Language
- Understanding Yourself and Others
- Your Best Defense

Lesson One: *The Language of Peer Aggression*

This lesson sets the stage for the lessons that follow by creating a common language to describe peer aggression. Girls will be introduced to the types of aggression: physical, verbal, and relational. Girls will also identify two roles played in aggressive incidents: aggressor and target. By using consistent language to describe behaviors common to all bullying situations, girls become able to understand what is happening, what their roles are, and how they can help change the dynamics.

Objectives:

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

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

Assessments:

- Girls will classify aggressive acts as physical, verbal, or relational in the Flushing Away Aggression activity. (Objective 1)
- Girls will write a reflection about times when they have been in the role of target and aggressor in the Closure activity. (Objective 2)
- Girls will create a list of alternatives to revenge that do not proliferate a cycle of aggression and instead empower a target in the Bully Balancing Beam activity. (Objective 3)

Vocabulary:

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

Materials:

- Roll of toilet paper (at least 2 ply)
- Felt tip marker

- Paper
- Tape
- Ruler
- Soup can
- Block or weight



Activities:

🔗🧠 Flushing Away Aggression

1. Provide each girl with several squares of toilet paper. Ask girls to write an example of ways they have seen girls hurt each other on each square. Feel free to encourage additional examples such as:
 - Hazing
 - Slamming someone into a locker
 - Tripping someone
 - Grabbing items that belong to someone else
 - “Playfully” punching someone on the arm to hurt them
 - Dropping someone’s lunch tray
 - Physical fighting
 - Name calling
 - Put-downs and taunting
 - Screaming or yelling at someone
 - Racial, religious or ethnic slurs
 - Saying, “Just kidding!” after an insult
 - Spreading rumors
 - Insulting someone’s hair, clothing or physical features
 - Eye rolling
 - Dismissing someone with a “look”
 - Spreading rumors
 - Talking behind someone’s back
 - Talking about a party or other plans when someone not invited is nearby
 - Making a negative comment about someone’s clothes, hairstyle or body
 - Laughing at someone in front of others
 - Excluding someone from a group
 - Making fun of someone or name-calling in front of a group
 - Giving someone the silent treatment
 - Cyberbullying

2. Introduce the vocabulary terms **physical aggression**, **verbal aggression**, and **relational aggression**. Write each term on a sheet of paper.
3. Walk to the restroom with the girls.* Tape a sheet of paper to each of three stall doors.
4. Ask girls if they can classify the examples of aggression that they have written on the toilet paper. If they properly identify the type of aggression for one of the examples, they may wad up the paper and toss it in the toilet of the correct stall. (Every so often, flush the toilet so as not to clog it.)
*If it is not feasible to go to the restroom with the girls, use three baskets to symbolize toilets.
5. Emphasize that aggression can take many forms. Regardless of its form, aggression is hurtful and harms relationships. It is important to try to flush away aggression from our lives.

Bully Balancing Beam

1. Balance a ruler on a soup can. Explain that in peer relationships, people should be equal. Where there is aggression, however, the balance is upset. When someone uses aggression, they use power over another person. Place a weight on one side of the ruler.
2. Introduce the vocabulary terms **aggressor** and **target**. Explain that an aggressor uses aggression to gain power over a target. A target often feels burdened by the weight of aggression and feels stuck, unable to move.
3. Ask girls to provide examples of ways they can restore the balance. (Examples: Walk away; Tell the aggressor you do not like being treated that way; Ignore the aggressor; Laugh off the aggressor's acts; Tell an adult)
4. If girls suggest any form of "Getting back" at the aggressor to restore balance, introduce the vocabulary term **revenge**. Lead a discussion with the following processing points:
 -  Is it acceptable for a target to retaliate against an aggressor?
 -  Does "evening up the score" in an aggressive act make things fair?
5. What are some possible alternatives to revenge?
6. List alternatives to revenge and hang list in the room for girls to refer to in each lesson. Feel free to add to the list throughout the course of the lessons.
7. Tell girls that revenge only creates a cycle of aggression. An empowered target can leave a bullying act and let the aggressor know that they do not like being a target without using another aggressive act.

Closure

1. Ask the group to think about the roles in a bullying situation.
2. Provide girls with paper and a writing instrument. Have the girls write for three minutes about how they felt when they have been an aggressor. Then have girls write for three minutes about how they felt when they have been a target. Girls

should not be required to share any responses in this reflection.

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

Lesson Two: *The Bystander*

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

Objectives:

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

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

Assessments:

- Girls will identify the bystander in the What’s a Girl to Do? activity. (Objective 1)
- Girls will discuss interventions for bystanders to use when dealing with aggressors, targets, or adult support and role play one intervention in the What’s a Girl to Do? activity. (Objective 3)
- Girls will evaluate Good Samaritan laws and compare the implications of Good Samaritan laws to bystander situations in the Online Activity: Good Samaritan Laws. (Objective 2)

Vocabulary:

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

Materials:

- 3 copies of the What’s a Girl to Do? story sheet (Appendix B)

Activities:






What's a Girl to Do?

1. Read aloud the “What’s a Girl to Do?” story. Review the terms aggressor and target and identify who fills those roles in the story. (Christine is the aggressor and Whitney is the target. Girls may also feel that Kim is an aggressor because she laughs along with Christine.)
2. Introduce the vocabulary terms **bystander** and **upstander**. Reread the story and ask girls to identify the bystanders in the story. Kim is actually a bystander. She is not actively targeting Whitney, but instead is just supporting Christine’s aggression through her laughter. Jeanette is a bystander who is scared, stuck, and at the end of the story, silent. She wants to help Whitney but also does not want to go against Christine.
3. Tell girls that bystanders have the power to help targets. An upstander stands up for a target or seeks a way to help her. There are three options for upstanders to talk to and help a target: the aggressor, the target, and other bystanders.
4. Break girls into three groups. Ask each group to view this story from Jeanette’s perspective. Assign each group a person to talk to: the aggressor, the target, or other bystanders (other bystanders can include Kim, other students, or even the classroom teacher).
5. Distribute the What’s a Girl to Do? story sheet and have groups fill out the boxes for aggressor, target, and bystander(s). In the box at the bottom of the page, have girls list things that Jeanette can say to person the group has been assigned to talk to. Remind girls that revenge or acts of aggression are not permitted – the responses must empower the target and reduce aggression in a positive manner. Girls should choose one of their options to present as a role play for the rest of the group.
6. After girls have completed their group work, bring everyone back together and have groups present their role play.
7. Lead a discussion using the following processing points:
 - ☞ Do bystanders have options other than talking to people? (Walk away, move closer to the target)
 - ☞ What prevents bystanders from taking action?
 - ☞ Is it easy to be a proactive, upstander?
 - ☞ Who can bystanders seek for help? (other friends, adults, teachers, coaches)
 - ☞ Recall the Bully Balancing Beam activity from Lesson One. How can a bystander change the balance of power? Can bystanders give aggressors more power? Can they make the power even for a target?

Online Activity: Good Samaritan Laws

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

Closure

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

Lesson Three: *Normative Beliefs*

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

Objectives:

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

4. List societal norms regarding adolescent girls.
5. Classify norms as healthy or unhealthy.
6. Create a poster promoting a healthy normative belief.

Assessments:

- Girls will create a list of normative beliefs that dictate the expectations of adolescent girls in the What do You Want from Me? activity. (Objective 1)
- Girls will separate the list into healthy and unhealthy normative beliefs through a class discussion in the What do You Want from Me? activity. (Objective 2)
- Girls will choose a healthy belief and design a poster showing a healthy normative belief in the Image of Beauty activity. (Objective 3)
- Girls will journal an action plan for changing an unhealthy norm regarding adolescent girls in the Closure Activity. (Objectives 1 and 2)

Vocabulary:

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

Materials:

- Magazines or catalogs with pictures of teenage girls or images of teenage celebrities printed from the Internet
- Poster board, chart paper, or large construction paper
- Crayons, markers, or colored pencils or desktop publishing program on a computer

Activities:

What do You Want from Me?

1. Circulate magazines, catalogs, or photos printed from the Internet featuring adolescent girls and young female celebrities to girls in small groups. Ask the girls to look at all of the pictures of girls and have each group write a list of what they see. (Long hair, thin, provocative clothes, makeup, high heels, large purses, bikinis, drug or alcohol use, cars, attractive boyfriends, lots of friends)
2. Bring girls back as a whole group and have them share what they have written down. Write down all of the girls' responses on the board or chart paper.
3. Introduce the vocabulary terms **normative beliefs** and **gender roles**. Explain that many of the items (if not all) are normative beliefs regarding how adolescent girls should look and act. Lead a discussion using the following processing points:
 - ☞ Do the images you see here reinforce normative beliefs about adolescent girls?
 - ☞ Do these pictures reinforce any gender roles for women? What roles are these?
 - ☞ What other normative beliefs are there regarding what adolescent girls should look like or how they should act?
4. Tell girls that normative beliefs can be healthy or unhealthy. They can reinforce a strong image that supports development or they can create unrealistic expectations of beauty and social status.
5. Have girls decide whether the items on the list of normative beliefs are healthy or unhealthy expectations for girls. Create a chart listing healthy and unhealthy normative beliefs for adolescent girls.

Image of Beauty

1. Distribute art supplies and poster paper to girls or use desktop publishing software to create an electronic poster.
2. Have girls create a poster displaying a positive image of beauty for adolescent girls. They may also choose to create a collage using pictures of any healthy norms they found in the magazines, etc. The beauty can be physical or through actions. Girls can draw symbols, images, or portraits of girls being beautiful inside and out based upon healthy normative beliefs and positive gender roles that do not stereotype girls.
3. Ask girls to share their images with the group and display them for others to see.

Closure

1. Ask girls to journal an action plan as to how they can work towards changing normative beliefs that are unhealthy for adolescent girls.
2. Girls may share their responses, but are not required to.
3. Tell girls that sometime we feel pressure to be pretty, stylish, popular, or ditzzy. We feel pressure to party, experiment with drugs or alcohol, or partake in risky sexual behaviors. However, we do not have to allow these pressures to create unrealistic and unhealthy norms about what girls should become and how they should act. We have the power to establish positive, healthy norms that empower young women.

Lesson Four: *Friendship*

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

Objectives:

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

1. Assess friendships as healthy or unhealthy.
2. Assign positive attributes to others within the group.
3. Evaluate the importance of establishing and maintaining friendships.

Assessments:

- Girls will use the Flow of Friendship chart to assess healthy and unhealthy friendships in the Flow of Friendship activity. (Objective 1)
- Girls will write a specific attribute of another person within the group that helps create friendship in the Fortunate Friendship activity. (Objective 2)
- Girls will write a statement regarding the importance of establishing and maintaining friendships in the Fortunate Friendship activity. (Objective 3)

Vocabulary:

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

Materials:

- The Flow of Friendship Story (Appendix C) – make five copies
- The Flow of Friendship Chart (Appendix D) – make five copies
- Healthy vs. Unhealthy Friendship Poster (Appendix E)
- Fortune cookies (optional)
- Fortune Cookie graphics (Appendix F) – copy one page for each girl in the group
- Write each girl's name on a small slip of paper, folded and in a bag or bin

Activities:

 **The Flow of Friendship**

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





Fortunate Friendship

1. Show girls a fortune cookie (or if possible, obtain a cookie for each girl in the group). Explain to girls that fortune cookies contain messages for the people who eat them. These messages are generally “words of wisdom” or encouraging, uplifting messages.
2. Have girls choose the name of another girl in the group from a bag or bin. Distribute Fortune Cookie graphics to each girl.
3. Explain to girls that they are going to write two messages about friendship, one on each of the fortune cookies on their sheets. One will be a specific message for the

girl whose name they have chosen and the other will be a generic message about the value of a friendship. Examples can include:

- a. Gina, You are a great listener. Thank you for hearing what I have to say.
 - b. Christy, I enjoy hanging out with you.
 - c. Alisha, You are a talented soccer player, I'm glad we're on the team together.
 - d. Friends keep me smiling.
 - e. Having good friends is better than having good desserts.
 - f. Friends are like flowers, beautiful and blossoming.
4. Allow girls to decorate their fortune cookies. Then, have them share their "fortunes" with the group.

Closure:

1. Ask girls to journal a response to the following prompt: How did it feel to have someone share something that they feel makes you a good friend? How can you let someone who is your friend feel this same way?
2. Lead a discussion using the following processing points:
 -  Why is important to identify what we feel is important in a friendship?
 -  How can you let your friends know that you value their friendship?
 -  What indicators let you know that a friendship is no longer reciprocal or is becoming unbalanced? Would letting someone know why you want to be their friend help repair a friendship before it is too late?
 -  How does knowing what we value in friendships help us in creating and sustaining friendships?

Lesson Five: *Leadership*

Good leaders exhibit many qualities, including recognizing the importance of team work and maximizing everyone’s abilities. People who exclude or coerce others are not practicing good leadership. It is the followers who give peer leaders their power; followers have the choice to NOT follow a peer leader who is not using his or her power in ways that are fair and beneficial. Girls need to learn that there is good popular, based upon positive leadership. There is also bad popular which uses manipulation and power to assume status.

Objectives:

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

1. Define popularity and leadership.
2. Distinguish between good popular and bad popular on a continuum.
3. Evaluate steps for achieving popularity.
4. Establish a relationship between popularity and leadership.

Assessments:

- Girls will define popularity after completing the Popular Survey. (Objective 1)
- Girls will place items from the Popularity Survey on a continuum between good popular and bad popular in the Popular Continuum activity. (Objective 2)
- Girls will evaluate the website “WikiHow To Be a Popular Girl” and determine the extent to which popularity can be achieved based on the steps in the website in the How to Be a Popular Girl activity. (Objective 3)
- Girls will discuss the effects popularity can have on leadership and how popularity and leadership relate to each other. (Objective 4)

Vocabulary:

- **Popularity:** the quality of being well-liked or common.

Materials:






- Popularity Survey (Appendix G) – make one copy for each girl in the group
- Good Popular vs. Bad Popular Continuum (Appendix H)
- Computer with Internet access or printed copies of <http://www.wikihow.com/Be-a-Popular-Girl>

Activities:

Popularity Survey

1. Introduce the vocabulary term **popularity**. Do not elaborate upon the definition at this time. Instead, just read the definition and ask the girls to keep it and their own personal view of popularity in mind as they complete the Popularity Survey.
2. Distribute the survey to each girl. Remind girls that their answers are confidential and they should not put their name on it. Instead, they should just put an “X” in the box that best describes how they feel about the statements.
3. Collect the completed surveys and tally the results.

Popular Continuum

1. Draw a long horizontal line across the board or on chart paper to create a continuum. Label the left side of the continuum “Good Popular” and the right side “Bad Popular.” Draw a vertical line dividing the continuum in two. Explain that this line determines where actions go from healthy, fun, and supportive and become unhealthy, manipulative, or destructive. Using continuums help us evaluate the degree to which our actions are acceptable or unacceptable.
2. Read each item on the Popularity Survey and ask girls where the statement should fall on the continuum. You can make a list under each heading, or place items more discriminately along the continuum.
3. Use Appendix D: Good Popular vs. Bad Popular to help create the continuum. You may also want to add the bulleted points from the Appendix to your continuum.
4. Ask girls to provide further examples of Good Popular or Bad Popular.
5. Lead a discussion using the following processing points:
 -  Why do you feel it is important to be popular?
 -  Who gets to decide who is popular?
 -  How do you feel when you see that one of your friends will do anything to be part of the popular group?
 -  Have you seen popular kids acting mean toward others? What do they say or do? How does this make other people feel?
 -  Was there a relationship between the survey and the continuum? Did the points that were agreed upon end up on one side of the continuum? Did the points that were disagreed upon cluster at the other end? Why do you think this is so?



Online Activity: How to Be Popular

1. Visit <http://www.wikihow.com/Be-a-Popular-Girl> and ask girls to read the Article Tab. They do not have to read the entire article; just the bolded part of the steps is fine. If computers are not available, print several copies of the article for girls to read.
2. Lead a discussion using the following processing points:
 - ☞ How did reading this article make you feel?
 - ☞ Do you think anyone can follow these steps and become popular? Why or why not?
 - ☞ Is popularity the result of a personal choice to be popular?
 - ☞ Would you want to follow these steps?
3. Break girls into small groups. Ask them to choose three steps from the article that feature good popularity. Then have girls choose three steps from the article that are manipulative or negative aspects popularity.
4. Bring girls back together and have each group share their list with everyone. Have girls explain and justify their responses.

🗨️ Closure:

1. Introduce the vocabulary term **leadership**. Ask girls: If you changed the word popularity on the continuum to leadership, is there any difference with the qualities you have listed?
2. Lead a discussion using the following processing points:
 - ☞ How can a person use popularity to create leadership?
 - ☞ Are popularity and leadership exclusive from each other? Why or why not?

Lesson Six: *Cyberbullying*

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

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

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

Objectives:

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

8. Define anonymity.
9. Define cyberbullying.
10. Create a list of Cyber Rules for safe Internet usage.

Assessments:

- Girls will provide examples of the terms anonymity and cyberbullying and properly use terms throughout the lesson. (Objectives 1,2)
- Girls will create and sign a contract for cell phone and Internet usage in the Internet and Cell Phone Contracts activity. (Objective 3)
- Girls will determine a list of rules for guiding online behavior in the Cyber Rules activity. (Objective 3).

Materials:

- Cyberbullying Cards (Appendix I)

Vocabulary:

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

Activities:

Cyberbullying and Anonymity

1. Define the vocabulary terms **cyberbullying** and **anonymity**.
2. Break girls into three groups and distribute three Cyberbullying Cards to each group. Ask the groups to answer the following questions for each card:
 - ☞ Why is this considered cyberbullying?
 - ☞ Who is the aggressor? The target? The bystanders?
 - ☞ Can this act be carried out anonymously?
3. Have each group share their answers. Lead a discussion using the following processing points:
 - ☞ What are the benefits of anonymity online for aggressors?
 - ☞ How does anonymity affect targets? Is it worse or better to not know who your aggressor?
 - ☞ Are there ways to find out who is being a cyber-aggressor? (Let girls know that law enforcement officials have ways to track e-mail, Internet posts, and text messages)
4. Tell girls that they may feel that their actions online are without consequence, but cyberbullying is just as harmful as “real life” aggression. Parents, school officials, and even law enforcement can enforce consequences for online actions.

Online Activity: Internet and Cell Phone Contracts

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




Cyber Rules

1. Remind girls that cyberbullying can be anonymous, which can make it easier for an

aggressor to attack a target. Also, cyberbullying acts can be reproduced, or viewed any number of times through forwarding, blogging, Tweeting, or leaving posts on a Facebook or MySpace page. For these reasons, cyberbullying can be harder to trace, stop, or avoid once it has begun.

2. Break girls into three or four groups, and ask each group to come up with five rules they think they could follow that can prevent cyberbullying, or stop it once it has started.
3. Once each group has five rules, bring groups together to share what they have come up with. Then, create a master list on a sheet of chart paper or poster board that can be hung up in a public area.
4. Examples of cyber rules can include:
 - a. Do not forward harmful e-mails or text messages.
 - b. Do not post inappropriate pictures online or with your cell phone.
 - c. Do not provide an “honesty box,” “anonymity box” or other such applications on a Facebook or MySpace page.
 - d. Only represent yourself online – never pretend to be someone else.
 - e. If you witness cyberbullying, tell someone – a friend, an adult, or even the target. Sometimes cyber targets don’t even know they are being bullied online!

Closure:

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

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



Appendices

Appendix A: Vocabulary

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

Appendix B: What's a Girl to Do?

The Story:

Christine, Kim, and Jeannette are sitting together in homeroom talking about a party that Kim will be having that weekend. Christine says loudly, "Well at least we know it will be fun because Whitney won't be there." Whitney is sitting not too far away, and could easily hear what Christine was saying. Kim laughs, but Jeannette feels bad. Jeannette likes Whitney, but she also wants to go to the party.

Aggressor:

Target:

Bystander(s):

What's a Girl to Do?

List actions that the bystander can take by speaking to the person your group has been assigned (aggressor, target, or another bystander). Choose one action and present it as a role play for the other groups.

Appendix C: The Flow of Friendship Story

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

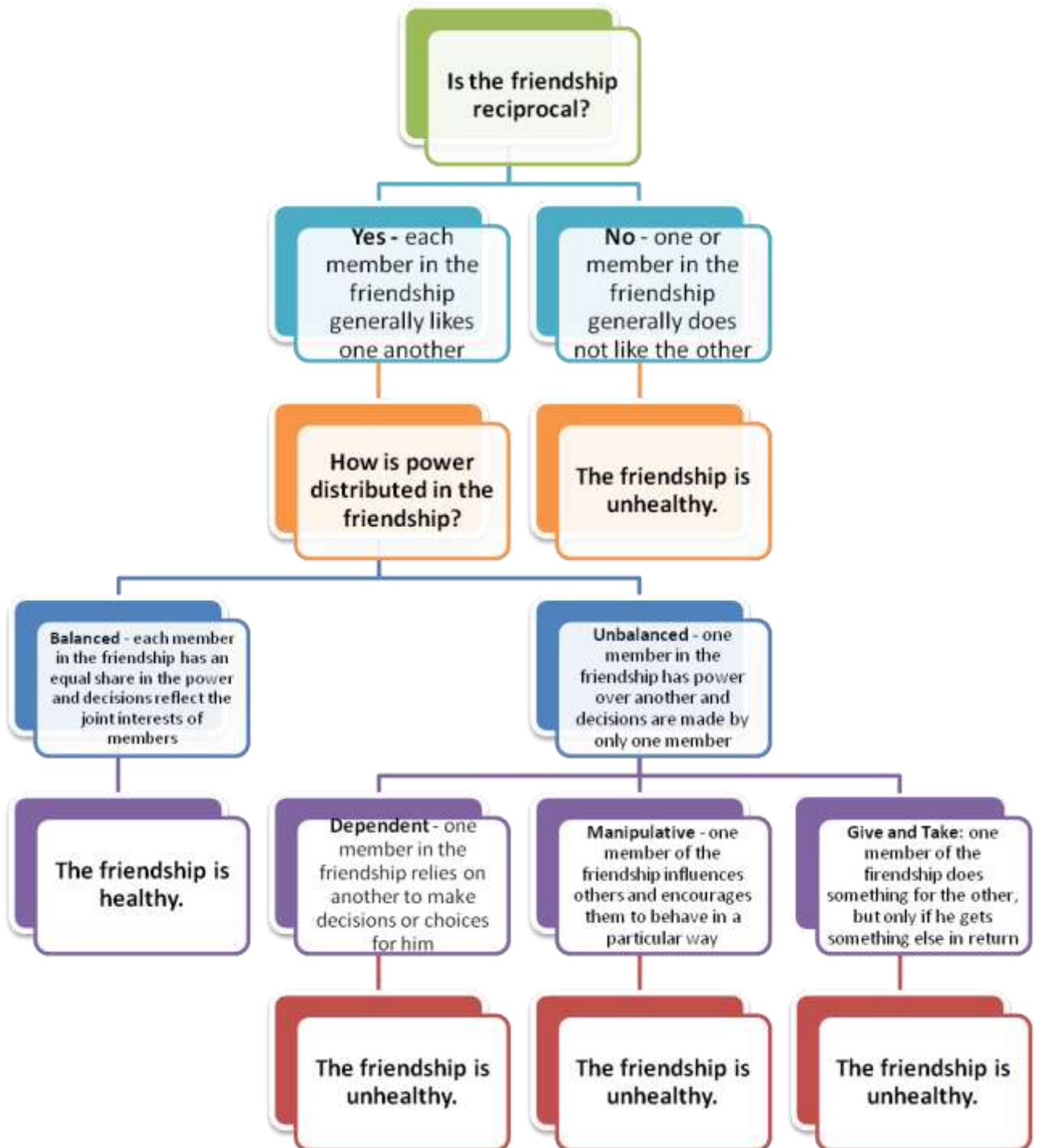
Tina and Alexandra have been best friends since kindergarten. They are both on the soccer team, like the same music, and enjoy hanging out together. Since they like mostly same things, they never fight over what to do.

Lately, Alexandra has been hanging out Vicki, the soccer team's new goalie. Alexandra and Vicki both like to read, but Alexandra always chooses which books they read together. Vicki would like to read something new, but any time she suggests something, Alexandra gets mad. Alexandra says Vicki cannot be her friend if she does not read what she wants.

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

Greta is the team manager. She is wheelchair bound, but is a huge soccer fan and loves being a part of the team. She is nice to everyone, and the rest of the team likes her. Because Greta wants to fit in with the players, she never suggests activities, but instead just goes along with the group. Tina says that Greta can come with the girls to get pizza after the game, but Greta has to give her answers to that night's math homework.

Appendix D: The Flow of Friendship Chart



Appendix E: Healthy Vs. Unhealthy Friendships

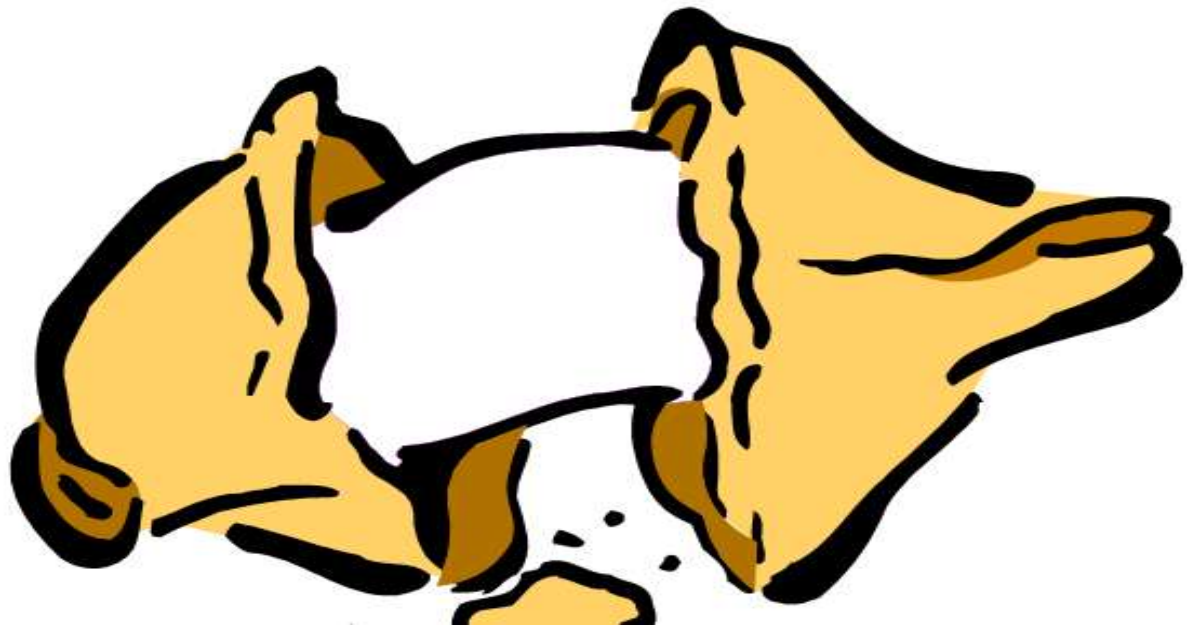
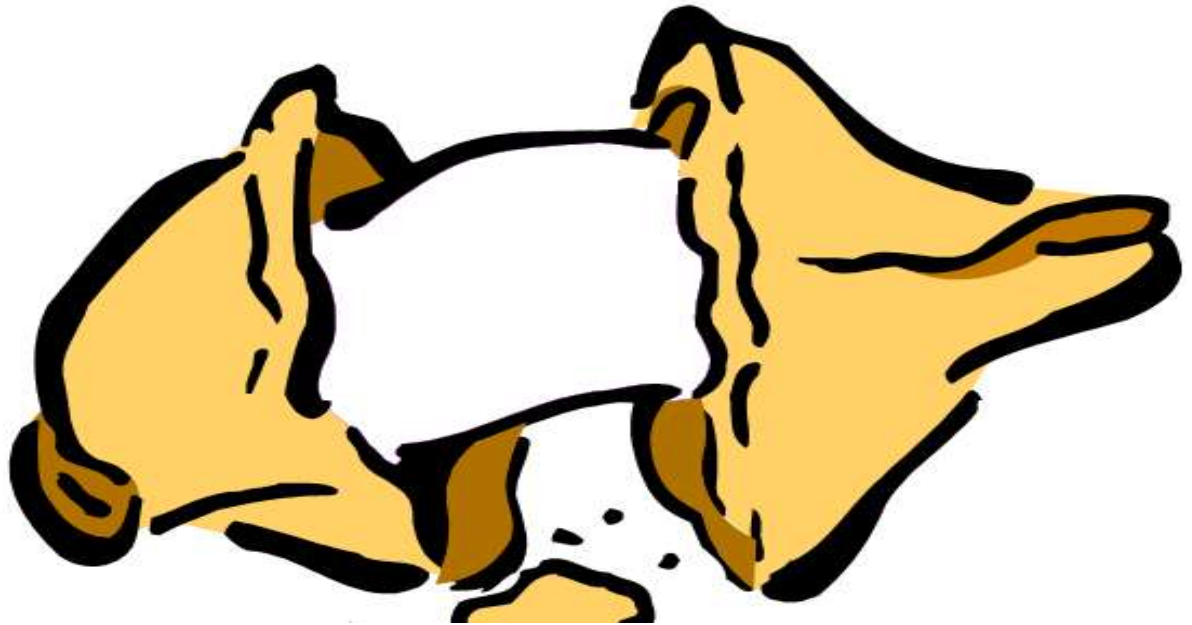
Healthy friendships...

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

Unhealthy friendships...

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

**Appendix F:
Fortunate Friendship**



Appendix G: Popularity Survey

Place an X in the boxes that describe your feelings.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Being popular is very important to me.					
In my school, only a few people are considered popular.					
Some people will do anything to be popular or to get into the popular clique.					
Popular girls are sometimes very mean to others.					
Popular girls are the smartest, nicest people.					
If you are popular, people look up to you.					
If you are really good at something, that can make you popular.					
If you are a loyal friend and are kind to people, that can make you popular.					

Appendix H: Good Popular vs. Bad Popular


The desire to be popular often fuels aggression. Every child wants to be accepted and included and often makes the mistake of falling into the bad popular category to be popular. Parents, too, want their children to be accepted without recognizing that we need to make a clear distinction between good and bad popular.

Good Popular		Bad Popular
<ul style="list-style-type: none">• People know you and like you• Mutual appreciation for others encourages status• Kindness, altruism, or helping behaviors are shown to many people• Inclusion in several friendship groups• Welcomes others into friendship groups• Actively seeks out friendships and positive connections	<ul style="list-style-type: none">• When does it go from fun and playful to hurtful and mean?	<ul style="list-style-type: none">• People may know your name but may dislike or fear you• Intimidation and manipulation of others encourages status• Disrespect, exclusion, or ignoring are shown to those who are not equally popular• Excludes others from clique of popular friends• Does not actively seek out additional friendships or connections

Appendix I: Cyberbullying Cards

✂ Cut out cards.

Pasting racial slurs on the Facebook wall of an exchange student.	Taking a cell phone picture of someone getting dressed in the locker room and forwarding it to the whole class.	Creating a webpage dedicated to embarrassing a classmate.
Text messaging rumors about a friend.	IMing a classmate using a fake screen name to tell her that no one likes her.	Blogging about the best and worst dressed girls in school.
Photoshopping a picture of another person so that they are in an embarrassing situation.	Tweeting insults under a false screen name.	Forwarding a confidential e-mail.



text message bullying
taunting
spreading rumors
gossip
alliance building
eye rolling
name calling
blog or Web site bullying
sabotage
purposely ignoring someone

**It's not kids being kids...
It Has a Name: Relational Aggression**

IT HAS A NAME: RELATIONAL AGGRESSION

This curriculum introduces girls to the concept of peer aggression, with a focus on relational aggression. The lessons will equip girls with an understanding of the language of peer aggression, including the roles within relational aggression; the concept of accepted social norms; steps to developing healthy, inclusive friendships; the connection between popularity and leadership; the harsh effects of cyberbullying; and more.

Part of a critical issues initiative, this curriculum raises awareness about the nature and impact of relational aggression on the lives of youth.

SIX LESSON TOPICS:

The Language of Peer Aggression
The Bystander
Normative Beliefs
Friendship
Leadership
Cyberbullying

