

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

annoyance

## High School Lessons

log or Web site bullying

making insults

flaunt

eye rolling

taunting

instant and text messages

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

**High School**

## Table of Contents

<b>Introduction .....</b>	<b>4</b>
<b>What is Relational Aggression? .....</b>	<b>5</b>
<b>Features of this Curriculum.....</b>	<b>6</b>
<b>Objectives and Essential Questions.....</b>	<b>9</b>
<b>Suggested Curriculum Levels.....</b>	<b>9</b>
<b>Scope and Sequence .....</b>	<b>10</b>
<b>Activities by Topic and Grade Level.....</b>	<b>14</b>
<b>National Standards .....</b>	<b>15</b>
<b>Benefits for Scouts.....</b>	<b>17</b>
<b>Lesson One: <i>The Language of Peer Aggression</i>.....</b>	<b>18</b>
<b>Lesson Two: <i>The Bystander</i> .....</b>	<b>21</b>
<b>Lesson Three: <i>Normative Beliefs</i> .....</b>	<b>23</b>
<b>Lesson Four: <i>Friendship</i>.....</b>	<b>26</b>
<b>Lesson Five: <i>Leadership</i>.....</b>	<b>29</b>
<b>Lesson Six: <i>Cyberbullying</i> .....</b>	<b>32</b>
<b>Appendices .....</b>	<b>37</b>

# Acknowledgements

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)<sup>1</sup> 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**

---

<sup>1</sup> 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 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

<b>Grade Level</b>	<b>Ages</b>	<b>Girl Scouting Level</b>
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:

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

Fourth – Fifth Grade girls will be able to:

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

Middle School girls will be able to:

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

High School girls will be able to:

- Identify types of aggression: physical, verbal, and relational.
- Identify roles in a bullying situation: aggressor and target.
- Define revenge and identify its role in the cycle of aggression.
- 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:

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

Second – Third Grade 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:

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

High School 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 21<sup>st</sup> 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:

- Identify the qualities of leadership in notable females in society.
- Distinguish between popularity, power, and leadership.
- 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:

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

High School girls will be able to:

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

# 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...

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

## Assessments:

- Girls will identify the type of bullying in Bethany's Story. (Objective 1)
- Girls will identify the aggressors and target in Bethany's Story (Objective 2)
- Girls will assess revenge and creating a cycle of revenge in Bethany's Story. (Objective 3)
- Girls will provide examples of bullying, determine the type of bullying in the example, and rank it on a continuum from low levels of aggression. (Objectives 1, 4)

## 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:** Harming others through purposeful manipulation and damage of their peer relationships.
- **Physical Aggression:** Harm and control through physical damage or by the threat of such damage
- **Verbal Aggression:** A communication intended to cause psychological pain to another person, or a communication perceived as having that intent; also referred to as verbal/symbolic aggression

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

## Materials:

- DVD player and screen/television
- In Their Own Words: Stories of Relational Aggression and Bullying DVD or Summary of Bethany's Story (Appendix B)
- Long piece of rope, twine, or string
- Tape
- Paper clips
- Index cards
- Single hole punch

## Activities:

### **Bethany's Story**

1. Watch Bethany's Story on the In Their Own Words: Stories of Relational Aggression and Bullying DVD. If multimedia equipment is unavailable, read the summary to the group. It is preferable to watch the story on DVD as girls can hear it in first person in addition to seeing the body language of the individual telling the story.
2. Ask for a volunteer who will summarize Bethany's story for the group.
3. Lead a discussion using the following processing points:
  - ☞ How did Bethany feel when she wasn't invited to the party? Encourage girls to name specific feelings such as embarrassed, upset, hurt, angry, etc...
  - ☞ Bethany said she felt like everyone was against her. What does building alliances do to friendships?
4. Introduce the vocabulary terms **physical aggression**, **verbal aggression**, and **relational aggression**. Ask girls to classify which type(s) of aggression are present in Bethany's story. There is definitely relational aggression as Bethany is excluded from a party, and then the girls begin building alliances against her. Bethany felt isolated and left out.
5. Introduce the vocabulary terms **target** and **aggressor**. Identify the roles of Bethany (target), Kelly (aggressor) and the girls who join in the exclusion (aggressors).
6. Tell girls: Bethany didn't remain a target throughout her story. She switched the roles when it was her turn to have a birthday party Introduce the vocabulary term **revenge**.
7. Lead a discussion using the following processing points:
  - ☞ Is revenge ever justifiable?
  - ☞ What reasons did Bethany give for seeking revenge? Can these reasons for revenge apply to any aggressive situation?
  - ☞ Is it wrong to make people feel the pain they have inflicted upon us, or does it "teach them a lesson?"
  - ☞ What are some possible alternatives to revenge?

## Peer Aggression Continuum

1. Break girls into several groups. Provide index cards for each group. Have girls write an example of an aggressive act on each card. Be sure to include physical, verbal, and relational examples and write a P (physical), V (verbal), or R (relational) on each card to signal the type of aggression on the card.
2. Once each group has several examples (at least one for each girl in the group), bring girls back together into a large group. Every girl should have at least one card. Pass around a single hole punch and paper clips. Have each girl punch a hole in his card(s) and then unbend a paper clip to create a hanger for the card.
3. In the front of the room, hang a length of rope or twine from wall to wall using tape. Punch a hole in the top of a sheet of paper labeled “Low Levels of Aggression” and unbend a paper clip to create a hanger or use a clothespin to hang the label at the left end of the rope. Repeat this action on the right end of the rope with a sheet of paper labeled “High Levels of Aggression.”
4. Tell girls that together they will create an “aggression continuum,” with low level behaviors on the left and high level (very serious) behaviors on the right.
5. Have girls one at a time read the aggressive behavior on their card and indicate where on the continuum they would place those behaviors. Girls may disagree as to the intensity of each act; allow this as an opportunity for discussion. However, the girl placing the example on the continuum should have final say in where on the continuum his act is placed.
6. Lead a discussion using the following processing points:
  - ☞ Can any broad generalizations be drawn from this continuum? (Example: Physical acts are of higher intensity when compared with relational acts.)
  - ☞ Do all acts of aggression, whether low level or high level, affect the target?
  - ☞ Can repeating low level acts increase their intensity over time?
  - ☞ Where do acts of revenge sit on the continuum? Can revenge carry the same level of intensity as the initial act that prompted revenge?
  - ☞ When looking at acts of aggression on a continuum, how do you feel about aggression that you observe in your home, school, or community?

## Closure:

1. Ask girls to journal a response to the following prompt: “What acts of aggression have you been a part of recently? Where do they lie on the continuum? Are you an aggressor or a target more often? What feelings do you experience when in these roles?”
2. Girls may share their reflections, but are not required to.

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

## Assessments:

- Girls will identify the bystanders in Jenny’s Story. (Objective 1)
- Girls will complete the Jenny’s Story Processing Sheet. (Objectives 1, 2, 3)
- Girls will role play upstander strategies to help the target in Shana’s story. (Objective 1, 2, 3)

## 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:

- DVD player and screen/television
- In Their Own Words: Stories of Relational Aggression and Bullying DVD or summary of Jenny’s Story (Appendix C)
- Jenny’s Story Processing Sheet (Appendix D) – make enough copies for each group to have a sheet (group size is at the discretion of the facilitator)

## Activities:

### **Jenny's Story**

1. Watch Jenny's Story on the In Their Own Words: Stories of Relational Aggression and Bullying DVD. If multimedia equipment is unavailable, read the summary to the group. It is preferable to watch the story on DVD as girls can hear it in first person in addition to seeing the body language of the individual telling the story.
2. Ask for a volunteer who will summarize Jenny's story for the group.
3. Introduce the vocabulary terms **bystander** and **upstander**.
4. Break girls into groups and have them fill out the Shana's Story Processing sheet.
5. Bring girls back together in a whole group and share answers on the processing sheet. Discuss responses to the questions, and compare answers that may vary.

### **Upstander Strategies**

1. Divide girls into three groups representing bystanders in Jenny's Story: Jenny, Slojanna, and the other girls at the lunch table. Tell girls that each group must come up with a role play to demonstrate a positive solution that their bystander(s) can use to intervene in the bullying situation. The role play should begin after the heads of the table have called the vote to kick Sarah out of the table. It is important that girls do not role play aggressive acts!
2. Have girls perform their role plays for the rest of the group.
3. Generate a list of upstander strategies and discuss the potential impact that each strategy could have in Jenny's story.

### **Closure:**

1. Ask girls to think about the following questions, but not respond out loud:
  -  Even if Jenny, Slojanna, or anyone else at the table spoke up on behalf of Sarah, would it have made any difference to Sarah's feelings?
  -  Would she ever feel comfortable at that table again if someone had stopped the vote and let her stay at the table?
2. Have girls write a mock journal entry as if they were Sarah on the day that she was voted from the lunch table. They can journal as if no one intervened, or reflect on how the bystander interventions changed the situation.
3. Ask the questions in step 1 again, this time asking for girls to respond.
4. Discuss with girls the importance of bystander intervention. Even though a bystander cannot erase the pain of aggression, she can stop additional pain from being inflicted or start helping the target to heal.
5. Remind girls: only 15% of bystanders intervene, but when they do, they are effective over 80% of the time and often within the first 10 seconds of intervention.

# 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...

1. Identify normative beliefs regarding women's roles in the 21<sup>st</sup> Century.
2. List normative beliefs that girls would like to establish regarding women's roles.
3. Compare and contrast male and female gender roles.
4. Examine the relationship between normative beliefs about gender and aggression.

## Assessments:

- Girls will classify words as male or female based on their connotations associated with gender roles in the Girls vs. Boys activity. (Objective 3)
- Girls will list normative beliefs about female gender roles in the workforce in the We Can Do It activity. (Objective 2)
- Girls will create poster encouraging women into predominately male positions in the workforce in the We Can Do It activity. (Objective 1, 2, 3)
- Girls will discuss which types of aggression are associated with each gender and why such an association exists in our culture during the Closure activity. (Objective 4)

## Vocabulary:

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

## Materials:

- Gender Roles Cards (Appendix E)
- We Can Do It (Appendix F)

## Activities:

 **Girls vs. Boys**

1. Introduce the vocabulary term **normative beliefs**. Ask girls: Do girls and boys have the same set of normative beliefs regarding their behaviors and expectations? Why or why not? Encourage a healthy discussion regarding this question. Introduce the vocabulary term **gender roles**.
2. On the board or chart paper create a chart with headings for Girls and Boys. Distribute Gender Roles Cards among the group, and provide a piece of tape for each card. Have girls one by one add their cards to the chart. They must choose which gender the word(s) on their card is best associated with.
3. Lead a discussion using the following processing points:
  - ☞ Which words were the easiest to place?
  - ☞ Which words were hard to decide which gender they were best associated with?
  - ☞ What helped to make your decision on where to place the words that you had?
  - ☞ What themes or categories describe the words in the girls' column? The boys' column?
  - ☞ Are there any items on the girls' column that would be acceptable on the boys' column as well?
  - ☞ Are there any items on the girls' column that would not be acceptable on the boys' column? What makes these items unacceptable?
  - ☞ Is it more acceptable for girls to fulfill male gender roles or girls to fulfill female gender roles? Why?

### **We Can Do It**

1. Tell girls: In the 1940s, the roles of women were very clear: get married, have children, clean the house, cook meals. These behaviors were enforced by normative beliefs. However, during World War II when many men were drafted into military service women's roles began to drastically shift. Women were needed outside of the home to fill the positions of the men who left to go overseas and fight in the war. Normative beliefs regarding women's roles needed an immediate shift if the economy was to remain stable during wartime.
2. Show girls the now well known poster "We Can Do It." This poster was created to encourage women to break out of the current normative beliefs that enforced a female gender role based solely in the home. The woman in the poster, who came to be known as "Rosie the Riveter" is shown in a masculine pose and wearing a men's work shirt. She still, however, retains her femininity with obviously female features and a colorful scarf on her head. This poster was credited with helping many women break into industrial work and begin to change normative beliefs that women were indeed capable of working outside of the home.
3. Break girls into several groups. Have girls create a poster encouraging women in the 21<sup>st</sup> Century to fulfill positions outside of the current normative beliefs. These could include STEM (Science, Technology, Engineering, and Mathematics) positions, politics, professional sports, or any other jobs that are still considered to be male dominated fields.
4. Have groups share their posters and then display posters for others to see.

## **Closure:**

1. Normative beliefs between genders even persist regarding aggression. Lead a discussion using the following processing points:
  - ☞ Think of the three types of aggression: physical, verbal, and relational. What type(s) of aggression are considered more male? Which are considered to be more female?
  - ☞ Is the perception of “mean girls” or “girl bullying” based on a normative belief as to how girls should relate to each other?
  - ☞ Does our culture have normative beliefs about the use of relational aggression in girls?
  - ☞ Why have these normative beliefs regarding aggression persisted?
2. Have girls write one way they can work to change normative beliefs regarding gender and aggression. Display responses in the room.

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

## Assessments:

- Girls will write a “how to” manual for creating and sustaining friendships in the Friendship by the Book activity. (Objectives 1, 2)
- Girls will role play ways to fix a friendship or “break up” with a friend in the Breaking Up is Hard to Do activity. (Objective 2, 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:

- Paper, pens, pencils
- Ending a Friendship Poster (Appendix G)

## Activities:

### **Friendship by the Book**

1. Ask girls what they feel is necessary for establishing friendships. List on the board or chart paper all responses. Possible examples could include:
  - Similar taste in music
  - Shared heritage, ethnicity, or religion
  - Participating in the same sport, club, or activity
  - Common family structure

- Enjoys the same classes/subjects
2. Break girls into groups of 3-5. Tell girls that they will be writing an instruction manual for how to establish friendship. They may use any or all of the examples that the group generated and also come up with additional ideas. Have girls include activities, conversation starters, and personal qualities of each friend within their manual. The manual should include the following topics:
    - Prerequisites for friendship
    - Introducing yourself to a new friend
    - Moving from acquaintance to friend
    - Sustaining the friendship
  2. When manuals are complete, have each group trade their manual with another group and read the different manual. Each group should come up with three comments about the other group's manual:
    - This manual's greatest strength:
    - One area that could use improvement:
    - Another general comment:
  3. Give manuals back to their original owners and provide groups an opportunity to make any changes necessary. Then, switch manuals with a different group and read the new manuals.
  4. Lead a discussion using the following processing points:
    - ☞ What similarities did you notice between your manual and the other two that you read?
    - ☞ Were there any big differences between the manuals? Why do you think these exist?
    - ☞ Can you make any generalizations about establishing friendships? (Ex: Friendships are easy to establish if there is a shared feature or interest between two people.)
    - ☞ Can friendships be established based on a manual or is every friendship unique?
    - ☞ What is the difference between a friend and an acquaintance?

## Breaking Up is Hard to Do

1. Tell girls that "Friendships last for a reason, a season, or a lifetime." Sometimes we are friends with someone because you are in the same math class and get assigned to group work often. There is a specific *reason* why you have been brought together. Some friendships may last a bit longer such as girls on a sports team being friend through the *season*. Even staying friends with the same group throughout middle school is merely a seasonal friendship. If we are lucky, we find someone with whom we truly connect and create a lasting bond that goes into a *lifetime*.
2. You do not have to be friends with everyone, but you do have to treat everyone with civility and respect. Those who are not your friends are not targets for aggression!

Tell girls that relational aggression should not be used to damage the friendships that others have established.

3. Remind girls that friendships come and go, and that is ok. You can be friends with someone now and not friends in a few months. Introduce the vocabulary terms **healthy friendship** and **unhealthy friendship**. Sometimes, if a friendship has become unhealthy and it would be better for those involved to dissolve the friendship. Just as you would break up with a boyfriend when the relationship is over, you should learn the appropriate way to break up with any friend. Walk girls through the Ending a Friendship Poster.
4. Break girls into four groups. Assign each group one unhealthy relationships from The Flow of Friendship story. Tell girls to prepare two role plays. One in which the friendship is repaired, and another where the friendship is ended.
5. Have groups present their role plays for the rest of the group.

## Closure

1. Ask girls to journal about a friendship that they were in, but ended. How did the friendship end? Why did it end? How does it feel when a friendship has ended?
2. Lead a discussion with the following processing points:
  - ☞ Is it ok for friendships to end?
  - ☞ Is it ok to be sad when a friendship ends?
  - ☞ Earlier in the lesson it was said that “Friendships last for a reason, a season, or a lifetime.” How does this statement make you feel?
3. Whether people are your friends are not, it is important to remember that everyone deserves to be treated with respect. Remember, you do not have to be friends with everyone, but you do have to be civil with everyone. Follow the golden rule and treat others the way that you want to be treated – you just may end up making a friend that you never thought you would have made otherwise!

# 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, 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.

## Assessment:

- Girls will list qualities of leadership in examples of famous women during the Women of Power activity. (Objective 1)
- Girls will discuss the differences between popularity and power and their influences on leadership during the Popularity vs. Power activity. (Objective 1, 2)
- Girls will conduct a search using Internet job search engines for jobs requiring leadership skills. (Objective 3)

## Vocabulary:

- **Leadership:** the ability to lead
- **Popularity:** the quality of being well-liked or common.

## Materials:

- Working Women Sheet (Appendix H) – make a copy for each girl in the group
- Job Market Sheet (Appendix I)

## Activities:



### Women of Power

1. Tell girls: Women have amazing opportunities to assume positions in power, yet many women are afraid to do so or feel they cannot assume leadership roles in the workplace (specifically the corporate world) or even in society.
2. Distribute a copy of the Working Women sheet to each girl. Have volunteers read the statistics aloud. Lead a discussion using the following processing points:
  - ☞ How does reading this make you feel? Angry? Concerned? Hopeful? Cynical?
  - ☞ Why do you feel that women, although they tend to have higher education than

men, tend to earn less?

- ☞ What barriers for women create the disparities in women's wages and the fact the women to not rise as high on the corporate ladder? List responses on the board.
3. Provide pictures of well known women who are in leadership positions (Hilary Rodham Clinton, Michelle Obama, Michelle Rhee, Angelina Jolie, Oprah, Barbara Walters, Ellen DeGeneres, Tyra Banks, Nancy Pelosi, Sonya Sotomayor, etc...). Ask girls to come up with other examples from their community (teachers, religious leaders, parents, coaches, local politicians, etc).
  4. Introduce the vocabulary term **leadership**. Have girls list words that come to mind when they hear this term.
  5. Break girls into groups, and assign each one or two examples from the list of women in leadership positions. Have groups answer the following questions:
    - a. What qualities do these women have that allowed them to assume their roles as leaders?
    - b. Compare these women to a male counterpart in their field. Are the expectations for men and women different? Why?

### ☞ **Popularity vs. Power**

1. Introduce the vocabulary term **popularity**. List celebrities who may be well known, but are not considered leaders (the Kardashians, Paris Hilton, many reality television stars). It is possible to establish social status yet have no power. For the sake of this activity, the term **power** will be defined as having an ability or position to create change or influence through effective leadership.
2. Lead a discussion using the following processing points:
  - ☞ Are the women who were discussed in the previous activity popular or powerful?
  - ☞ Is there difference between being popular and being powerful?
  - ☞ We have given examples of women who are popular yet not powerful. Is it possible to be powerful and not popular?
  - ☞ How can popularity be used to create power? (Think of Angelina Jolie who used her celebrity to bring attention to poverty stricken nations and become a United Nations Ambassador.)



## Online Activity: Leading the Job Market

Note: If possible, break girls 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 girls to use.

1. Have girls visit job search engines such as [www.hotjobs.yahoo.com](http://www.hotjobs.yahoo.com), [www.monster.com](http://www.monster.com), or [www.careerbuilder.com](http://www.careerbuilder.com). Complete a keyword search using only the word Leadership. Girls 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:
  - ☞ Were you surprised by the number of jobs that your search returned? Why do you think leadership is such a valued asset in today's job market?
  - ☞ Some colleges offer courses or even entire degree programs in leadership – what would the benefits of taking such a course be besides workplace preparation?
  - ☞ Does every job require some level of leadership, whether it is listed in the job description or not?

## Closure:

1. Women have enormous opportunities today to achieve leadership positions in society and the workplace, but are sometimes hesitant to do so. Have girls journal a response to one the following processing points:
  - ☞ What aspirations do you have for yourself professionally or personally that involve the development of leadership skills?
  - ☞ How can you develop your leadership skills to meet your personal and professional goals?
  - ☞ Why are leadership skills so important for women to develop? Is the need the same for men? Why or why not?
  - ☞ What is more important: popularity or power?
  - ☞ How can popularity positively influence leadership? How can it negatively influence leadership?
2. Discuss responses to the processing points above.
3. Close with the following points:
  - Leadership is a highly valued quality in today's society and job market.
  - Women need to become more comfortable assuming leadership and achieving equality in the workplace.

# 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.

## **Objectives:**

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

1. Define and identify cyberbullying.
2. Distinguish between "shareable" and "unshareable" information and media to be used on social networking sites.
3. List rules for respecting the privacy of others online.

## **Assessments:**

- Girls will properly use the term cyberbullying and identify examples of cyberbullying in vignettes in the Respecting Others' Privacy activity and Sexting and Cyberbullying activity. (Objective 1)
- Girls will create a Venn diagram listing shareable and unshareable information and media on social networking sites in the TMI – Too Much Information activity. (Objective 2)
- Girls will create an Internet and Cell Phone Users' Bill of Rights in the Respecting Others' Privacy Activity. (Objectives 2, 3)
- Girls will write Guidelines for Internet Privacy in the Respecting Others' Privacy Activity. (Objective 3)

## **Materials:**

- Index cards
- Tape or sticky tack
- Shareable Info Inventory (Appendix J) – make enough copies for each girl to have one

- Shareable Info Venn Diagram (Appendix K) – make enough copies for each group (number of groups to be determined by the facilitator)

## Vocabulary:

- **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:

### TMI – Too Much Information

1. Ask girls how many have MySpace, Facebook, Twitter, or other social networking site accounts. Once common feature on these sites is creating a “status” update. Read the following examples:
  - Sitting through a session about cyberbullying and then working all night at McDonald’s on 12<sup>th</sup> Street.
  - Going to musical practice then driving around with the girls looking for stuff to do.
  - After sitting next to Doug all day in class, I need to smell something pleasant.
  - Date tonight with Bobby ;- ) Oh yeah!
2. Have girls write a short sentence or two on an index card describing what they are doing today, or how they are feeling.
3. Tape (or sticky tack) status cards in a row to simulate a “feed” with everyone’s messages.
4. Lead a discussion using the following processing points:
  - ☞ Is it necessary to “Tweet” or “Facebook” your status to let everyone know what you are doing at all times? Could this be potentially unsafe?
  - ☞ Is it ever ok to post status messages about others? When would it be ok? When would it not be ok?
  - ☞ People online sometimes use the acronym TMI when someone posts “too much information” about themselves that others may not particularly want to know about. What are some topics that may be TMI?
5. Give girls the Shareable Info Inventory to fill out. Tell girls to consider not only whether or not they want the information to be made public, but also if others would want the information to be made public too. Items may be considered unshareable for safety purposes, privacy purposes, or because it may include inappropriate or compromising information or media.
6. After each girl is done with his inventory, break girls into several groups (size to be determined by the facilitator). Distribute a Shareable Info Venn Diagram to each group. Using the items on the inventories, have girls classify each item as Shareable or Unshareable. For items that they cannot agree upon after discussion or that they

feel are shareable in some situations but not in others, have girls write that item in the overlapping area between the two circles.

7. Lead a discussion using the following processing points:
  - ☞ What types of information are safe to share online?
  - ☞ How can you determine what information you should or should not share online?
  - ☞ Is there a difference when posting information about others and posting information about yourself?
  - ☞ Which items fell into the “gray area” between shareable and unshareable? Why was it hard to classify these items?

## **Respecting Others' Privacy**

1. Introduce the vocabulary term **cyberbullying**. Ask girls to give examples of cyberbullying and record examples on the board or on chart paper. Examples can include:
  - Posting pictures of others in compromising situations
  - Writing inappropriate comments about others on your page or someone else's page
  - Posting inappropriate comments anonymously or using an alias
  - Assuming someone else's identity to post information or comments
  - Forwarding rumors with e-mail or text messages
  - Creating a webpage to embarrass or hurt someone else
  - Creating a fake MySpace or Facebook account for someone
  - Sending sexually explicit messages, known as “sexting,” with the intention of embarrassing or humiliating others
2. Read the following vignette about a cyberbullying situation: Alfonso threw a party at his house Friday night when his parents were out of town. His older brother provided a keg of beer and some assorted bottles of alcohol. One of Alfonso's friends, Sam, drank so much he passed out on the couch. Attendees at the party passed around a permanent marker, each drawing something on Sam's face or stomach. Alfonso took pictures of Sam's new body art and the next day posted pictures from the party on his Facebook account. By Wednesday, nearly the entire school had seen the pictures. Julie had been suspended from the cheerleading squad because some of the pictures showed her drinking beer. Sam, who still has traces of marker on his skin, has been the subject of torment since the morning after the party. He is so embarrassed that he doesn't want to go to school. His Facebook wall is covered with comments about the marker incident.
3. Lead a discussing using the following processing points:
  - ☞ What are the examples of cyberbullying in this story? (Alfonso posting the pictures, others posting comments on Sam's wall)
  - ☞ Do you think Alfonso purposefully wanted to attack Sam? What other reasons could he have for posting the pictures?

- ☞ Is Julie's suspension an example of cyberbullying? \*This is a violation of privacy that resulted in Julie getting in trouble. Although Julie may be angry and feel targeted by Alfonso, his actions towards her are not necessarily aggressive. Encourage students to explore this issue and determine for themselves if it is or is not cyberbullying.
  - ☞ How do acts of cyberbullying affect life in the "real world?"
  - ☞ Are the other students who posted on Sam's Facebook wall cyberbullies or bystanders? What distinguishes these roles here? \*If the comments are continuing to ridicule Sam, then the poster is a cyberbully!
4. Tell girls: One of the issues surrounding cyberbullying is acknowledging the privacy of yourself and others. A boy may post pictures from a party just to show off the fun he had over the weekend. However, someone in one of those photos may not want that images posted and feel targeted by the posters' actions. This violation of privacy could be considered cyberbullying by the target, thus making the poster an aggressor without even having the intention of bullying others! Cyberbullying, online privacy, and providing information through social networking sites can be interpreted differently by many different people. Additionally, the number of bystanders in cyberspace is infinite! It is important, then, for all users of technology to be aware of what they are sharing and how that information and media can impact others.
  5. Break girls into two groups. One group will be writing an Internet and Cell Phone Users' Bill of Rights. This group must list the freedoms that each user of the Internet and cell phones possesses, and also what offenses are punishable. The other group will be writing Guidelines for Online Privacy to include privacy of the poster and the subject of posts and media items.



## Online Activity: Sexting and Cyberbullying

1. Read the Wikipedia entry for Sexting at: <http://en.wikipedia.org/wiki/Sexting>
2. Next, visit the YouTube channel for the Give It a Ponder campaign at: <http://www.giveitaponder.com/with/#/youtube/>
3. Watch the video titled “Funny Give It A Ponder James Lipton Beard Commercial - LOCKER ROOM.”
4. Lead a discussion using the following processing points:
  - ☞ If Zoe posts Stefan’s picture on Twitter, could this be considered cyberbullying?
  - ☞ How does forwarding sexually explicit messages hurt the target?
  - ☞ How can you protect yourself from being a target of sexting?
  - ☞ What should you do if you are sent a sexually explicit e-mail or text message?
5. Remind girls that sexting can result in cyberbullying and also in serious criminal charges including child pornography charges and registering as a known sex offender if the subject of the sext message is under 18. Also, it may be embarrassing to report cyberbullying sexting due to the content, but bystanders should still seek the help and guidance of a parent, teacher, or other trusted adult.

## ☞ Closure:

1. Read aloud and display the Bill of Rights and Guidelines for Online Privacy within the room. Lead a discussion using the following processing points:
  - ☞ What items are safe to post online?
  - ☞ Should an Internet or cell phone user be free to post whatever he pleases – regardless of who may be hurt by these posts?
  - ☞ What shared information and media could be considered cyberbullying or offensive by others?
  - ☞ Should cyberbullying incidents be handled privately, by schools, or by the police?
  - ☞ Whose responsibility is it to see that cybertargets are protected?
  - ☞ How does the number of bystanders in a cyberbullying incident affect the severity of an incident?
2. Have all girls sign the Internet and Cell Phone Users’ Bill of Rights.

# Appendices

## Appendix A: Vocabulary

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

## **Appendix B: Bethany's Story**

**It is recommended that girls watch the DVD *In Their Own Words: Stories of Relational Aggression and Bullying*, however if multimedia equipment is unavailable, read the summary Bethany's story here.**

When Bethany was in seventh grade, her three best friends turned their backs on her. She was a member of the popular group and she thought everyone liked her. Then, her friend Kelly did not invite Bethany to her birthday party. Sam, another one of Bethany's friends, told Bethany that Kelly did not like her and that is why she was not invited. Bethany felt awful. During this time, Kelly began building an alliance against Bethany. More and more people started to dislike Bethany. She began to feel like everyone in the school was whispering about her, and in on a secret about her that she did not even know.

Later that month, Bethany was going to celebrate her birthday. She chose not to invite her three former best friends. She hoped this would get back at them for not inviting her to Kelly's party and then getting other students to turn against her. Bethany's birthday party went great, but the next Monday in school, the girls began making Bethany's life miserable. They began taunting her in the hallways, on the Internet, and even turned her own sister against her.

Bethany thought revenge would make everything better, but it did not. Bethany spent a lot of time crying because people did not like her. She hurt so much because of these girls and felt very isolated. Eventually, she made new friends, but she still tried to get back with her old friends. The girls all talked about what happened, but could never get back to where they were as friends. They are nice to each other now, but that is it. Bethany says her life has been changed because of what those girls did to her and what she did back to them.

## **Appendix C: Jenny's Story**

**It is recommended that girls watch the DVD *In Their Own Words: Stories of Relational Aggression and Bullying*, however if multimedia equipment is unavailable, read the summary of Shana's story here.**

Jenny and Sarah were best friends since third grade. They lived next door to each other and spent a great deal of time together. In seventh grade, they begin to sit at a lunch table with some new people. Jenny and Slojanna, another girl at the table, became really good friends. Sarah did not get as close with other people at the table, but she still got along with everyone.

After awhile however, other people at the table started talking about Sarah while she was getting her lunch. They would say some pretty mean things about her. Jenny was new to the table, so she did not feel like she could say anything about how the other girls at the table were talking about Sarah. It went on for awhile, and some girls began talking more and more about how they did not like Sarah. Soon, there was talk about kicking Sarah out of the table.

One day, Sarah went to get her lunch. The two "heads of the table" talked about how this was going to be the day that they vote for Sarah to leave the table. As Sarah sat down, everyone at the table got very quiet. Jenny and Slojanna did not know what to do. The heads of the table said, "Sarah, we have something to tell you. No one at this lunch table wants you to sit here, and I think we're going to kick you out." They then proceeded to lead a vote. The two heads of the table raised their hands high. Some other girls at the table raised their hands just a bit, but Jenny and Slojanna did not raise their hands – they were shocked at what was going on.

Sarah looked around at everyone raising their hands, and the entire lunch room was watching what was going on. Sarah got up and walked away. She looked at Jenny and asked if she was coming. Jenny looked away. She did not do or say anything, and Sarah went to the other table.

Now, Jenny says that was the day that Sarah walked out of her life. The girls are now seniors, and Jenny still has not apologized to Sarah. She regrets that she did not stand up for Sarah that day and let someone else's actions and influence take away her best friend.

## Appendix D: Jenny's Story Processing

**Characters:**

Jenny

Sarah

Slojanna

Heads of Table

Other girls at table

**Role:**

---

---

---

---

---

Do any of the bystanders intervene in the bullying situation? \_\_\_\_\_

---

Why do you think the bystanders acted the way they did? \_\_\_\_\_

---

---

---

---

Do bystanders have any obligations to intervene on behalf of the target? \_\_\_\_

---

---

What are some other ways bystanders can positively intervene in a bullying situation and help a target? \_\_\_\_\_

---

---

---

---

## Appendix E: Gender Roles Cards

✂ Cut out and distribute cards

<b>Sports</b>	<b>Cars</b>	<b>Baking</b>	<b>Sewing</b>
<b>Video games</b>	<b>Honor roll</b>	<b>Cheerleading</b>	<b>Debate Team</b>
<b>Blue</b>	<b>Pink</b>	<b>Green</b>	<b>Red</b>
<b>Beer</b>	<b>Pizza</b>	<b>Tea</b>	<b>Coffee</b>
<b>Salad</b>	<b>Shoes</b>	<b>Swimsuits</b>	<b>Polo Shirts</b>
<b>Pajamas</b>	<b>Dating</b>	<b>Facebook</b>	<b>Texting</b>
<b>Musicals</b>	<b>Star Wars</b>	<b>Swimming</b>	<b>MTV</b>
<b>ESPN</b>	<b>Food Network</b>	<b>Roller Skating</b>	<b>Reading</b>
<b>Golf</b>	<b>Hair salon</b>	<b>Barber shop</b>	<b>Mall</b>
<b>Wal-Mart</b>	<b>Beach</b>	<b>Tattoos</b>	<b>Piercings</b>
<b>Ponytail</b>	<b>Army</b>	<b>Babysitting</b>	<b>Bowling</b>
<b>Pool Tables</b>	<b>Hunting</b>	<b>Singing</b>	<b>Dancing</b>
<b>Rap Music</b>	<b>Heavy Metal Music</b>	<b>Computers</b>	<b>Opera</b>
<b>Chess</b>	<b>Detention</b>	<b>Science</b>	<b>Math</b>
<b>English Class</b>	<b>Social Studies</b>	<b>Politics</b>	<b>Blue jeans</b>

## Appendix F:

## We Can Do It



*Note: This work is in the public domain because it was published in the United States between 1923 and 1977, inclusive, without a copyright notice.*

**Appendix G:  
Fixing an Unhealthy Friendship**

<b>Step</b>	<b>What to Say</b>
<p>Let the person know the friendship is no longer healthy.</p>	<p>“This friendship is no longer balanced and mutual. It has become unhealthy.”</p>
<p>Tell the person why the friendship is no longer healthy without accusing or laying blame.</p>	<p>“I feel manipulated when you do not let me choose activities that we do and you tell me who I can be friends with.”</p>
<p>Offer a way fix the friendship.</p>	<p>“If we acknowledge that our friendship does not control each other’s decisions or additional friendships, then we can continue to be friends.”</p>
<p>If the friend accepts a way to fix the friendship, continue being friends. If not, respectfully end the friendship.</p>	<p>“Unfortunately, I feel we both cannot continue to be in this friendship and feel valued, supported, and equal. I would prefer if we are no longer friends. I hope we can still get along.”</p>

## Appendix H: Working Women

### The Good News:

Women have been earning more bachelor's degrees than men since 1982 and they have been earning more master's degrees than men since 1981. They are projected to earn 59% of all postsecondary degrees conferred in 2008.

([http://www.dneaficio.org/programs/factsheets/fs\\_2009\\_Professional\\_Women.htm](http://www.dneaficio.org/programs/factsheets/fs_2009_Professional_Women.htm))

### The Concerning News:

Although women make up over half of America's labor force, as of 2009, only 12 Fortune 500 companies and 25 Fortune 1000 companies have women CEOs or presidents.

(<http://www.infoplease.com/spot/womenceo1.html>)

In 2007, women made up only 16% of the National Legislature and 18% of the state governors.

([http://uspolitics.about.com/od/usgovernment/a/women\\_milestone.htm](http://uspolitics.about.com/od/usgovernment/a/women_milestone.htm))

### The Bad News:

Statistically, women only make 77% of the wage that men make for doing the same job. (<http://www.pay-equity.org/info-time.html>)

- African American women earned 69.4¢ for every dollar earned by men in 2008.
- Hispanic and Latina women earned just 60.7¢ for every dollar men earned.
- Only Asian American women's earnings were closer to parity with men's: in 2008, they earned 95.4¢ for every dollar earned by men.

([http://www.dneaficio.org/programs/factsheets/fs\\_2009\\_Professional\\_Women.htm](http://www.dneaficio.org/programs/factsheets/fs_2009_Professional_Women.htm))

## Appendix I: Job Market

Total number of jobs found in your search: \_\_\_\_\_

Name five different job titles your search produced:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Read the listing for each of the five jobs named above. Name some of the other qualifications each position required: \_\_\_\_\_

---

---

---

---

---

---

Provide a few examples of how you could demonstrate leadership abilities to these employers on a resume or in an interview: \_\_\_\_\_

---

---

---

---

---

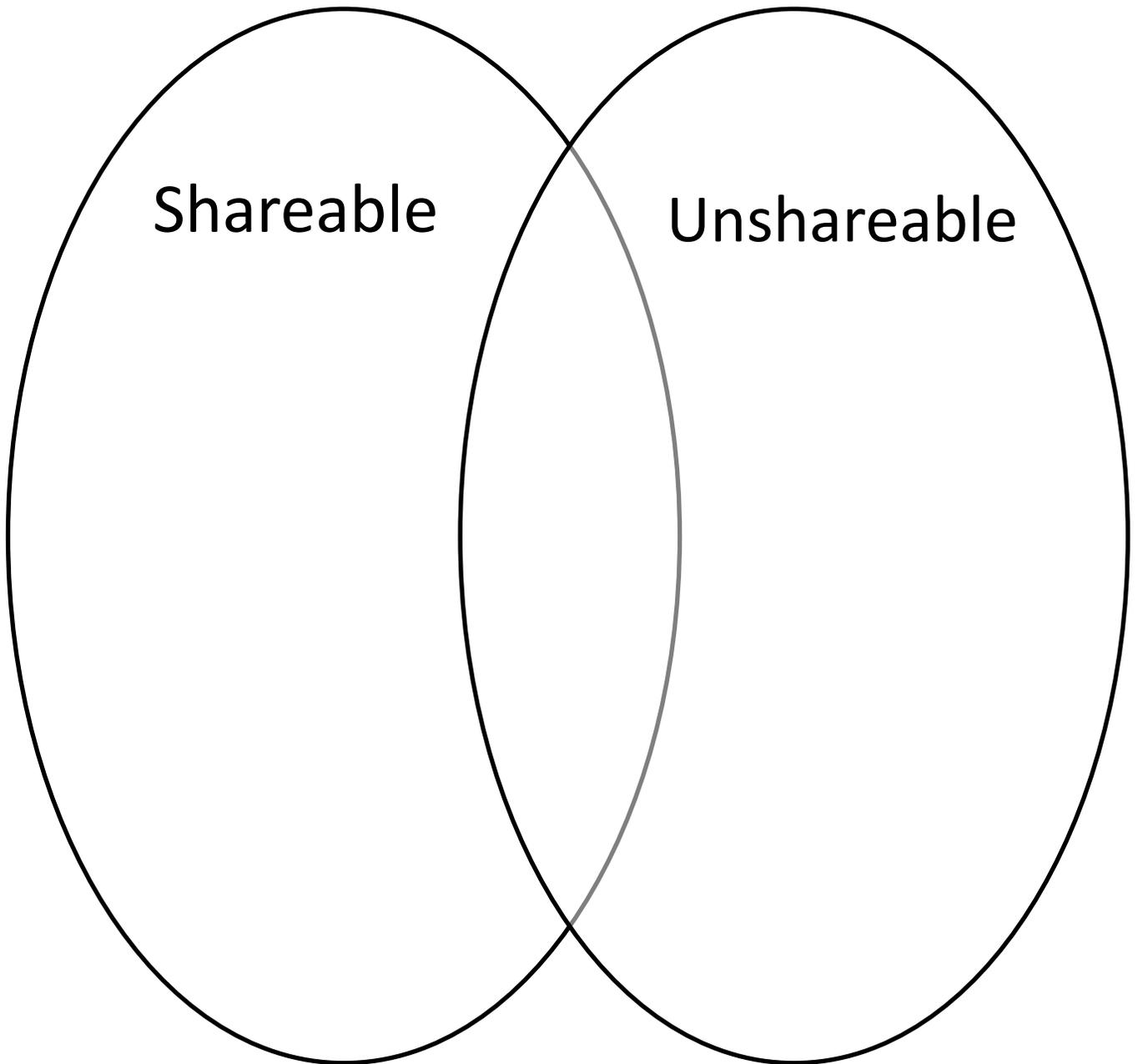
---

## Appendix J: Shareable Info Inventory

The following items are examples of information that can be shared on social networking sites. Check the items that you feel are appropriate to share with a digital audience.

- Gender
- Phone Number
- Address
- E-mail Address
- School
- Grade
- Dating status
- Screen name
- Photos of yourself
- Photos of family members
- Photos of friends
- Home movies
- Favorite movies, music, or books
- Birth date or age
- Place of employment
- Siblings' names
- Place of employment
- Religious affiliation
- After school activities

**Appendix K:  
Social Networking Venn Diagram**





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**

