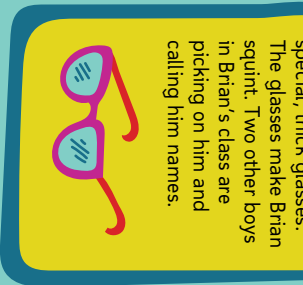


Ambassadors for Respect Teacher Resource Guide



special, which makes Brian squint. Two other boys in Brian's class are picking on him and calling him names.

Thank you for hosting an Ambassadors for Respect (A4R) team in your classroom. We hope that you and your students enjoyed the training, and that you see evidence of the new skills your students learned. This Teacher Resource Guide provides a list of tools on inclusion, Person First Language, and being an advocate for oneself and others. Our hope is that it is a helpful tool as you build on the bullying prevention efforts initiated by the A4R training.



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Inclusion

Literature

Picture Books

Ben's Adventures by Elizabeth Gerlach

Ben uses a wheelchair, but that doesn't define him. Strong messages of acceptance and inclusion, friendship and family make the Ben's Adventures series perfect for introducing the concept of disabilities, and for teaching young kids that people are more similar than they are different.

Leah's Voice by Lori DeMonia

Through her kindness and devotion, one sister, whose sibling is a person with Autism, teaches by example the importance of including everyone and showing acceptance.

When Aidan Became a Brother by Kyle Lukoff

This sweet and groundbreaking #ownvoices picture book celebrates the changes in a transgender boy's life, from his initial coming-out to becoming a big brother.

The Deaf Musicians by Pete Seeger and Paul Dubois Jacobs

A great story book on the power of music, overcoming obstacles, and all the different ways to hear the world.

My Three Best Friends and Me, Zulay by Cari Best

Zulay and her three best friends are all in the same first grade class and study the same things, even though Zulay is blind.

When We Were Alone by David A. Robertson

In this story a Cree girl spends time with her kókom (grandmother) and learns how she held onto her family and culture while forcefully separated from her people.

Chapter Books

Freak the Mighty by Rodman Philbrick

Max has always been called stupid. He's a slow learner and his body seems to be growing faster than his brain. People are afraid of him. Freak has a tiny body but a really big brain. The two pair up to create one formidable human force known as "Freak the Mighty." Together they are unstoppable.

Harbor Me by Jacqueline Woodson

A tale about six kids with different family struggles who are sent to their school's old art room for a weekly talk with one another. They rename the room ARTT ("a room to talk") and open up about their lives. This middle-grade novel brings in many aspects of the injustices Black and Brown people face.

Wonder by R.J. Palacio

August wants to be an ordinary ten-year-old. He does ordinary things and feels ordinary inside, but Auggie is far from ordinary. Born with a facial abnormality, Auggie has been home-schooled but now he's being sent to a public school. All he wants is to be accepted, but can he convince his new classmates that he is just like them underneath?

The Bubble Wrap Boy by Phil Earle

Tiny Charlie Han is an outsider at school. At home he suffers from an overbearing mother and a father who won't stand up to her. Charlie believes that everyone is good at something and when he finds a special talent for skateboarding, it might be the start of something special — if his mom's constant need to keep him safe doesn't get in the way.

How to Be Invisible by Tim Lott

Strato Nyman is an odd-one-out. He's the only Black kid around, he knows more about physics than his teacher, and he's constantly picked on by the school bully. At home, he blends into the background and his parents are too busy arguing to notice him. When one day, Strato finds an old book in a mysterious bookshop and learns to become invisible.

Ethan's Voice by Rachel Carter

Ethan lives with his parents in a houseboat on the canal. He likes it there; he can learn everything from books and his mom. No one there laughs at him because he doesn't talk. Ethan can't remember exactly when he stopped talking or why. It's only when he meets Polly, who has recently moved to the canal, that he begins to wish things were different.

Websites

The Inclusive Schools Network (ISN)

inclusiveschools.org

This is a web-based educational resource for families, schools and communities that promotes inclusive educational practices. ISN’s mission is “to encourage, embolden and empower people to design and implement effective inclusive schools, by sharing insights and best practices and by providing opportunities for connection.”

Teaching Tolerance

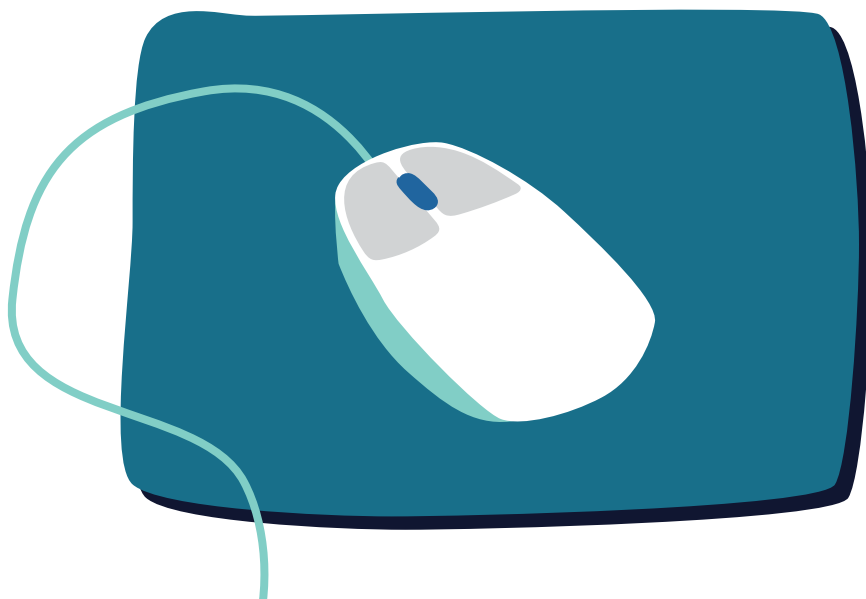
tolerance.org

This site provides a free, online anti-bias program for schools established by the Southern Poverty Law Center. The site itself, primarily aimed at educators, has materials to promote equity and reduce discrimination in schools. Teachers can use the site’s classroom resources, professional development materials, and blog, as well as a host of other resources. The site provides film kits and lesson plans on a range of topics, such as school integration, anti-bullying, social justice, and gender equity. The site’s search function uses topic and grade-level filters to help teachers find appropriate lessons for their classes — many of the materials here are Common Core-aligned.

Welcoming Schools

welcomingschools.org

HRC Foundation’s Welcoming Schools is the nation’s premier professional development program providing training and resources to elementary school educators to embrace all families, create LGBTQ and gender inclusive schools, prevent bias-based bullying, and support transgender and non-binary students.



Activities

Digital Citizenship Pledge

commonsense.org/education/lesson/digital-citizenship-pledge-3-5

Students learn how to participate responsibly and respectfully in an online community, and the class establishes expectations and norms for the group related to appropriate online behavior.

Kindness Catcher

pacerkidsagainstabullying.org/wp-content/uploads/2014/07/kindness-catcher.pdf

A take on the classic paper fortune teller, the Kindness Catcher gives fun prompts to promote inclusion. Print out copies for everyone in the class, and students can even write in their own prompts.

Unity Tree

pacerkidsagainstabullying.org/join-the-cause/class-projects/

An interactive and hands-on activity, a shared experience in which anyone can participate and everyone can watch the tree grow. Each person contributes by writing messages or pledges of inclusion on leaves that are attached to the tree. As the number of leaves increases, it creates a visual reminder, demonstrating that when we are united we can create social change.



Activity: Peer Interviews

Background: Peer interviews are a beginning-of-the-year activity designed to build connections and break down barriers, but they can still be effective later in the year, especially when pairing students who do not spend much time together naturally. Pairs of students interview each other and then use the interview results to introduce their partners to the rest of the class. The interview process is a class bonding exercise that can also provide first buddies for new students.

Learner Outcomes:

- Students learn that their assumptions about others are often wrong
- Students learn what they have in common with those who they don't yet know

Materials Needed:

- Peer Interview Questions worksheet, one per student (*See page 7*)

Preparation Needed: Print and hand out Peer Interview Questions.

Activity Outline:

- **Introduction (5 minutes):** *Today we're going to talk about assumptions. Does anyone know what it means to assume something? Take some answers. To assume something about someone means that you think you know about them, when you really don't. People do this all the time! When we don't know someone yet, we assume things about them — we think we can guess what they like to do, what their family is like, what they are good at. Everyone take your Peer Interview sheet, and I'm going to match you up with someone to interview. It would be boring to ask someone questions you already know the answers to, so I'm going to try to match you with someone you may not know as well.*
- **Activity (10 minutes):** Pair off students. *Now that you have your partner, is there anything you assume about them? Look at the questions on your sheet — do you assume you can guess how they will answer all of the questions?* Give students time to ask each other all of their questions.
- **Wrap-up:** *Did you learn anything about your partner? Were any of your assumptions wrong? It's important to remember not to assume things about people, because there is so much we can't know just by looking at someone.*



Get to Know Your Peers!

1. What is your name? _____
2. How long have you been at this school? _____
3. What is your favorite thing in your room? _____

4. Do you have a favorite show to watch? What is it? _____

5. Do you have brothers and sisters? _____

6. What is something you are good at? _____

7. Have you ever traveled out of town? Where? _____

8. Do you have any pets? _____

9. What do you like to do with free time? _____

Discussion: The Ins and Outs of Inclusion

Olweus, (2016). The Ins and Outs of Inclusion, in *More Class Meetings That Matter* (pp. 39-42). Center City, MN: Hazelden Publishing.

Background: As young children become aware of their own feelings and how to articulate them, they also learn that other people have feelings different from their own. They still need adult support to take another person's point of view, and they often lack the experience and vocabulary to navigate shifting relationships, play, and express their personal desires in ways that don't exclude peers or hurt their feelings. Adult modeling is essential, as are opportunities to practice words and actions they can use to intervene if they see others who are excluded, and to behave in more friendly ways themselves. This session provides practice situations designed to build skills, awareness, and empathy.

Learner Outcomes: by the end of the session, students will be able to

- Identify situations involving behavior that excludes versus behavior that welcomes or includes
- Describe how they might feel in situations involving behaviors that include and behaviors that exclude
- Identify words and actions that are welcoming or inclusive versus words and actions that exclude
- Identify ways to make areas of the school feel friendlier and more welcoming

Materials Needed:

- Whiteboard or flipchart paper
- Marker
- Ins-and-Outs of Inclusion Scenarios (*See page 9*)

Preparation Needed: Select a few scenarios from the ins-and-outs of inclusion scenarios document that you will use in your class meeting, or write your own if there are particular situations you would like students to discuss.

Activity Outline:

- **Activity (15 to 20 minutes):**
 - *Let's talk about what it feels like to be part of a group or included and what it feels to be left out or excluded. Write both words on the Whiteboard or flip chart.*
 - *I'm going to read a few short stories. After each I'm going to ask how you think each of the children in the story might feel.*

- Read the first scenario. Discuss it using the corresponding scenario questions as a guide. Read the next scenario and use the corresponding scenario questions to guide that discussion. Be sure to help children identify behaviors that are welcoming or inclusive, or that are unwelcoming, unfriendly, or exclusive. Write some examples of each under the words you wrote in front.
- Depending on the abilities of your class, do some roleplay as a whole class or divide into groups and practice welcoming and inclusive behaviors for one of the scenarios you discussed.

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The Ins and Outs of Inclusion

SCENARIO 1

Four boys in the class were playing a game during free choice time. Isabelle asked if she could play too. One of the boys said, "No, we don't want any girls to play." The rest laughed and agreed.

- *Do you think the boys' behavior made Isabelle feel included or excluded? Why?*
 - *Give an example of things they said or did that might make her feel left out or excluded.* (Possible answers: tone of voice, laughing, excluding her because she was a girl.)
 - *How do you think Isabelle might feel? Why? What do you think she can do now?* (Possible answers: She can find another activity or group to play with, play by herself, invite some other kids to play a game with her, or say "Girls can play that game too!")
 - *Why do you think the boys excluded Isabelle because she was a girl?*
 - *Do you think it was fair to do this? Why or why not?*
 - *Do you think there are any activities or games that are just for boys or just for girls? What activities or games? Why or why not?*
 - *What could the boys playing the game have said or done differently to include Isabelle?*
 - *If only four people could play the game, what could they say or do instead, so Isabelle might feel welcome or okay, even if she couldn't play with them right then?*
-

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The Ins and Outs of Inclusion

SCENARIO 2

Darius wanted to invite some friends to come to his family's apartment for his birthday. His mom said he could invite five kids. Darius was so excited, he told some kids about it, but when Sam walked up, Darius said, "I'm having a birthday party and you're not invited because you're not my friend!"

- *Was this an example of including or excluding behavior? Why do you think so?*
 - *Why do you think Darius said that to Sam?*
 - *Is it okay not to be friends with everyone?*
 - *What are some kind things you can say or do if someone wants to be your friend, but you don't want to be friends?*
 - *How do you think Sam might have felt if he thought Darius was his friend? Explain why he may have felt that way.*
 - *Is it okay that Darius can't invite everyone over on his birthday?* (Yes, parents and guardians can limit the numbers of friends we invite over.)
 - *What could Darius have done differently so Sam or other kids wouldn't feel left out?* (Possible answer: He could have invited people privately, and if someone, like Sam, asked if they could come, he could say he was sorry, but his family only let him invite five people this time — and that he would try to ask him over some other time to play.)
 - *What could Sam say or do when Darius said he wasn't invited or said he wasn't his friend?* (Possible answers: Maybe they could do something else together; Sam could do an activity with some other friends; he could walk away; he could invite other friends to come to his house; he could find a new friend.)
-

The Ins and Outs of Inclusion

SCENARIO 3

Ahmed was new in the class. At recess he sat by himself while the other kids played on the playground. Pedro and Kaylie noticed that he was alone. They asked him to come and play with them on the playground.

- *Was this an example of welcoming or excluding behavior? Why or why not?*
 - *Why do you think other kids didn't seem to notice that Ahmed was alone?*
 - *How do you think he might have been feeling at the beginning of recess?*
 - *How do you think he felt after Pedro and Kaylie asked him to play with them? Why?*
 - *How do you think Pedro and Kaylie felt after they asked Ahmed to play with them? Why might they have felt that way?*
 - *What else could the kids in the class do to make Ahmed feel welcome in the class? What are some things they could say to him on that first day? (Possible answers: take turns eating or playing with him; choose him as a partner; ask him about who is in his family or what he likes to do, and tell him something about them; show him around the school; show him where to get lunch tickets.)*
 - *Does playing with someone or helping them mean you have to be friends with them all the time? What can you say and do that would be kind to someone even if you don't want to be his or her friend?*
 - *Does getting to know someone better sometimes lead you to become friends with them? Give some examples of times when that happened to you.*
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The Ins and Outs of Inclusion

SCENARIO 4

Makayla was sitting with her friends at lunch. They started whispering. When Makayla asked what they were talking about, they laughed and said "nothing" and started laughing harder.

- *Was this an example of including or excluding behavior? Why do you think so?*
- *How do you think it felt to be one of Makayla's friends laughing and whispering?*
- *How do you think Makayla was feeling when they were whispering?*
- *Why do people whisper? How does that make the people around them feel? Why?*
- *How does it feel to share a secret? How does it feel to know someone has a secret and they are sharing it with other people, but not you?*
- *Is lunch a time when some kids get left out of conversations?*
 - *Why do you think that happens?*
 - *What can we do to include them and make them feel more welcome?*

.....

The Ins and Outs of Inclusion

SCENARIO 5

The teacher told everyone in the class to get a partner and line up to go to the gym. Everyone ended up with a partner except Chen.

- *Was this an example of welcoming or including behavior? Why or why not?*
 - *How do you think it felt to be standing in line with a partner ready to go to the gym?*
 - *How do you think Chen felt without a partner?*
 - *Sometimes things don't work out evenly.*
 - *What could one of the other pairs have done to include Chen?*
 - *What could they say to him?*
 - *Sometimes the same child is left out over and over again. What can we do to make sure that doesn't happen?*
-

● **Discussion Questions (10 minutes):**

1. *How could you tell whether someone was being included or brought into the group?*
2. *What are some examples of words and actions that made kids feel included? Excluded?*
3. *How did the student feel who was included or part of the group?*
4. *What feels good about being part of a group?*
5. *How have you felt when you were left out or excluded from a group you wanted to be in or activity that you wanted to do? What helped you feel better?*
6. *Sometimes kids are left out on purpose, like Isabelle in our story. Why are kids sometimes left out on purpose?*
7. *Everyone can't be included all the time. What are some examples?* (Possible answers: you are only allowed to invite one or two friends over to play at your home, or players in a particular game may be limited.) *What are some kind things to say or do in situations like these so that people who are left out can still feel okay?*
8. *Is it okay to play by yourself or just with one person sometimes? Yes, we all need alone time. What would it be like if we had a rule that said "you can't say if you don't want to play"?*
9. *Have you ever been excluded based on something about you that you can't change? For example whether you are a boy or a girl or identify as a different gender, how you look or talk, a disability, Etc? That's a kind of exclusion that's not okay here. What can we do if that happens to us?*
10. *Are there times of the day or places in our school where students can feel left out more often? What can we do to make those places or times more welcoming for everyone?*
11. *What are some things that make someone a good or true friend?*

- **Wrap-up:** *Even though everyone can't be included all the time, nobody likes to be left out. Being excluded hurts feelings and makes our whole classroom feel unwelcoming. We can make sure everyone feels included by noticing if there is someone who is alone. We can share and take turns to include everyone in our class. You don't have to be friends with everyone, but in our classroom, I expect each of you to treat each other kindly and not leave anyone out when we are working together in class or when we are playing together outside.*

Discussion: Class Expert Charts

(Thinking About Learning Disabilities). Excerpts from: Willis, Judy. *Brain Friendly Strategies for the Inclusion Classroom*. Alexandria, VA, Association for Supervision & Curriculum Development, 2007.

Background: When students experience learning problems without understanding the reason, they also may imagine the worst: that they are inferior students who will never succeed in school. General education students may also have misconceptions about classmates with learning disabilities (LD.) It is helpful for all students and parents to know that everyone is unique — physically, emotionally, in the rate at which their brains develop, and in the way their brains learn. To help students understand that having different ways of thinking does not limit students with LD in all areas, teachers can introduce the concept of a band that needs a variety of musical instruments, or a team that benefits from a diversity of specialized skills. Students without disabilities in inclusion classes will learn about the talents and interests that make their new peers interesting and worth knowing. They may find that the classmates they help with a math problem are giving them tips on the basketball court or in a computer class.

Learner Outcomes:

- Students will be able to recognize and appreciate their classmates' unique attributes
- Students will see that we are all more alike than different
- Students gain an awareness of the degree of talent and know-how in their own classroom
- Increased inclusion of and increased self-esteem for students who may not have the same academic strengths as their classmates, but who have unique talents that are acknowledged and respected by classmates.

Materials Needed:

- Large pieces of paper or poster board, one per student
- Markers
- (Optional) Magazines, scissors and glue

Preparation Needed: Hand out one large piece of paper or poster board to each student in the class. If collaging, provide students with magazines, scissors and glue.

Activity Outline:

- **Introduction (5 minutes):** *Today we are going to create Expert Charts! You have paper in front of you, and I want you to make a poster that shows the rest of us something you know a lot about. It could be your special interest or hobby. It could also be something academic, artistic, physical, dramatic, or social that you excel at. Feel free to add sketches of yourself doing this activity, or even pictures from*

magazines that represent your talent. But first, look around the room. What do you think your neighbor might say they are an expert at? What about your friend? What about the person you don't know very well yet?

- **Activity time (15-30 minutes):** Assist students who struggle to come up with something they are an expert at. Remind them it could be academic, artistic, physical, dramatic, social — perhaps caring for a pet, being a good friend, knowing how to interact with a relative?
- **Wrap-up:** *Did anyone learn anything new about a classmate through this chart? Were there any themes? If several students had the same areas of expertise, point out how people can share hobbies/be similar without realizing it. Think back to when we looked around the room and guessed what people would put as their area of expertise. Was anyone correct? Did you learn anything new about someone else? This activity helps us remember that we all have things we are good at. Next time you think you know about someone, remember that there is so much more to their life that you don't know about — and you probably have more in common than you think!*

Short Videos

Provail (5 minutes)

youtube.com/watch?v=h1Yuc0Jm5vM

This video shows us brief clips of interviews with many people who have various disabilities, and asks them what an inclusive world would look like. This video helps students hear and empathize with experiences that may be different than their own, and is a call for all of us to help create an inclusive community.

Different (5 minutes)

youtube.com/watch?v=yu24PZibkoY

Award Winning Short Film by Tahneek Rahman. A girl who is hearing impaired or deaf comes across a boy who is paralyzed from the waist-down, but neither of them know about each other's differences.

Lillian Schumacher Elementary Anti-Bullying Message (4.5 minutes)

youtube.com/watch?v=vpoFXiHIZ7o

Walk in the shoes of a child who experiences bullying, and see the inspiring ways his classmates advocate for him.

Person First Language

Literature

Picture Book

Susan Laughs by Jeanne Willis

Told in rhyme, this story follows Susan through a series of familiar activities. She swims with her father, works hard in school, plays with her friends — and even rides a horse. Lively, thoughtfully drawn illustrations reveal a portrait of a busy, happy little girl with whom younger readers will identify. Not until the end of the story is it revealed that Susan uses a wheelchair.

Chapter Book

Fish in a Tree by Lynda Mullaly Hunt

Ally has been smart enough to fool a lot of smart people. Every time she lands in a new school, she is able to hide her inability to read by creating clever yet disruptive distractions. She is afraid to ask for help; after all, how can you cure dumb? However, her newest teacher Mr. Daniels sees the bright, creative kid underneath the trouble maker. With his help, Ally learns not to be so hard on herself and that dyslexia is nothing to be ashamed of. As her confidence grows, Ally feels free to be herself and the world starts opening up with possibilities. She discovers that there's a lot more to her — and to everyone — than a label, and that great minds don't always think alike.

Websites

Disability is Natural

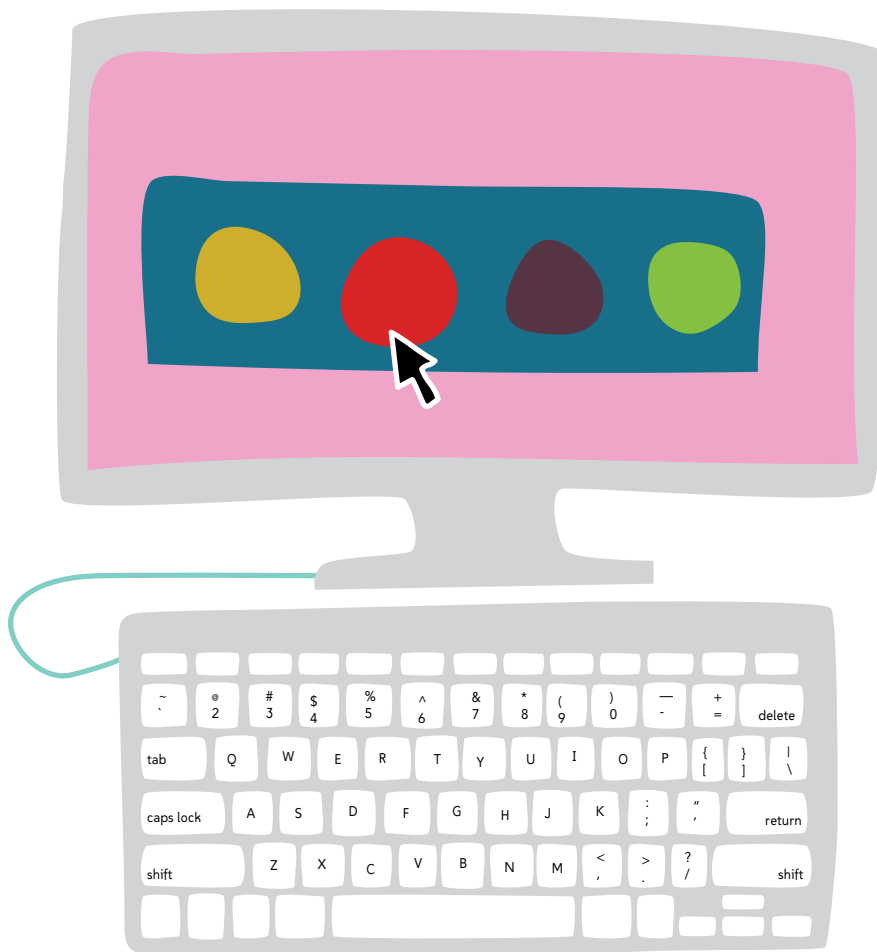
disabilityisnatural.com/people-first-language.html

The mission of *Disability is Natural* is to encourage new ways of thinking about developmental disabilities, in the belief that our attitudes drive our actions, and changes in our attitudes and actions can help create a society where all children and adults with developmental disabilities have opportunities to live the lives of their dreams, included in all areas of life.

Texas Council on Developmental Disabilities

tcdd.texas.gov/resources/people-first-language/

This website has a clear and concise definition of Person First Language, as well as a comprehensive list of Person First Language to use if you must describe another person.



Activity: Who Wants to Be a Millionaire

Background: Words are very powerful! When we label people, it can cause us to make assumptions about who they are and what they are capable of; it can also cause us to pity others. When we talk to students about how to talk about others in a kind and respectful manner, it serves everyone in the community by recognizing that we are all people, first and foremost, and our differences or disabilities do not define us.

Learner Outcomes:

- Remind students the importance of Person First Language
- Help students apply the concept of Person First Language
- Reward students who are willing to learn about the power of language

Materials Needed:

- Game questions
- White board and marker
- A small prize for the winner(s)

Preparation Needed: On the whiteboard, draw out 3 large circles with one of these “choices” in each: Phone-A-Friend, Ask the Audience, 50:50.

Activity Outline:

- **Introduction:** Introduce (or remind) the class about Person First Language. *Let’s play a game to help us all remember how to use Person First Language. It’s important to talk about others in this way, because labeling others can be hurtful. When we talk about someone and call them “that wheelchair guy” or “the Autistic kid,” it might make them feel like being in a wheelchair or having Autism is the first most important thing about them. Is that true? Can you think of a different way to describe someone in a wheelchair? “The person in a wheelchair,” or call them by their name. Let’s keep practicing this skill of using Person First Language by playing “Who Wants to Be A Millionaire”!*
- **Activity:** Choose one student to go first. (*Questions are shown on pages 21-22.*) They can win a prize if they get 5 questions correct; they can also use any of the help choices on the board if needed:
 - Phone-A-Friend: the student can choose a classmate to help answer the question
 - Ask the Audience: the student can poll the class on the options
 - 50:50: the teacher eliminates 2 of the wrong answers
- **Wrap-up:** *Whether we have disabilities or not, we are more alike than different! Our language needs to promote the Person First because people are what matter the most, not their disability. We don’t want to be so busy labeling people that we miss seeing all the great things they can do.*

Who Wants to Be a Millionaire

ROUND 1

1. Which of the following things are NOT okay to label?

- A. a jar
- B. a candy bar
- C. a person**
- D. clothes

2. Why might it be hurtful to label someone with their disability (saying “that disabled person”)?

- A. it puts their disability first**
- B. it isn't hurtful
- C. disabled people don't have feelings
- D. it doesn't matter, as long as they don't hear you

3. A new student in class cannot see. How could you describe her using Person First Language?

- A. blind girl
- B. person who is blind**
- C. blind kid
- D. blind person

4. You are trying to point out your cousin in a crowd. Your cousin uses a wheelchair. What is the Person First way to describe him for your friend?

- A. that wheelchair bound guy
- B. the wheels kid
- C. the disabled boy
- D. the person with a wheelchair**

5. Your new neighbor has Dwarfism. What is a Person First way to describe them?

- A. the Dwarf
- B. the short person
- C. the person with Dwarfism**
- D. the disabled person

Who Wants to Be a Millionaire

ROUND 2

1. Why is it unhelpful to label someone with their disability?

- A. you might offend their cat
 - B. it may stop us from seeing all the things that person is good at**
 - C. it's fine to label people
 - D. it doesn't matter how we talk about others
-

2. You are about to meet someone with a learning disability. What is a Person First way to describe her?

- A. person with a learning disability**
 - B. learning disabled
 - C. disabled girl
 - D. it doesn't matter
-

3. If someone has a mental health disability, how could you refer to them using Person First Language?

- A. crazy person
 - B. mentally disabled
 - C. person with a disability**
 - D. insane
-

4. Your mom told you that your new baby cousin has Down Syndrome. What is a Person First way to describe her?

- A. Down Syndrome baby
 - B. disabled baby
 - C. disabled person
 - D. person with Down Syndrome**
-

5. You met a man who has one leg. What is a Person First way to describe him?

- A. person with one leg**
 - B. one-legged person
 - C. disabled person
 - D. disabled guy
-

Discussion: Language Matters

Language Matters. Olweus,(2016). Language Matters, in *More Class Meetings That Matter* (pp. 187-192). Center City, MN: Hazelden Publishing.

Background: Verbal bullying is when someone says mean things to or about someone. It is the most common type of bullying. Although it may be unintentional, inappropriate words are sometimes used to describe people with disabilities. We may not even be aware when we dehumanize people with the language we use. An example is saying, “Please let the wheelchair through,” when what we really mean is “Please let the person in the wheelchair through.” Other examples include using a disability to label a person, such as “the ADHD kid”, “the autistic student,” or “the deaf child.” More appropriate descriptors are “a child who has ADHD,” “a student with autism”, or “a student who is deaf.”

Learner Outcomes:

- Identify appropriate words for talking about and with persons with disabilities
- Explain the importance of choosing words wisely
- Exhibit empathy for people with disabilities
- Believe that *different* is not the same as inferior

Materials Needed:

- Sports Illustrated 2012 SportsKids of the Year* video (4.5 minutes)
[youtube.com/watch?v=f_s_eAXX_Ts](https://www.youtube.com/watch?v=f_s_eAXX_Ts)
- Means to project the video
- Chart paper
- Markers

Preparation Needed: Preview the video and review the discussion questions. Draw two columns on the chart paper. Label the left column “hurtful words” and the right column “kind words.” Hang the chart paper on the wall where everyone can see it.

Activity Outline:

Be aware that there will most likely be students in your class meeting who have a disability, either visible or invisible. Don’t call them out to talk about their experiences unless they have volunteered to do so on their own. Also remind students to be respectful as you discuss this topic. Plan how you will correct disrespectful comments or behavior so you can model an appropriate response students could use if they are faced with similar uncomfortable situations.

- **Introduction (15 to 20 minutes):** *A disability is something that makes doing certain things like seeing, hearing, talking, walking, playing or learning more challenging. The more we learn about disabilities, the more comfortable we become with people who have them. We can focus on what we have in common rather than*

our differences. today we are going to watch a video about two brothers, Connor and Cayden Long. Cayden has a physical and mental disability. Listen for what Connor says about ways people treat and talk about Cayden.

- **Activity:** Watch *Sports Illustrated 2012 SportsKids of the Year* video (4.5 minutes) youtube.com/watch?v=f_s_eAXX_Ts
- **Discussion Questions:** “I wonder” statements work best if you let students know you will be making a number of statements that you want them to think about. They should not raise their hands or worry about giving answers until you have finished. Once you have read through all of the statements, go back to each statement and give students time to respond to the statement
 1. *I wonder how Connor made the decision to do triathlons with his brother?*
 2. *I wonder what Connor does to train for these events?*
 3. *I wonder how other athletes feel when they compete with Cayden and Connor?*
 4. *I wonder what I can do to be kind to people who are like Cayden?*
- **Words Chart (5-10 minutes):** *What hurtful words have you heard in reference to students with disabilities?* List the words in the left column on the chart paper. Make sure students do this in a respectful way with no laughter. After they complete this list, ask them: *What words could you use to be kind to students with disabilities?* List these words in the right column of the chart.
- **Wrap-up:** Ask the students to silently reflect on these final thoughts: *I wonder how I can be more accepting of people who are different from me. I wonder what words I can use that will include everyone and help us all to feel included.*



Discussion: Same and Different: Respect for All

nebula.wsimg.com/07ff3147582a2b7c1dd5404791dc477b?AccessKeyId=9D6F6082FE5EE52C3DC6&disposition=0&alloworigin=1

Background: This two-page handout, written for elementary school-aged children (and they can color it, too), also includes a third page of ideas on how teachers and parents can use the article. *Who are you? A son or daughter, brother or sister, soccer player or artist, doll collector or game player. You may also be tall or short, have light or dark skin, or be the owner of big ears, freckles, or a small nose! Think about all the different things that make you the one-of-a-kind person you are. But are you only your hair color or body size or freckles or nose? And would you like someone to call you “Freckles” or “Skinny” or any other name like that? What would that make you feel like?*

Short Videos

Sports Illustrated Kids 2012 SportsKids of the Year Conner and Cayden Long (4.5 minutes)

youtube.com/watch?v=f_s_eAXX_Ts

A story about two brothers who are triathletes, and one has a disability. Explains the power of language and labels.

Perfect Class (2 minutes)

youtube.com/watch?time_continue=95&v=Pms4nMTxwjA&feature=emb_logo

This video shows the power of labeling others--as well as the power of changing our language and removing labels from people.

Kids Meet a Little Person (7 minutes)

youtube.com/watch?v=iK5ZcCse2G0

Children meet a woman who is a Little Person and learn how to talk about labels, as well as how we can all relate to each other and learn about each other's differences.

Advocating for Oneself and Others

Literature

Picture Books

The Princess and the Peanut Allergy by Wendy McClure

Regina has a huge, princess-themed, peanut-filled cake planned for her birthday party, that is until she learns that her best friend Paula has a severe peanut allergy! In this introduction to food allergies, Regina learns how dangerous an allergic reaction can be, and how she can best help a friend stay safe. With dimensional and bright illustrations, this book perfectly depicts the importance of respecting a friend's needs.

The Seeing Stick by Jane Yolen

Hwei Min, the only daughter of the emperor of China, has been blind since birth. Her father offers a reward to anyone who can find a cure for the little girl. It seems that no one from magicians to physicians can help her. Then, one day a wise old man with a mysterious seeing stick visits the princess. Will he be able to teach Hwei Min that there is more than one way to see the world?

Freedom River by Doreen Rappaport

The true story of Freedom River follows John Parker (1827–1900), a former enslaved man who lived in the free state of Ohio and crossed the Ohio River to help free enslaved people from Kentucky.

Jacob's Eye Patch by Beth Kobliner Shaw and Jacob Shaw

Jacob is in a hurry — a really big hurry — to get to the store to buy a special toy. There's only one left, and if he doesn't get to it soon, he'll never forgive his mom and dad for making him late. Strangers often stop Jacob's parents on the street to ask about him. See, Jacob is unusual: He has an eye patch. Jacob knows people like to ask questions, but do they have to ask right now?

Stand Tall, Molly Lou Melon by Patty Lovell

Molly Lou Melon's grandmother gives her cheer and support for all the tough things in her life and Molly Lou Melon takes this advice to heart. She's short and walks proudly, she has buck teeth and smiles big, she has a croaky voice and sings loudly, even when Ronald Durkin bullies her. She's proud of who she is and we don't just love her for it, we want to be like her.

Chapter Books

The First Rule of Punk by Celia C. Pérez

A book about 12-year-old Malú — a half-Mexican, half-punk kid — for readers who love stories about growing up, cultural identity, and standing up for what you believe. When Malú and her new friends are denied entrance into the school's talent show, they decide they'll perform without permission in the school's parking lot.

Shine by JJ and Chris Grabenstein

Piper transfers mid-year to the elite Chumley Prep school because of her father's new teaching job. She is probably the only student in the school who isn't trying to win the school's Excelsior excellence contest — or should she try? This story shows that excellence doesn't have to be about academics or other achievements, but rather about who you are and how you treat other people.

The Runaway Princess by Johan Troianowski

A new graphic novel as visually stunning as it is adventurous, *The Runaway Princess* follows Robin as she absconds from her family's castle and embarks on a journey across lands she's only ever imagined. Robin's parents are in close pursuit — princesses are meant to stay home. Or are they?

Halfway to Perfect: A Dyamonde Daniel Book by Nikki Grimes

Dyamonde loves eating her mom's pancakes. But lately Damaris just pushes her food around her plate, and Dyamonde suspects it has something to do with the mean things classmates have been saying about people's weight. Damaris wonders if they might be talking about her too. Dyamonde knows that Damaris doesn't have a weight problem and is perfect just the way she is—so now it's time for her to make sure Damaris knows that, too.

Out of My Mind by Sharon M. Draper

Eleven-year-old Melody is not like most people. She can't walk. She can't talk. She can't write. All because she has cerebral palsy. But she also has a photographic memory; she can remember every detail of everything she has ever experienced. She's the smartest kid in her whole school, but *no one* knows it. Most people — her teachers, her doctors, her classmates — dismiss her as mentally challenged because she can't tell them otherwise. But Melody refuses to be defined by her disability. And she's determined to let everyone know it ... somehow.

Websites

Self Advocacy: Strategies for All Ages

smartkidswithld.org/getting-help/raising-independent-kids/self-advocacy-strategies-ages/

Students who know how to self-advocate have an important skill that supports lifelong success, yet few children actually are taught how to understand their needs and communicate those needs to others. In part, this website provides strategies to help your students acquire the skills that will serve them well as they go through school and beyond.

Small Act Big Impact

smallactbigimpact.com/for-educators/elementary-school-resources-k-5/

This website provides a comprehensive list of primary and intermediate lessons geared toward teaching kindness within the classroom. Includes complete lesson outlines.

Teaching Tolerance

tolerance.org/

A free, website based anti-bias program for schools established by the Southern Poverty Law Center. The site itself, primarily aimed at educators, has materials to promote equity and reduce discrimination in schools. Teachers can use the site's classroom resources, professional development materials, and blog, as well as a host of other resources. The site provides film kits and lesson plans on a range of topics, such as school integration, anti-bullying, social justice, and gender equity. The site's search function uses topic and grade-level filters to help teachers find appropriate lessons for their classes — many of the materials here are Common Core-aligned.



Activity: What Should You Do?

Special Olympics Minnesota (2018). What Should You Do?, in *Person First Campaign Guide* (pp. 27). Bloomington, MN.

Background: Knowing the right way to respond in a situation can be difficult. Practice can help. Have students review these realistic situations and discuss what the possible options might be.

Learner Outcomes:

- Students learn through teamwork
- Students become prepared for difficult social situations

Materials Needed:

- Printed Situation scenarios (*See page 30*)

Preparation Needed: Print each Situation (there are 4) on a separate piece of paper. You may want to print each situation twice, to accommodate smaller group sizes.

Activity Outline:

- **Introduction:** Divide students into groups and give each group a Situation to read through. *We are going to have a class discussion about advocacy. Remember, to advocate for someone means to stand up for them. To self-advocate means to stand up for yourself. That can be really hard sometimes! Here are some situations to help us practice how we can respond when we face something hard. We are in groups so that we can get help from each other, so talk over the situation with your group and we will share our ideas with the class. Remember there are no right or wrong answers, we're just trying to have a discussion.*
- **Wrap-up:** *I really appreciate you all being brave and discussing these hard situations with your group, and the class. Life brings us a lot of difficult situations, but you are not alone. Today your small group helped you brainstorm how to handle a difficult situation, and you have friends, teachers, and families to help you when these situations arise in real life. It is important to advocate for others who may not be able to advocate for themselves. Next time, it might be you who could use someone to advocate for you!*

What Should You Do?

SITUATIONS

Situation 1: The Invite

You're sitting with a friend when a group of older kids walk by. You know one of the older kids, and they say, "hey ditch that kid and come hang with us." How could you respond?

Situation 2: The "R" Word

You are walking in the school hallway, and you hear one student call another student "retarded," and then everyone around them repeats the word and laughs. You look over and see that a student with a disability heard it as well. How could you respond?

Situation 3: Disrespect

There is a girl in your class named Destiny. She has Down syndrome and it can be hard to understand her when she talks. Whenever Destiny says anything in class, another student named Luke makes fun of her. During class today, Destiny was sharing her favorite part of a movie that the class just watched. Luke started to repeat what she said in an exaggerated way for the whole class to hear and many students laughed, including some of your friends. You see that Destiny was not sure why some people were laughing and you feel upset about what happened. How could you respond?

Situation 4: Friends Behaving Badly

There's a guy at your school named Juan. He has cerebral palsy, which affects how he moves and walks. Sometimes you see other students make fun of Juan, but you have never done anything about it. One day your friends started making jokes about Juan behind his back. You didn't say anything because you think it won't happen again. However, the other day at lunch the same friend was mocking how Juan walked. This made you feel really upset with your friend and you want to say something but you don't want to lose that friendship. How could you respond?

Activity: Identify Strengths and Needs

Background: This activity can help students gain self-awareness in regard to their own strengths and needs, as well as building empathy for needs that others may have. Reduce the negative stigma of needing to self-advocate.

Learner Outcomes:

- Students learn that everyone has both strengths and needs
- Students self-identify their own areas of need, which may require self-advocacy
- Students hear examples of self-advocacy

Materials Needed:

- White board and marker
- Two post-it notes per student

Preparation Needed: On the white board at the front of the room, draw two large circles (that the students can reach). At the top of one write “strengths” and at the top of the other, write “needs”.

Activity Outline:

- **Introduction (15 to 20 minutes):** Hand each student 2 post-it notes. *Every one of us has things that come easy to us, and things that we may need help with. When we need help, we may need to advocate for ourselves. It’s not always easy to ask for help, but making your needs known will help you accomplish your goals.*
- **Activity (10 minutes):** *Every single person alive has things that they are good at, and also things they need help with. I want you to take one of your post-it notes and write down something you are good at.* Give students a few minutes to think and write, then invite them to stick that note in the “strengths” circle. This part of the activity may be more difficult, but it’s good to have self-awareness. *Now you take your other post-it note and write something that you need help with (you don’t need to show it to anyone).* Have students stick their needs in the other circle. Look at the circles as a class. *Is anyone good at everything, or do we all need help sometimes? Has anyone ever asked you for help? What was it, and how did it feel to help? Have you ever needed to self-advocate?* If no volunteers, read through some of the “needs” post-its and ask the group to brainstorm ideas on how that person could self-advocate.

Discussion: Teach Assertiveness Skills

Beane, Allan L. (1999). Teach Assertiveness Skills, in *The Bully Free Classroom* (pp. 53). Minneapolis, MN. Free Spirit Publishing Inc.

Background: In general, bullies tend to be aggressive--they behave as if their rights matter more than anyone else's rights. Victims tend to be passive--they behave as if other people's rights matter more than theirs. Assertive people respect their own rights and other people's rights. Most of us could benefit from assertiveness training. Here are some tips and strategies for teaching your students to be more assertive.

Learner Outcomes:

- Students learn some of their rights
- Students learn to be aware of their own body language
- Students learn "I Messages"

Materials Needed:

- Whiteboard and marker

Preparation Needed: Read through the activity and discussion questions.

Activity Outline:

- **Introduction (5 minutes):** *Today we are going to talk about ways to deal with a bully, by learning ways to stand up for ourselves. When you imagine a bullying situation, do you picture a bully picking on someone who is quiet and does not stand up for themself? Or picking on someone who is not afraid to speak their mind and stand up for themself? Usually bullies are more likely to leave assertive kids alone. Does anybody know what it means to be assertive? It means saying what you need in a clear and respectful way.*
- **Know Your Rights (5 minutes):** *Do you have any rights? Can you think of any?* Make a list on the whiteboard. Make sure to include:
 - We have the right to think for ourselves.
 - We have the right to have and express our opinions, views, and beliefs.
 - We have the right to make decisions about our lives.
 - We have the right to say no.
 - We have the right to say yes.
 - We have the right to stand up to people who tease us or put us down.
 - We have the right to have and express our feelings.
 - We have the right to respond when someone violates our rights.

These rights are all very important in our classroom. If someone is trying to challenge your right, it is good to stand up to that person and advocate for yourself. Remember you can ask for help from a friend, family member, or teacher as well.

- **Body Language (5 minutes):** *Sometimes body language speaks more loudly than words. Kids who slouch, mumble, fidget, avoid looking people in the eye, and appear frightened and worried are more likely to be victims of bullying than those whose body language expresses confidence. It's not right — those kids don't deserve to be bullied — but it's true. Did you know that you can be assertive without saying a word? Here are some tips about body language.* Invite the students to stand up and practice as you read.
 - *Stand up straight. Stand with your feet slightly apart so you feel balanced and stable.*
 - *Keep your head up.*
 - *Keep your shoulders straight. Don't hunch.*
 - *Look people in the eye.*

When you look assertive, you're more likely to feel assertive. And other people are more likely to treat you with respect.

- **"I Messages" (5 minutes):** *Sometimes we need to tell other people exactly how we feel and why. An "I Message" is a good way to communicate what we want. When we use an "I Message" we say what we need without blaming the other person. Blaming can make a problem worse.* Please note: "I Message" may not be helpful for children to use in bullying situations, but is for other self-advocacy needs. Often sharing how something hurt someone or upset someone is just what the person doing the bullying intended and the admission that one is bothered by the bullying behavior can contribute to further bullying.
 - Write the following steps on the Whiteboard:
 - *Always start with the word "I" not "you"*
 - *Clearly say how you feel*
 - *Clearly say what the other person did that made you feel that way*
 - *Clearly say what you need the other person to do*
 - *Let's imagine someone keeps leaving you out of a game at recess. How could you respond with an "I Message"?*

Discussion: The Difference Between Tattling and Telling

Bitney, James (1996) Session 5, in *No-Bullying Program* (pp 32). Center City, MN. Hazelden.

Background: Many students are unwilling to get involved in dealing with bullying when they see it happening to another. Most children have been advised not to tell on others and to deal with conflict on their own. This is good advice when the conflict is between individuals equal in power. However, it is not good counsel in a bullying situation, because the victim can never win. This interactive discussion aims to help students recognize the difference between tattling and telling, in order to get help in a bullying situation.

Learner Outcomes:

- Define both tattling and telling
- Understand the difference between tattling and telling
- Recognize that students need to tell someone they trust about bullying to get help

Materials Needed:

- Whiteboard and marker
- Role Play Cards, printed and cut for each group of 3 or 4 (*See page 36*)
- Bullying Behaviors Chart printed for each group of 3 or 4 (*See page 37*)
- Tattling vs. Telling: The Big Difference, print one per student (*See page 38*)

Preparation Needed: Read through the entire plan prior to presenting the session. Have the students' copies of the feelings list on hand.

Activity Outline:

- **Introduction (5 minutes):** Begin class discussion asking students what they think would be the best thing to do if A) they were being bullied and B) if they saw someone else being bullied. Accept all reasonable replies. However, if the students suggest retaliation, point out that channeling empathy into aggression against the person does little to end bullying behavior. Explain that students who bully are excited by victims who fight back and by aggression from others who take the victim's side. Conclude by telling the students that in this session they will learn how to tell someone they trust about bullying and get help without feeling like they are tattling.

- **Role Play Cards Activity (10 minutes):** Divide the class into small groups of three or four. Give each group one of the Role Play Cards, as well as a copy of the Bullying Behaviors Chart. Give the following directions:
 - Choose from the list of Bullying Behaviors and write the names of bullying behaviors that you read about in your Role Play card.
 - *What feelings do you imagine the person in your Role Play is feeling?*
- **Tattling Activity (15 minutes):** Write the word “telling” on the board and the word “tattling” next to it. Acknowledge that people often use these words interchangeably, but stress that they do not mean the same thing. Invite the students to offer examples of telling and tattling. Record ideas on the board. Drawing on the ideas the students had about tattling, help them recognize that tattling is speaking to someone about a problem:
 - Just to get somebody in trouble
 - Just to get their own way
 - Just to make themselves look good and somebody else look bad

Explain to students that when we do any of these things, we are tattling. Point out on the board the ideas the students had concerning telling. Help the students see that telling is speaking to someone about a problem in order to get help for themselves or for another. Hand out copies of “Tattling vs. Telling: The Big Difference”. Ask one of the students to read the first definition aloud. Then have the students write down whether they think the definition describes tattling or telling. Call on a different student to read the second definition allowed. Again, the students write whether they think the definition describes tattling or telling. Check on both responses. Take time to discuss the difference between tattling and telling. Encourage the students to offer examples of both telling and tattling. In the discussion, help the students understand that tattling gets someone into trouble while telling helps get someone out of trouble.

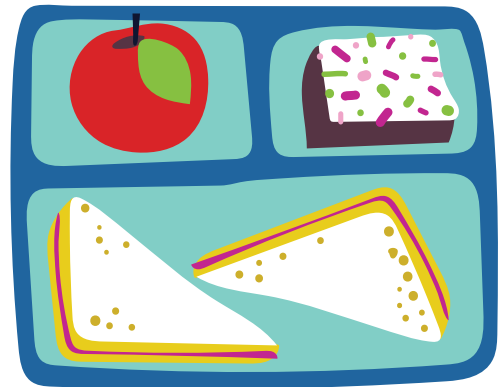
1

Brian has to wear special, thick glasses. The glasses make Brian squint. Two other boys in Brian's class are picking on him and calling him names.



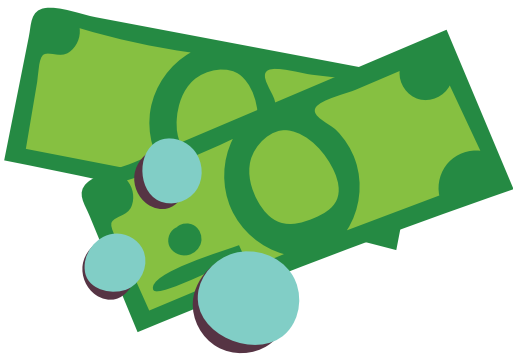
2

Cheryl is trying to eat her lunch. A bigger and older girl is grabbing food off her tray and threatening to beat up Cheryl if she tells.



3

An older boy traps Noah in the hallway almost every day. He demands money, threatens to hurt him if he doesn't pay, and sometimes hits him.



4

A new girl has joined the class halfway through the year. She wants to make friends. She wears clean, but older clothes. Three of the "in" girls in class tease her about her outfits. They shut her out, whisper about her and laugh at her.

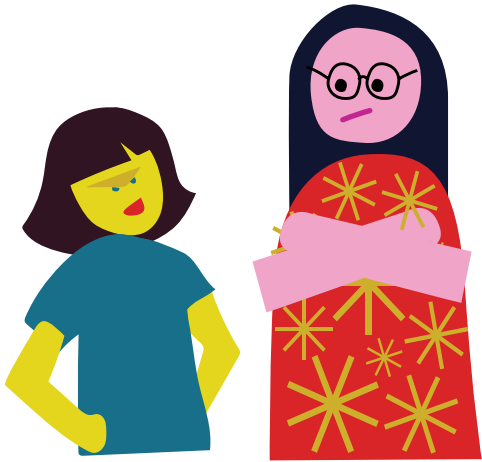


Bullying Behavior Chart

levels	Physical <i>Harm to another's body or property</i>		Emotional <i>Harm to another's self-esteem</i>		Social <i>Harm to another's group acceptance</i>	
	verbal	non-verbal	verbal	non-verbal	verbal	non-verbal
1	<ul style="list-style-type: none"> • Taunting • Expressing physical superiority 	<ul style="list-style-type: none"> • Making threatening gestures • Defacing property • Pushing/shoving • Taking small items from others 	<ul style="list-style-type: none"> • Insulting remarks • Calling names • Teasing about possessions, clothes 	<ul style="list-style-type: none"> • Giving dirty looks • Holding nose or other insulting gestures • Saying someone has germs or is unclean 	<ul style="list-style-type: none"> • Gossiping • Starting/spreading rumors • Teasing publicly about clothes, looks, etc. 	<ul style="list-style-type: none"> • Passively not including in group • Playing mean tricks
2	<ul style="list-style-type: none"> • Threatening physical harm • Blaming victim 	<ul style="list-style-type: none"> • Damaging property • Stealing • Initiating fights • Scratching • Tripping or causing fall • Assaulting 	<ul style="list-style-type: none"> • Insulting family • Harassing with phone calls • Insulting intelligence, athletic ability, etc. 	<ul style="list-style-type: none"> • Defacing school work • Falsifying school work • Defacing personal property, clothing, etc. 	<ul style="list-style-type: none"> • Insulting race, gender • Increasing gossip/rumors • Undermining other relationships 	<ul style="list-style-type: none"> • Making someone look foolish • Excluding from the group
3	<ul style="list-style-type: none"> • Making repeated and/or graphic threats • Practicing extortion • Making threats to secure silence: "If you tell, I will ..." 	<ul style="list-style-type: none"> • Destroying property • Setting fires • Biting • Physical cruelty • Making repeated, violent threats • Assaulting with a weapon 	<ul style="list-style-type: none"> • Frightening with phone calls • Challenging in public 	<ul style="list-style-type: none"> • Ostracizing • Destroying personal property or clothing 	<ul style="list-style-type: none"> • Threatening total group exclusion 	<ul style="list-style-type: none"> • Arranging public humiliation • Total group rejection / ostracizing

Bullying involves exploitation of a less powerful person. There must be an unfair advantage being exerted. Bully / victim conflict is best understood as a dynamic relationship. Whether or not a behavior is bullying depends on its effect upon the victim. This chart was designed to assist with the identification of bullying behavior in situations where an unfair advantage exists. The seriousness for all levels of behavior should be evaluated based on the harm to the victim and the frequency of the occurrences.

Tattling vs. Telling: The Big Difference



Speaking to someone about a problem just to get someone else in trouble, to get my own way, or to make myself look good is

Speaking to someone I trust about a problem because I or someone else may be getting hurt is



The big difference between tattling and telling is ...

Short Videos

Stand Up! (3.5 minutes, 2 minutes of credits)

youtube.com/watch?v=6I7Xfx7ULIg

See how many ways you notice self-advocacy as well as friends advocating for another in a bullying situation.

Young Athletes Defend Cheerleader with Down Syndrome (6 minutes)

youtube.com/watch?v=OxU2Zr_ly_I&t=4s

Three middle school athletes from Kenosha, Wisconsin come to St. Louis to accept a Musial Award for Sportsmanship. This story is about what they did for a cheerleader with down syndrome.

I'll Stand Up (40 seconds)

youtube.com/watch?time_continue=8&v=9Mo91NqXQp0&feature=emb_logo

A quick but impactful clip of kids committing to advocate for each other.

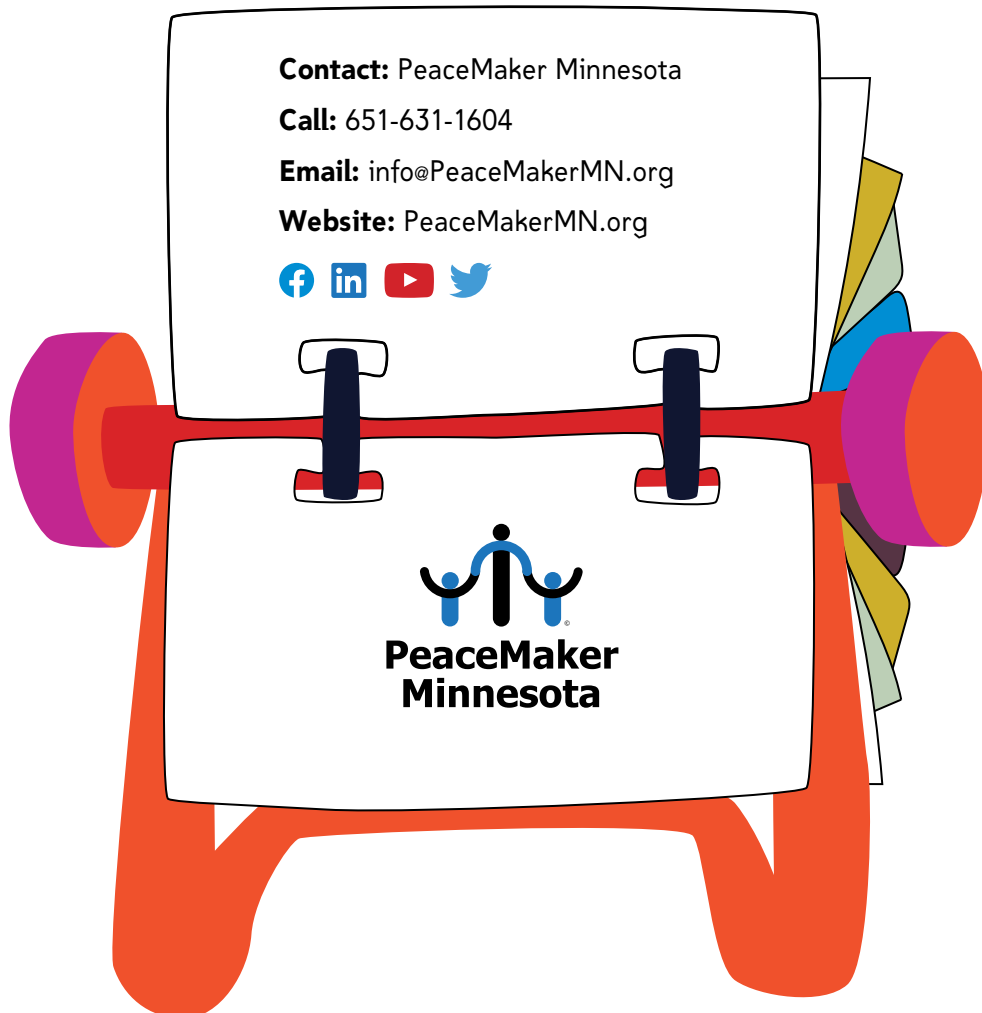


Additional Resources

Interested in learning about additional resources available to help with bullying prevention and community building at your school? We can help.

PeaceMaker Minnesota can help your school by:

- Talking with you about your current school climate and the issues that you would like to address
- Leading planning workshops to help assess the effectiveness of your bullying prevention efforts and make improvement plans
- Providing funding so you can purchase curriculum, get training, bring in outside speakers, etc.
- Delivering bullying prevention trainings for school staff
- Delivering peer mediation and conflict resolution training for students and staff
- Creating and managing a permanent, restricted fund, so your school has a permanent resource for youth violence prevention efforts





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*Giving Schools
Tools to
Stop Violence*