



Teens Against Bullying Others (TABO)

5th Grade – Growing Self-Esteem

BACKGROUND

Positive self-esteem is important in making healthy choices about your mind and body but how can we make sure to keep building up our self-esteem for the future? Our actions and words affect everyone around us so how can we be sure to help our peers reinforce a good self-esteem?

WHAT TO DO

Activity: Teen Team Introductions

Time: 3 minutes

Tell the students your name, what grade you're in, and one reason why you are a TABO member.

Activity: Diversity Dots

Time: 15 minutes

Give colored dot cards to each participant. Be sure to have a wide variety of solid dot cards and mixed dot cards (dots that are half one color and half another color) and 1 unique solid dot color card. Try to have one group that is much larger than the other groups.

Invite participants (including teens not responsible for leading this activity) to make a single file line or circle and close their eyes. Tell them you will go around and hand them a card and they should place it on their forehead *without looking at it*. They must not talk for the rest of the game and must keep their eyes closed even after they receive their card. As you are passing out the dot cards, **give the red dot to one of the teen participants.**

After everyone has a card, they may open their eyes. Now tell them you are going to be intentionally vague with the directions, as it is a part of the activity. Say these words exactly, "Get into your groups without talking."

The participants may group themselves however they choose, although they usually will do so by the color of their dot cards. (*Teens, allow yourselves to be led by the 5th grade participants.*) Remind them not to talk. Pay attention to group dynamics: Do participants push others out of the groups? Do they help each other? Who are the leaders or followers?

When it seems that almost everyone has found a group and the person with the "unique dot" has some idea that s/he is alone, stop the activity. Participants should look around and then take off their dots to see what color dot card they have. Keep them in their groups, then discuss the following questions:

Reflection Questions

Question:	Key Words/Phrases to Look For:
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Intended Audience:

High School-age teens teach to 5th grade youth

Learning Objectives:

Youth will be able to:

- Recognize that the "line" between bullying and joking is different for everyone.
- Understand how groups can work to include and exclude people.
- Recognize the need to get to know people better to see the good inside them.

Target Essential Elements:

Youth learn skills that contribute to *belonging*, *independence* and *generosity*.

Time: 45 minutes

Supplies Needed:

- Rope
- Colored dots cards
- Masking tape
- Sharpened pencils
- Evaluation postcards

Do Ahead:

Before the session starts:

- Have activity cards for *Diversity Dots* and evaluation postcards copied.
- Sharpen pencils

Sources:

- Developed by Monica Lobenstein, Jackson County 4-H Youth Development Agent, Brody Bayus, AmeriCorps VISTA Member, and Jennifer Anderson, AmeriCorps VISTA Member, UW-Extension, 2012. Updated in partnership with Alex Galston, AmeriCorps VISTA Member, 2013.
- Iowa State University. "Strengthening Families Program for Parents and Youth 10-14: A Video-based Curriculum." July 2008.
- UW-La Crosse Counseling & Testing Center, "You Are Special." Bookmark.

<ul style="list-style-type: none"> • What did you notice as you were getting into groups? (think about similarities/differences, easy/hard, communication styles, etc.) 	<ul style="list-style-type: none"> • We didn't know what you meant by "get into groups." • Dots were the only things we based our groups on. • I wanted someone to be part of my group, but they had a different color dot. • I wanted to join a group, but they wouldn't let me in.
<ul style="list-style-type: none"> • How did it feel to be part of a large group? Medium-sized group? Small group? Alone? 	<p>Responses may vary depending on the person:</p> <ul style="list-style-type: none"> • Large group – accepted, crowded, included, happy, etc. • Medium group – just right, included, accepted, etc. • Small group – better than alone, relieved to have one or two ppl, etc. • Alone – like others are watching me, insecure, lonely
<ul style="list-style-type: none"> • How was this activity like how things are in your school? 	<ul style="list-style-type: none"> • Lots of kids hang out in groups. • People in groups are the same in some way. • People that are "different" don't always fit in. • Some kids don't have any/many people to hang out with.
<ul style="list-style-type: none"> • What would you do differently in real life because of what you learned in this activity? 	<ul style="list-style-type: none"> • Invite kids who are alone to hang out. • Make the group I hang out with more open. • Talk to kids who look alone; get to know them.

Activity: Where's the Line?

Time: 15 minutes

Stretch a rope out straight across the middle of the floor. Tape it down for safety. Ask the students to all stand on one side of the rope, explaining that that side of the rope is teasing and the other side represents bullying. Tell them you will read a series of statements, and they should stand on the side of the line they believe it represents – bullying or teasing. If they feel strongly that it's bullying or teasing they can show this by standing further away from the line. Also, if they think it could be either or both, encourage them to stand with one foot on either side of the line.

Remind them to return to the teasing side of the line before each new statement. Read these statements:

1. Making fun of someone that has a hard time with something that's easy for you (reading, playing sports, doing math, etc.).
2. Giving another student a nickname.
3. Calling someone "gay."
4. Hiding another student's homework before they get to hand it in.
5. Calling someone "retarded."
6. Posting an embarrassing video of another student on YouTube.
7. Starting a rumor about another student through text messaging.
8. Punching someone hard in the stomach.
9. Making fun of someone's clothes.
10. Purposely not letting someone sit with or hang out with you.

Reflection Questions

Question:	Key Words/Phrases to Look For:
<ul style="list-style-type: none"> • What did you notice about how people “voted” in this activity? 	<ul style="list-style-type: none"> • We voted differently on lots of the statements • We disagreed a lot about what was or wasn’t bullying • Some of us felt really strongly about some of the statements
<ul style="list-style-type: none"> • What do you think make students “vote” the way they did? 	<ul style="list-style-type: none"> • Our experiences • What our parents taught us
<ul style="list-style-type: none"> • How did it change the way you thought about some of these statements to see your friends vote differently than you? 	<ul style="list-style-type: none"> • I can understand now why some people think it’s mean. • I didn’t know that people thought that was mean.
<ul style="list-style-type: none"> • Who gets to decide if something is teasing or bullying? Why? 	<p>Let the students discuss/debate the question, but make sure they get this message at the end:</p> <ul style="list-style-type: none"> • The person on the receiving end of what happened decides

Note to Teens – Say this to the students:

Using words such as gay, fag, retarded etc. to tease or describe something or someone you don’t like is called derogatory language.

Derogatory language is language used to lessen a person. An example of derogatory language is negative words to talk about race. Most people know it’s not okay to use those words, because people have no choice about what race they are. It’s the same with sexuality or cognitive ability, so why would the words “gay” or “retarded” be okay to use? They’re not. Think about what your words really mean before you speak.

If a student says “gay just means happy” or “a fag is just a bundle of sticks,” tell them:

Those words may have meant that back in the day but they do not mean that anymore. You’re not fooling anyone and you’re not clever trying to use that argument, you need to stop.

If a student says “We only use these words with our friends and our friends know we’re teasing so it is ok,” tell them:

Remember, derogatory language is used to lessen a person, so even though a person’s friends may know that he or she is kidding calling something *retarded* or a person a *fag* that person is really saying that he or she thinks homosexuals or people with disabilities are less than human. And that’s never okay.

When you say something, anyone around you could hear what you say. A person overhearing a conversation may be or care about someone who is homosexual or have a disability. They might be very hurt and angry hearing that language even if they weren’t meant to hear the conversation. Using derogatory language says more about you as a person and makes you look bad than it does about the someone/something you’re trying to put down.

Activity: Round of Compliments

Time: 10 minutes

Divide the large group into 3 smaller groups. Ask the group to sit in a circle on the floor.

Explain that each person will give a short compliment or appreciation to the person sitting next to him or her. Compliments can be on anything from clothing, color of eyes, skills, etc. If a youth cannot come up with a compliment within 15-20 seconds, ask the rest of the group for help. The group leader(s) should always be prepared with a compliment for each member, just in case it's needed.

Reflection Questions:

Question:	Key Words/Phrases to Look For:
<ul style="list-style-type: none"> • What makes a good compliment? 	<ul style="list-style-type: none"> • Nice • It makes the person feel good • It shows you noticed something about the person.
<ul style="list-style-type: none"> • How did it feel to hear a compliment from a fellow student? 	<ul style="list-style-type: none"> • Really good. • I liked it. • Some might think it's awkward.
<ul style="list-style-type: none"> • Why do you think we did an activity like "Round of Compliments"? 	<ul style="list-style-type: none"> • So we will look for the good in people • So we can hear nice things about ourselves.

CLOSING: Positive Self Talk

Time: 5 minutes (*Do evaluation no matter what. Positive self-talk if time.*)

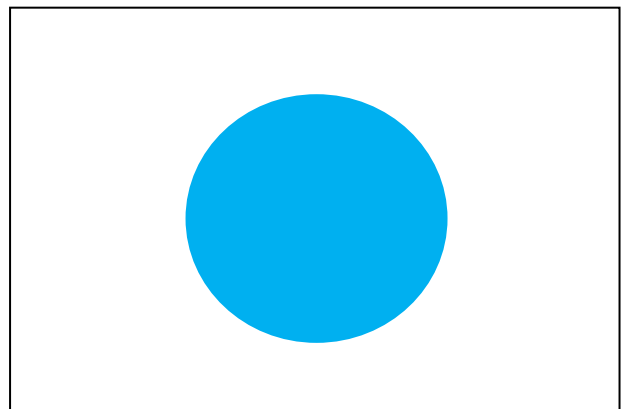
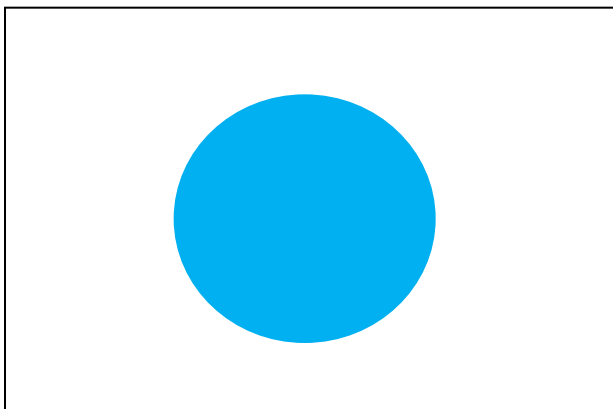
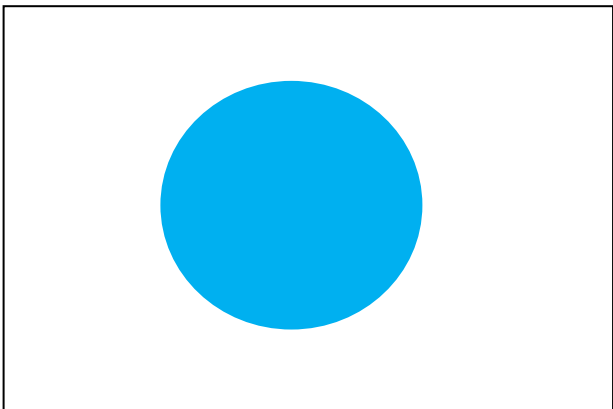
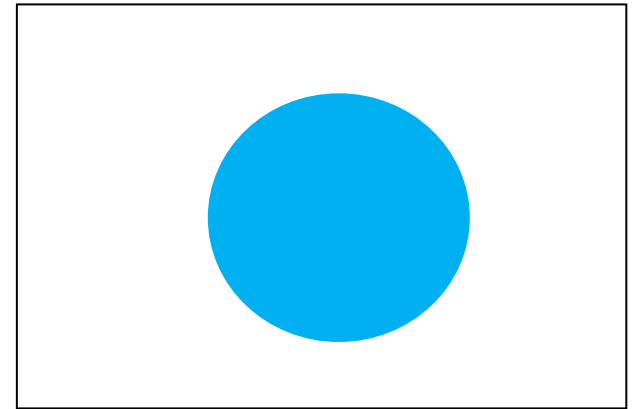
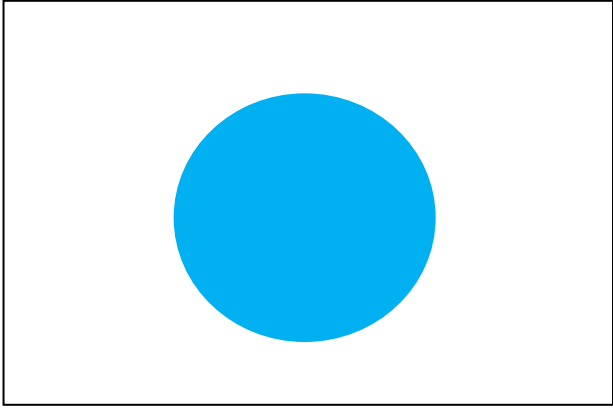
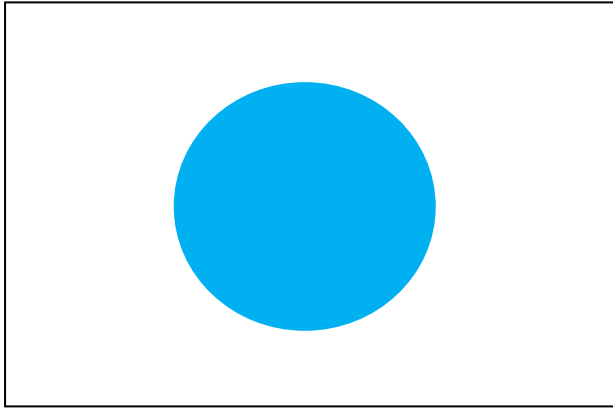
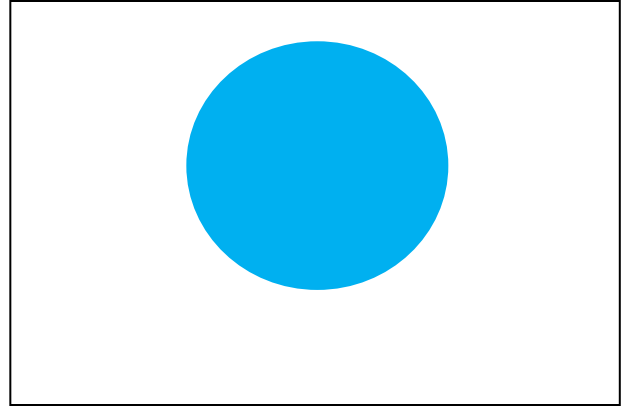
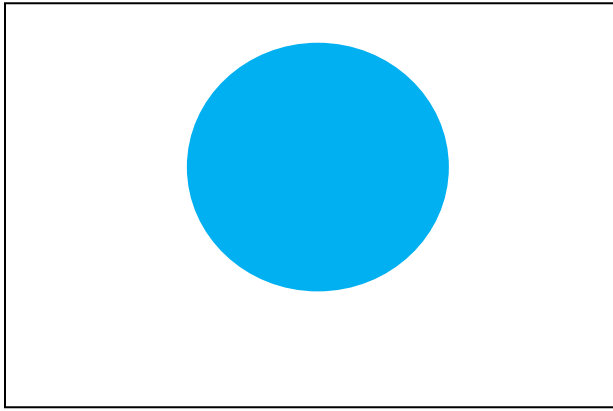
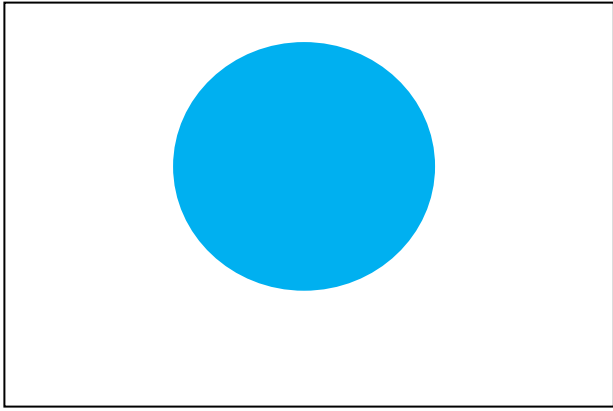
As a closing activity ask students to volunteer to read the following statements loudly, clearly, and with confidence.

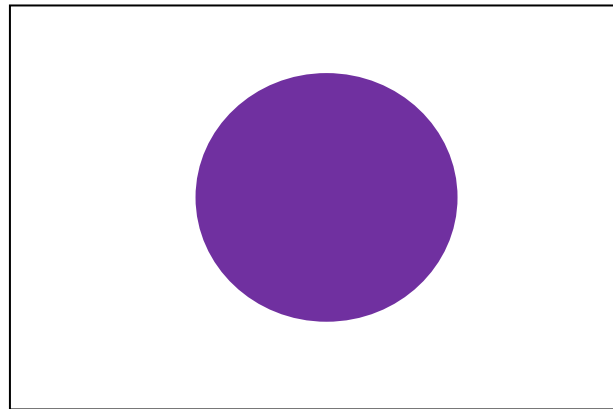
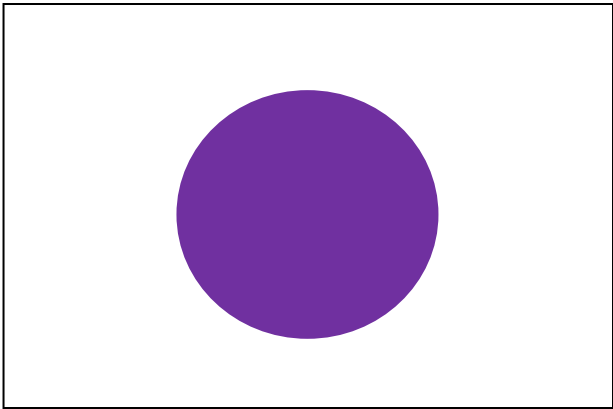
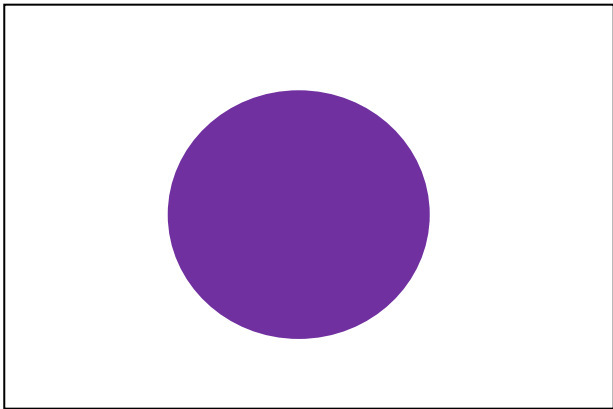
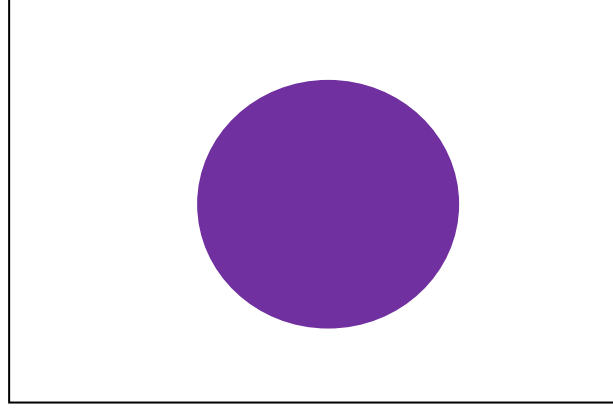
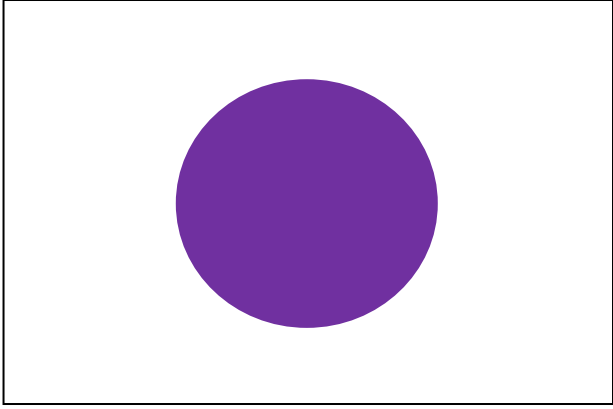
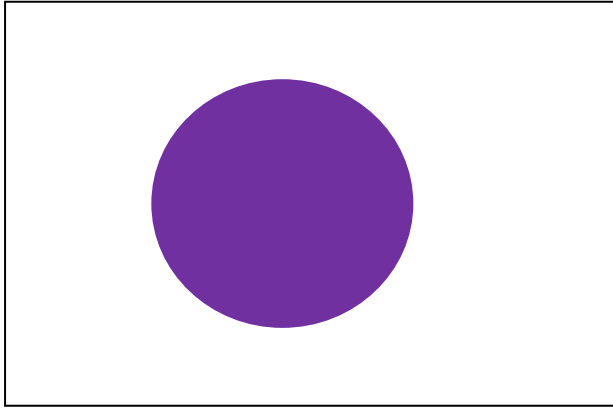
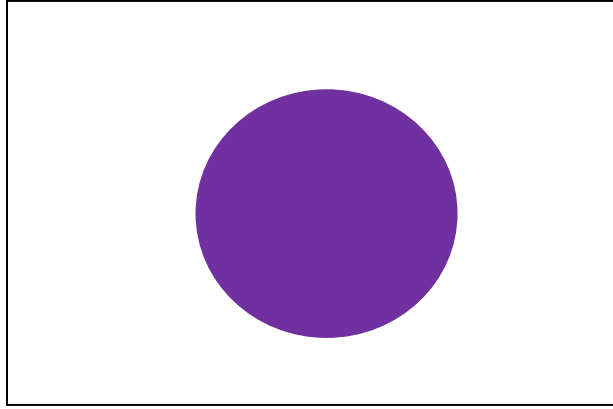
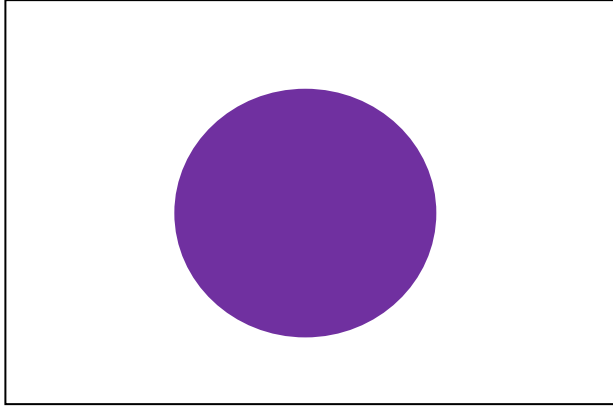
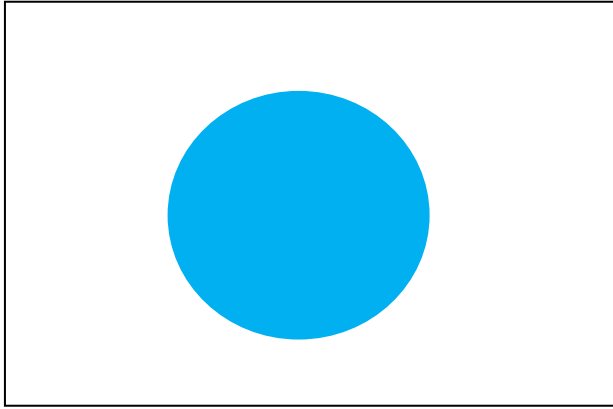
- The world would be a boring place if we all looked alike.
- Respect your body. Treat it well.
- True beauty goes beyond skin deep.
- Do something special for yourself.
- Success does not equal perfection.
- You are special. Be who you are.
- Appreciate your good qualities.
- Dare to be yourself.
- Love yourself for who you are.
- It's what is inside that counts!

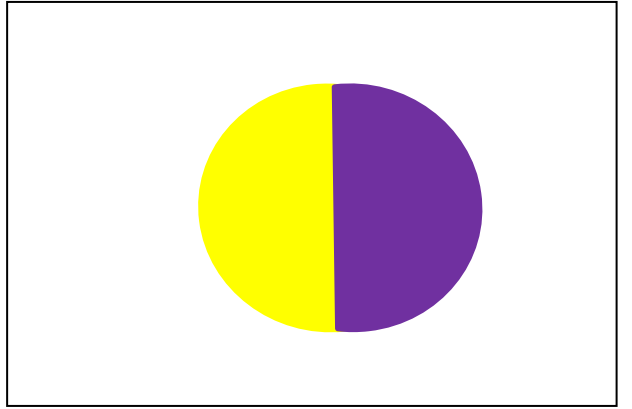
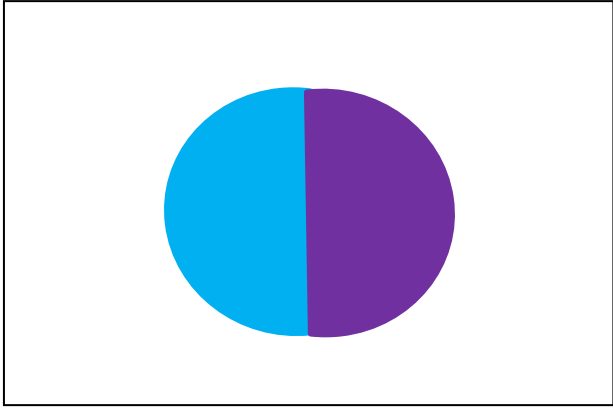
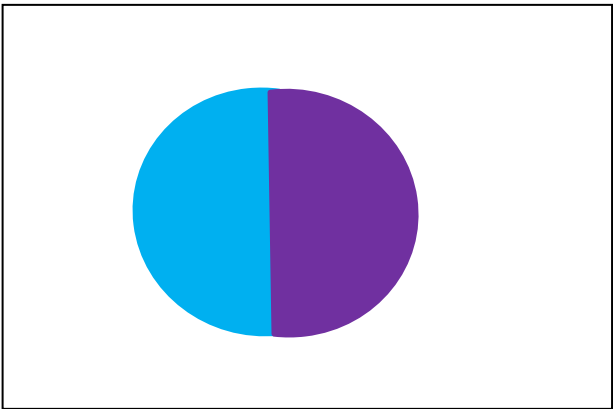
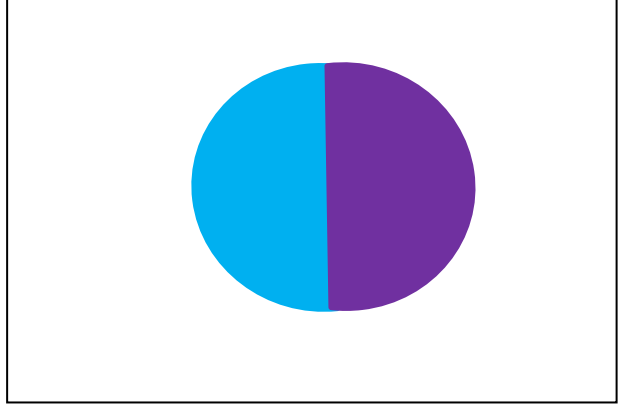
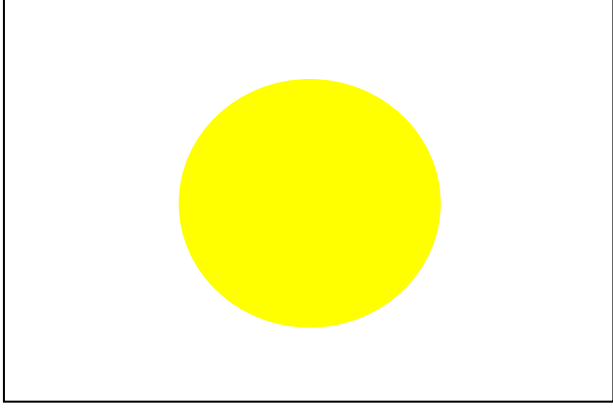
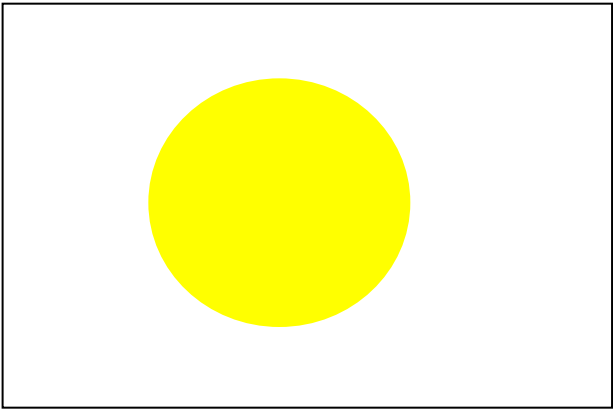
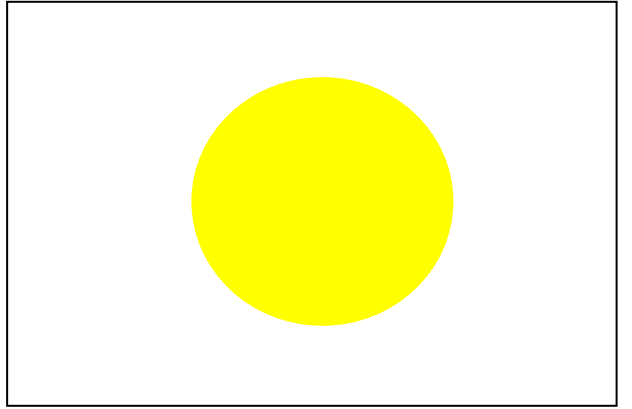
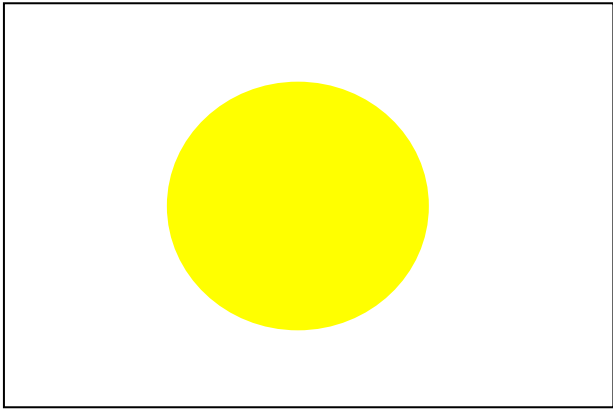
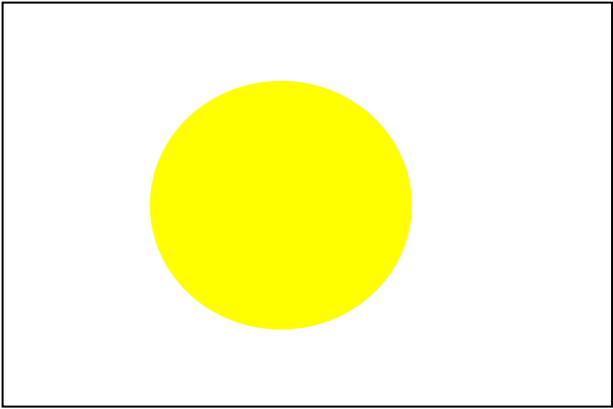
Hand out the evaluation postcards, and ask participants to complete it before leaving.

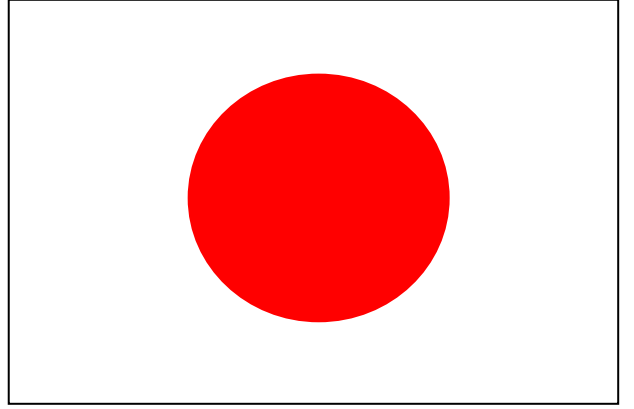
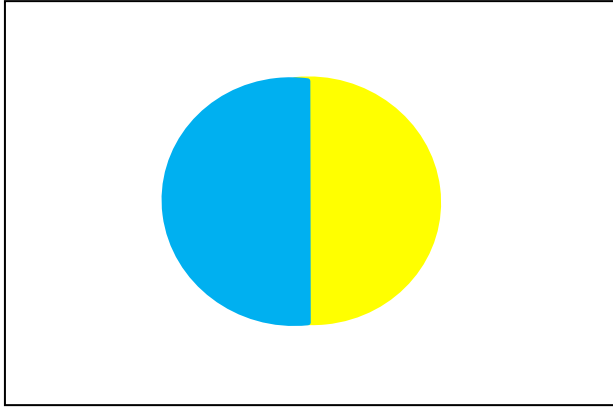
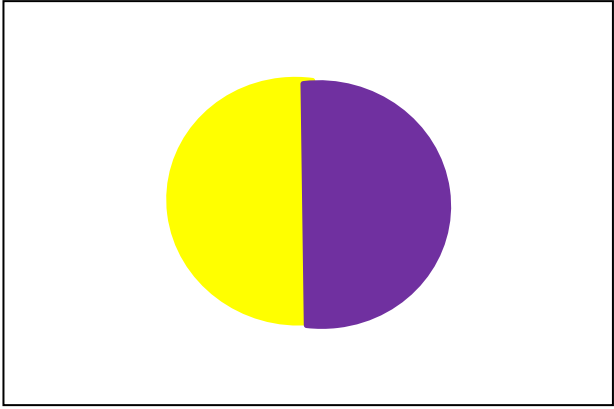


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Agree Mostly Agree Neither Agree Nor Disagree

I learned that the "line" between a joke and a mean comment is different for different people. (Circle one)

Mostly Disagree Disagree



Quick Questions

6th Grade

Please complete the questions on this card about this session of Teens Against Bullying Others.

I understand how groups work to include and exclude people.

No Yes Not Sure

I will try not to "cross the line" into being a bully.

No Yes Not Sure

I understand that the person who gets to decide if something is bullying is on the receiving end.

No Yes Not Sure

Please use the back of this card to answer the following question. What kind of place do you want your school to be? You may use words and/or pictures in your response.

Agree Mostly Agree Neither Agree Nor Disagree

I learned that everyone, even people I don't know well, have something good in them. (Circle one)

Mostly Disagree Disagree

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