



Teens Against Bullying Others (TABO)

Teen Leader Training

BACKGROUND

Messages from teen teachers are frequently better received by younger youth, making them more likely to change behaviors and attitudes than if they got the same message from adults. High school age teens can be very effective teachers with younger youth. By building their skills in facilitation, role modeling positive behaviors, and leading lessons and workshops, teens become more effective teachers.

WHAT TO DO

Activity: Pass the Energy

Time: 5 minutes

In this activity, everyone will stand in a circle. The leader will create positive energy and show what that energy looks like with a gesture of some kind. The person next to them accepts the leader's energy by repeating the gesture. They then complete their own gesture to pass the positive energy on to the next person, who accepts the energy by repeating the gesture of the person next to them and adding their own gesture, and so on.

In this way, the positive energy is passed all the way around the circle. When it gets back to the leader, he/she reminds the group that the day is all about positive energy – that which they bring, share with one another, and take away to share with the younger students as well.

Note: Make sure in leading this activity that you use the steps of DDADA so you can use it as an illustration of how to lead an activity.

Activity: DDADA

Time: 30 minutes

Explain to the participants that they will be learning a technique for leading activities called DDADA.

D – Describe the activity

D – Demonstrate the activity

A – Ask questions (you ask them; they ask you)

D – Do the Activity

A – Ask reflection questions or (optional) Adapt

Ask each group to use DDADA to lead the activity they were given during "Reflection Questions." They can break up the process however they want, but every group member must be involved in leading the activity somehow and/or asking reflection questions. Give the groups 3-5 minutes to get ready to lead the activity. Each group should lead their activity for the rest of the group using each step of DDADA.

Reflection:

Intended Audience:

High School-age teens

Learning Objectives:

Youth will be able to:

- Effectively lead activities and lessons with Middle School-age youth.
- Understand and assume their roles as models of positive, healthy behavior.
- Increase teens' ability to facilitate safe discussions that meet each lesson's learning objectives.

Target Essential Elements:

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

Time: 2 hours skills training + 3-4 hours for direct work on teens' practice teaching

Supplies Needed:

- Paper people cut into 4 pieces each
- Pencils
- Markers
- Butcher paper (6-8 foot lengths)
- Descriptions of games
- Copies of TABO curriculum (7 copies of each grade level)
- Supplies for each grade level activities

Do Ahead:

Before the session starts:

- Put key points on flip chart paper – Gracious Space, DDADA, Reflection Questions
- Cut our paper people, cut into pieces, and mix up the colors
- Arrange for lunch and/or snacks

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 with support from Alex Galston, Am
- University of Nebraska – Lincoln Extension. 2008. *4-H Health Rocks! Intermediate Level.*
- The Innovation Center for Community and Youth Development/Tides Center. 2001. *Building Community Toolkit.*
<http://www.theinnovationcenter.org/store/82>
- The Center for Ethical Leadership. *Gracious Space.*
www.ethicalleadership.org
- Liphart, D. 2013. *Activity Plan #5.* Ashland County UWEX Youth Development Leadership Program.
- Michaelis, B. & O'Connell, J.M. 2000. *The Game and Play Leader's Handbook: Facilitating Fun and Positive Interaction.* Venture Publishing, Inc. State College, PA.

- What did you notice when you were using DDADA to lead your activity?
- What did you notice when other groups were using DDADA to lead their activities?
- What did you like about using DDADA?
- What things about DDADA will you need to practice?

Activity: Safe Space

Time: 15 minutes

Instruct the participants to think of a time when they felt safe and comfortable expressing their opinions and being themselves. Ask them to think about what the characteristics of that time were. Write the characteristics on a piece of flip chart paper.

Explain that during TABO sessions, they will have to create a safe, comfortable situation for the younger students. Tell them this safe, comfortable situation is called "Safe Space." There are four key components to creating Safe Space:

- Spirit –
 - Bring a positive intention
 - Bring positive energy
- Setting
 - Physical space – the room itself and how you use it
 - Time
- Welcome the Stranger
 - Everyone brings a different experience
- Learn in Public
 - Participants want to learn from you
 - You must show participants that you want to learn from them too

Reflection:

- What do you notice about how the room is arranged today?
- Why is it important to create Safe Space for the Middle School students during TABO sessions?
- What are some ways you can create Safe Space using these four key components?

Encourage them to continue to think about how they can create Safe Space throughout the training.

Activity: Reflections

Time: 25 minutes

Tell the participants that for every activity they lead, most of the learning takes place after the activity itself with the help of questions. Reflection questions help participants to process what they have learned and reinforce the life skills lessons. Share some of the questions from earlier activities as examples. Reflection questions are almost always open-ended,

meaning they don't have a definite answer and cannot be answered thoroughly with only one or two words.

Explain that the most effective way to use reflection questions is to follow three categories:

- **What?**
 - What happened?
 - What did you notice (hear, see)?
- **Gut?**
 - How did you feel when that happened?
 - What did you like/dislike about what happened?
- **So what?**
 - What will you do because of that feeling?
 - How will you change your behavior as a result?

Explain that after every single activity in TABO are the words "What? Gut? So What?" It is important to ask the questions to make sure the participants learn the lessons about bullying they are being taught and some sample responses have been provided for them for most reflection questions. However, reflections should not take long.

Practice asking open ended questions with **The Question Game**:

To start, provide the students with a topic to question. One person starts with an open-ended question on that topic. Then the next person responds with a related open-ended question. The next person in line responds to that question. This goes on around the room as long as they can continue without making a statement or repeating a previous question. Some topic ideas might be light bulb, cabbage, water, superheroes, Grumpy Cat, door, etc.

Activity: Active Listening: attending skills, paraphrasing and clariphrasing

Time: 30 minutes

Say: For this activity, we are going to examine different ways of listening. Listening is an important leadership skill, especially when you are facilitating a discussion with others like in TABO. To start off with, how do you know that someone is listening to you? How do you know that they are not listening to you?

List on the board. List should include:

- Facing the speaker
- Open body posture
- Comfortable distance
- Nodding
- Asking clarifying questions (clariphrasing)
- Repeating points back to speaker to make sure you got them right (paraphrasing)
- Keeping attention focused on the speaker, not things that are

going on around you

- Eye contact in many cultures (or generally looking at the speaker)
- Not interrupting, letting the speaker finish what they have to say, not shifting the conversation to something that happened to you, the listener

Say: *We know that there are verbal and non-verbal ways to communicate with others. Now we'll look at some verbal and non-verbal listening skills – sometimes called “attending skills.” You have come up with some good ones. Do these vary across cultures? Give an example...* (eye contact is a good one. In some cultures it is rude to maintain eye contact. These include some Native American cultures in the U.S.)

Have the teen leaders get into groups of 3. Tell them they will each have a role in this activity and they should decide as a group who will be in each role: 1 observer (watching interactions between the other two) and 2 talkers. Ask one of the talkers from each group to step into another room. Tell them they will be the listener and while their partner talks, they should face away from them, interrupt, show closed body posture (i.e. arms crossed), etc. and not ask questions to clarify or respond verbally to the talker. When you return to the room, instruct the remaining talkers to share “one of the most exciting things I ever did/experienced.” Give them 2 minutes to talk with the observer watching.

Repeat the activity with the talker and listener roles reversed. This time, the listener will use good attending skills – open and interested body posture, facing the speaker, asking questions to clarify (CLARIPHRASING) and repeating parts back to him or her (PARAPHRASING) to be sure that you got it. The topic will be “the grossest meal you ever ate.” Give them 2 minutes to talk again with the observer watching.

Reflection

- How did it feel to talk when the listeners were closed off? Why?
- How did it feel to talk when the listeners were using good attending skills? Why?
- Observers, what did you notice about how the talkers responded during the first round? And the second round?
- How might you use some of these skills when you are leading reflection during TABO?

Activity: What Does a Good Ally Look Like? – Inside and Out

Time: 20 minutes

After giving the teen leaders one piece of a paper person on colored paper, ask them to take a few minutes and write down the characteristics they believe a good ally has. Have them write their responses on their section of the paper person.

Then tell them to find three other people to make a whole paper person.

Reflection:

- What happened when I told you to find three other people to make a whole paper person?
- What influenced your decisions for getting into the group?
- How are these kinds of influences similar to interacting with others in real life?
- How can these kinds of influences affect us in bullying situations – whether we're the bully, the bystander, the target or the ally?

Hand out pieces of butcher paper and markers to the teen leaders. Ask each group to draw or trace a person on their butcher paper and as a group, use pictures and words to show what a good ally looks like. They may use the lists of characteristics they generated earlier, and they must all agree on which ones to include on their large ally.

Encourage them to hang their ally on the wall and share their ally's characteristics. Ask them to think about which characteristics they are already good at and which characteristics they might need to practice to get better at. Invite them to choose one in particular that they will actively try to improve for themselves. They do not have to share their thoughts at this point, but they may if they choose to.

Remind the teen leaders that they are role models for their peers and for younger students. It is their responsibility as TABO Teen Leaders to do the best they can as role models and allies. No one is perfect, but they should always try to be the best they can.

Activity: Leading TABO

Time: 3-4 hours

Tell participants a little bit about each grade level's theme and activities (use Overview handout on next page if needed), and ask them to divide themselves into three groups to help lead the activities.

Have one adult go with each group to lead the high school students through the TABO session, help answer questions and facilitate preparations. Groups should plan who will lead each activity in the session, practice leading it, and ask any questions they might have. They should prepare to lead their session (a shortened version of it) for the rest of the participants.

Bring the groups back together and give them the opportunity to lead shortened versions of the activities with the other groups. Explain the logistics of the TABO sessions at the Middle School.

CLOSING

Hand out evaluation, asking the participants to complete it and turn it in before they leave.

ACTIVITIES FOR DDADA PRACTICE

5TH Grade Activity: Diversity Dots

Time: 10 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:
<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? 	Responses may vary depending on the person: <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.

ACTIVITIES FOR DDADA PRACTICE

5th Grade Activity: *Where's the Line?*

Time: 10 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

ACTIVITIES FOR DDADA PRACTICE

7th Grade Ice Breaker: Commonalities and Uniquenesses

Time: 10 Minutes

Youth will work in their leadership position to build relationships and trust among participants in order to create strong teams/groups.

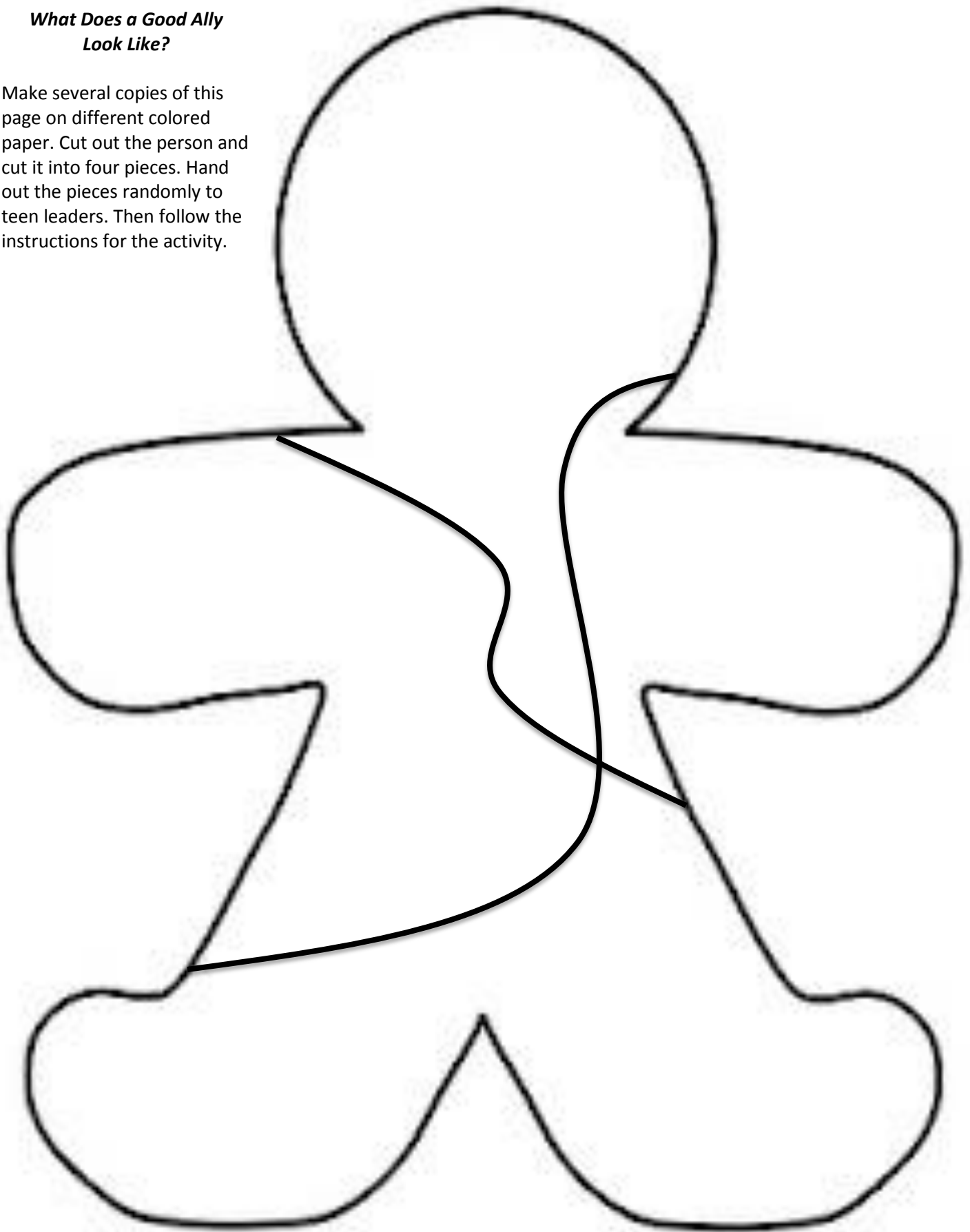
- 1.) Divide the large groups into pairs. Instruct the participants that they will be coming up with things they have in common with others in the class and that they must go beyond the obvious like they are in the same class or they are breathing. They must learn something new about one another.
- 2.) Instruct the pairs that they are to come up with one thing they have in common.
- 3.) After the pairs come up with something have them team with other pairs to find something they all have in common. Then the small groups work with other small groups. Keep this process going until all groups have come together to form one giant group and then have them figure out what they all have in common as a classroom.
- 4.) Talk about some of the answers they shared with others in the class.

Reflection Questions

Question	Key Words/Phrases to Look For:
<ul style="list-style-type: none"> • What happened when you tried to find commonalities with a partner? A small group? The large group? 	<ul style="list-style-type: none"> • It got harder to find things in common the larger the group got. • People would have things in common and then one or two would be different.
<ul style="list-style-type: none"> • How did it feel to know you all had something in common? 	<ul style="list-style-type: none"> • It was kinda cool. • I didn't know "x" about this person...
<ul style="list-style-type: none"> • How did it feel to know there were some things about you that were unique? 	<ul style="list-style-type: none"> • Like having some things that are kind of different too. •
<ul style="list-style-type: none"> • Do you see your classmates differently after this activity? Why or why not? 	<p>Expect them to say no, but push them to answer:</p> <ul style="list-style-type: none"> • Learned some new things • Didn't think we'd all have something in common • All have things in common and things that are unique

***What Does a Good Ally
Look Like?***

Make several copies of this page on different colored paper. Cut out the person and cut it into four pieces. Hand out the pieces randomly to teen leaders. Then follow the instructions for the activity.



OVERVIEW OF TABO CURRICULUM

4th Grade: Are You a Bully?

Learning Objectives

Youth will be able to:

- Identify the bullying behaviors that they do themselves.
- Understand how their bullying behaviors hurt others.
- Take action by choosing one bullying behavior to replace with a positive social behavior.

Activities:

- “Are You a Bully?” Quiz & Processing

5th Grade: Self-Esteem

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.

Activities:

- Diversity Dots
- Where’s the Line?
- Round of Compliments

6th Grade: Growing Self-Esteem

Learning Objectives

Youth will be able to:

- Recognize the effect of words and actions on a person’s self-esteem.
- Identify self-esteem building statements.
- Value themselves and the differences and similarities of others.

Activities:

- Cyberbullying Presentation
- Lemonade Activity

7th Grade: Social Awareness

Learning Objectives

Youth will be able to:

- Increase their awareness of similarities they have with other students.
- Understand what stereotypes are and identify situations in which stereotypes are used.
- Learn the benefits of including others by stretching beyond their social comfort zone.

Activities:

- Commonalities and Uniquenesses
- Box Labels
- Beyond the Comfort Zone

8th Grade: Skills to Stop Bullying

Learning Objectives

Youth will be able to:

- Identify safe situations in which they can be an ally to someone who is being bullied.
- Understand the role of the bystander in a bullying situation.
- Use the “Name it, Claim it, Stop it” strategy to stop bullying.

Activities:

- Types of Bullying Behaviors
- Apple Game
- Name It, Claim It, Stop It, Walk Away

TABO LEADER TRAINING EVALUATION

Please complete the following TABO Leader Training Evaluation. Your responses will be combined with those of the other youth leaders and will be used to evaluate and make improvements on future training. If you have questions, please contact Monica Lobenstein, Jackson County 4-H Youth Development Agent at 715-284-4257. Filling out the evaluation means that you are willing to have your responses compiled and shared with other educators.

1. Have you been a TABO Teen Leader before? Yes No

2. Please rate your understanding of (circle best number):

1 = no understanding, 2 = I understand a little, 3 = I somewhat understand, 4 = I mostly understand it, 5 = I have a very high understanding

	Before Training					After Training				
	1	2	3	4	5	1	2	3	4	5
The importance of creating a Safe Space for participants	1	2	3	4	5	1	2	3	4	5
Ways to create a Safe Space for participants	1	2	3	4	5	1	2	3	4	5
How to lead an activity with youth	1	2	3	4	5	1	2	3	4	5
The importance of using questions to help participants learn	1	2	3	4	5	1	2	3	4	5
How to ask open-ended questions to help participants learn	1	2	3	4	5	1	2	3	4	5
The characteristics of a good ally	1	2	3	4	5	1	2	3	4	5
What it means to be a good ally role model	1	2	3	4	5	1	2	3	4	5
The importance of good verbal and non-verbal listening skills	1	2	3	4	5	1	2	3	4	5
How to use good attending skills (including paraphrasing and clariphrasing)	1	2	3	4	5	1	2	3	4	5
Some skills to help stop bullying from happening in school	1	2	3	4	5	1	2	3	4	5

3. What is something new you learned about *being a leader* through the training?

4. What is something new you learned about *stopping bullying* through the training?

5. What did you like best about TABO Leader Training?

6. What suggestions do you have to make TABO Leader Training better?

7. Any other comments?

8. Please use the back of this paper 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.