



## MAKING DECISIONS: ALLY OR BYSTANDER

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**SUGGESTED GRADE LEVEL:** 4 – 6

**LENGTH OF TIME:** One or two class periods of 45 minutes

### GOALS

- For students to explore their own roles in incidences of bullying, harassment and name-calling.
- To explore and practice possible interventions.
- To define what it means to take action/be an ally.

### OBJECTIVES

- Students will talk about bullying, harassment and name-calling.
- Students will consider different responses to bullying and how that might change depending on the situation.
- Students will discuss alternatives to ignoring bullying, harassment and name-calling.

### ACADEMIC STANDARDS

- CCSS: SL 4.1, 5.1 and 6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4/5/6 topics and texts, building on others' ideas and expressing their own clearly.
- Social Studies Strand 4: Individual Development and Identity – Exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways.

### EDUCATORS' NOTES

This discussion with students will explore how all of us, at one time or another, have had to make a decision about whether or not we will intervene or take a stand when we witness name-calling, bullying or harassment of a friend or a stranger. Often we make these decisions in the moment, reacting to situations as they come up. In this lesson students take the time to explore many different situations that could be seen at school and think about how they make decisions such as intervening, getting help, participating or walking away.

**MATERIALS** “4 Corners” placards (included in lesson) hung in the four corners of the room, Ally or Bystander: Situation Sheet (included in lesson), room arrangement suitable for activity and movement, chart paper or whiteboard, markers.

### BEFORE THE LESSON

- Review the list of scenarios and pick out ones that you think will generate discussion in your class or that you would like your students to consider. You could also develop your own to cover topics that may be issues in your school. Start with some scenarios that may be easier for your students to consider. Include some that are only slight variations so that students have to think about how things would be different if the scenario involves friends or not, students who are older or younger, students who are more popular or not. Include

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different topics in your set of questions. You probably will have time for 6 to 8 scenarios in one class period.

- Print out or write out and post the “4 corner” placards in the area of your classroom where you will do the lesson. Students need to be able to move around to each “corner”.

## **ACTIVITY**

- Explain to the students that this activity looks at situations where you must decide, in that moment, how to react if you see someone being teased or bullied. Sometimes you may do something. Sometimes you may not. It often depends on the situation, how well you know someone, if they are older or younger, etc. This activity involves movement and action.
- For each situation, students will make a decision regarding how they will respond using the following four choices. Briefly discuss each to ensure that your students understand each one.
  - Ignore the situation or walk away.
  - Attempt to negotiate or stop the situation.
  - Talk to the person privately later.
  - Seek assistance from an adult or someone older.
- Read the scenarios that you have chosen, out loud to the class. Make sure your students understand the scenario, especially if it is a variation of one you just read. Ask them first to think for themselves which of the four corners they would go to. Then, have them move to the corner of the room that represents how they would act in response to that particular scenario.
- Before you hear from students, you could have them turn and talk to another person in their group about why they chose to go to that corner.
- With each scenario, invite a couple of students from the different corners to say why they chose to stand in a certain corner. Follow-up on their answers as appropriate. You could ask them to give an example of what they could say to the person being teased or bullied and what they could say to the person doing the hurtful teasing or bullying. Make sure to hear from students in all 4 corners during the lesson. As your students say why they have chosen a particular action/corner, acknowledge their reasoning.
- To generate further discussion after you have presented the scenarios, ask some open-ended questions:
  - Did you respond differently to the different scenarios?
  - What are some of the reasons you chose one corner versus another?
  - With whom did you feel most comfortable intervening?
  - When were you more likely to ignore the situation? Why?
  - Would you respond in some other way not represented by the four corners?
- Discuss what it means to be a bystander.
  - How do you think the person being teased feels if people don't do anything?
  - How do you feel when you don't do something?
- Talk about what it means to be an ally. Using chart paper or a whiteboard, brainstorm ways to be an ally. (If you use chart paper you can keep it hanging on your classroom wall.)

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- Acknowledge that there are many ways to be an ally depending on the situation. The important message is that if students witness bullying behavior, that they take some kind of action. If they are not sure whether to do something, this means it is a good time to talk with someone about it. Ask students to also think about if there are times they feel unsafe being an ally. What could they do in those situations?
  - In closing, ask students to think of how they could be a better ally to the other students in your class or school.

### **ASSESSMENT AND EVALUATION**

- Can students define what it means to be an ally or bystander?
- Do you observe students sticking up for each other more?
- Can students identify ways to be an ally?

### **SUGGESTED BOOKS FOR STUDENTS**

*Each Kindness*, Jacqueline Woodson.

*I Am Jazz*, Jessica Herthel and Jazz Jennings.

*My Name Is Bilal*, Asma Mobin-Uddin.

*Muskrat Will Be Swimming*, Cheryl Savageau.

*Red: A Crayon's Story*, Michael Hall.

*Teammates*, Peter Golenbock.

### **MIDDLE READERS**

*George*, Alex Gino.

*The Liberation of Gabriel King*, K. L. Going.

*The Misfits*, James Howe.

*Playground: A Mostly True Story of a Former Bully*, Curtis "50 Cent" Jackson, Laura Moser.

*The Popularity Papers: Book Two: The Long-Distance Dispatch Between Lydia Goldblatt and Julie Graham-Chang*, Amy Ignatow.

*Wonder*, R.J. Palacio.

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## ALLY OR BYSTANDER – SITUATION SHEET

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This activity takes two 45-minute periods to complete all 15. If you only have 45 minutes to spend on this activity, pick 6-8 situations. Start with an easier one. Use ones with slight variations to make students think about how they might handle each situation differently.

1. A classmate or friend constantly makes fun of a another student because they are small for their age
2. An older student makes fun of a younger student because they are small for their age
3. When you are with a group of friends, one of them makes fun of a younger student because of the way they dress.
4. A new kid at school calls your friend a bad name because of their skin color.
5. A friend of yours calls a new kid at school a bad name because of their skin color.
6. A kid you don't know calls another kid you don't know a bad name because of their skin color.
7. Someone in your class says something mean to another student in your school because of their religion.
8. A new kid at school calls your friend "gay"
9. A group of students your age keeps saying, "That's gay" to mean they don't like something.
10. A group of students your age keeps saying, "That's gay" to mean they don't like something and you know that your friend's dads are gay.
11. A friend of yours keeps saying to other boys, "Hey stop acting like a girl."
12. A boy in your school that you don't know very well keeps saying to other boys, "Hey stop acting like a girl."
13. A friend in your class teases a younger boy for having a teddy bear or a doll.
14. A student in your class teases a boy for wearing a pink T-shirt and nail polish.
15. A girl in your class teases another girl for always dressing like a boy.

Include any others that might apply to your school or community.

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**IGNORE THE SITUATION  
OR *WALK AWAY***

**INTERVENE MYSELF**

**TALK TO THE PERSON  
IN PRIVATE**

**SEEK HELP FROM AN ADULT  
OR SOMEONE OLDER**

# ASSERTIVENESS SELF-TEST

This test is for you! Answer honestly for yourself. There are no wrong answers. Enjoy!

1.) You have a lot of homework to do and your mother asks you to do the dishes. You would say...

\_\_\_ *Why don't you do the dishes? Can't you see I have tons of homework?*

\_\_\_ *I have a ton of homework tonight and I'd rather not have to do the dishes so I can get to bed on time.*

\_\_\_ *I'm sorry- I should have done them sooner. I don't care what kind of grades I get, anyway.*

2.) Your teacher has made a mistake grading papers. You would say...

\_\_\_ *You cheated me out of ten points on this problem!*

\_\_\_ *I've found an error in the way my test was graded.*

\_\_\_ *Do nothing.*

3.) You are talking with your friend and suddenly you realize you are going to be late for basketball practice. You would say...

\_\_\_ *Oh no! You've made me late again! I hate when you do this to me.*

\_\_\_ *Let's talk later- I have to go now. Bye!*

\_\_\_ *Do nothing and end up late for practice.*

4.) Your younger brother left your bike out in the rain again. You would say...

\_\_\_ *You're so lazy! You don't know how to take care of anything!*

\_\_\_ *I'm really mad about my bike. I'm not going to loan it to you again unless you fix it.*

\_\_\_ *It's all my fault- I shouldn't have trusted you. You might as well keep the bike now, it's ruined. Nobody around here cares about me anyway.*

5.) A friend wants you to come over after school. You would rather visit someone else. You would say...

\_\_\_ *Are you kidding? I wouldn't hang out with you if you were the last person on earth!*

\_\_\_ *I want to be honest, but I also don't want to hurt your feelings. It just doesn't seem like we have that much in common. I'm going to see if \_\_\_ is home instead.*

\_\_\_ *O.k.*

6.) There is a kid at school who bullies the other students in your class. This time she/he starts picking a fight with you. You would say...

\_\_\_ *Come on! I'm not afraid of you! I'm going to hurt you so bad you won't know what hit you!*

\_\_\_ *I don't want to be treated like this. I'm going to get some help.*

\_\_\_ *Do nothing.*

# **COMMUNICATION AWARENESS ROLE** **PLAYS**

Can you tell which kind of communication is being used below?

***PASSIVE, AGGRESSIVE, or ASSERTIVE?***

**Example 1: *Your sister is using the telephone and you need to use it.***

#1: *“Give me that phone!”*

#2: *“I need to use the phone.”*

#3: *Sit patiently by the phone and wait for her to get off.*

**Example 2: *A friend offers you pizza and you don’t want any.***

#1: *“Are you kidding? Pizza is so fattening and gross- how can you eat that junk?”*

#2: *“No thanks.”*

#3: *You go ahead and take the pizza and feel terrible about eating it.*

**Example 3: *You are walking along the road when a car pulls up beside you. The adult driving the car starts to talk with you. You feel really strange and a little scared.***

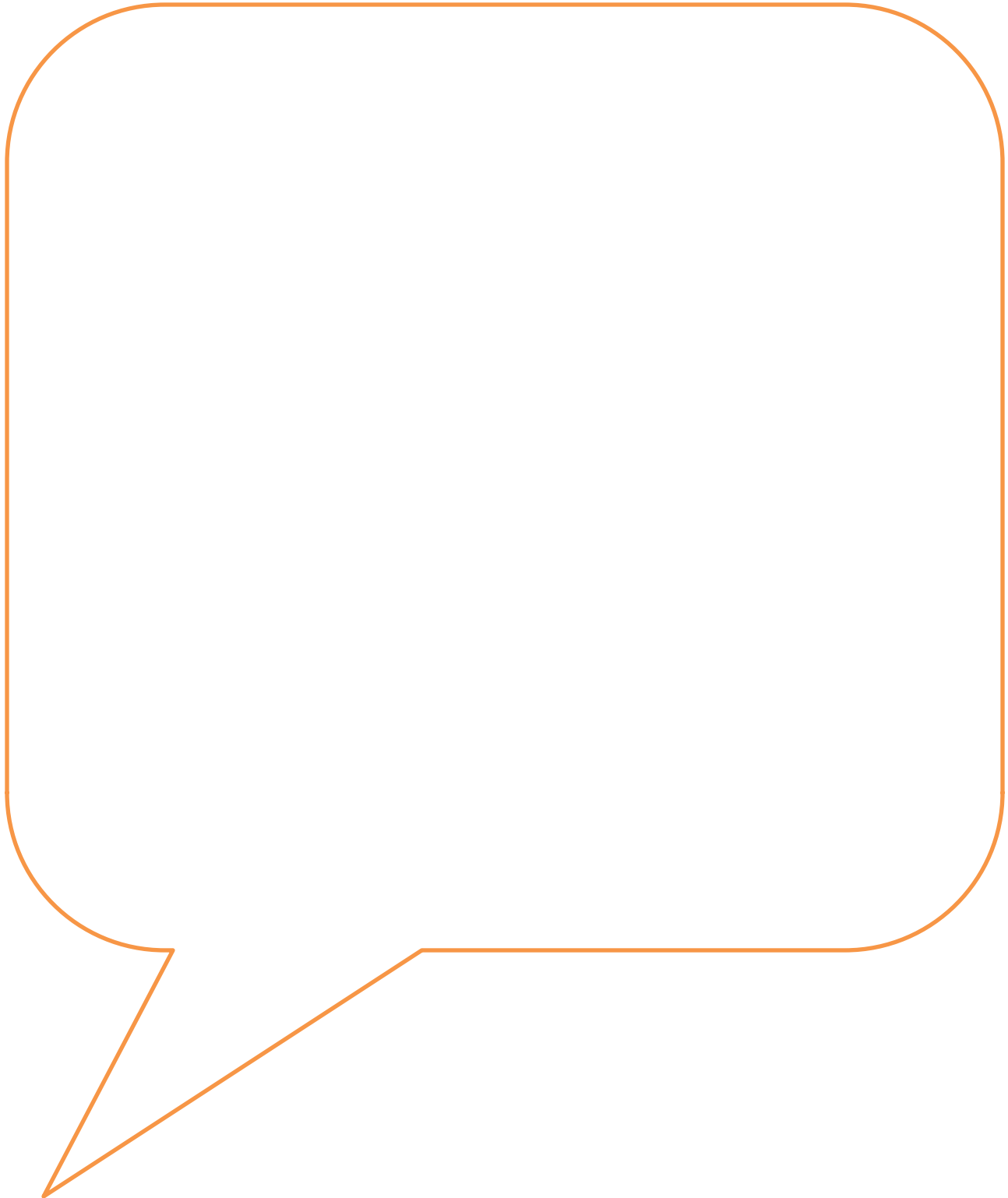
#1: *“Get away from me or I’ll hurt you so bad you won’t know what hit you!”*

#2: *Keep your eyes on the car and get away from it as fast as you can. Look for a house or somewhere you can go for help. Memorize what the driver and car look like.*

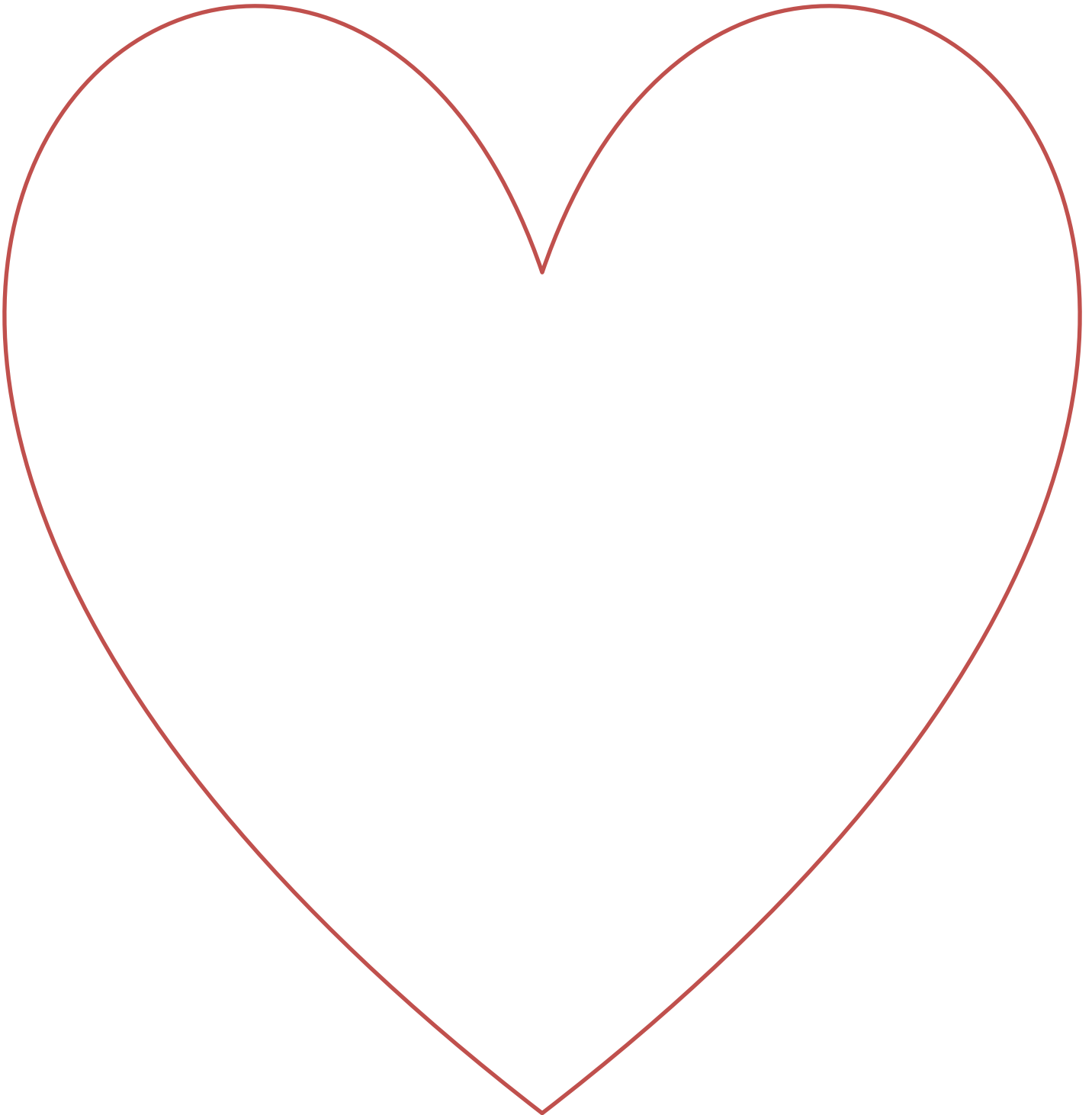
#3: *Ignore the car, keep your head down, and hope they will go away and leave you alone.*



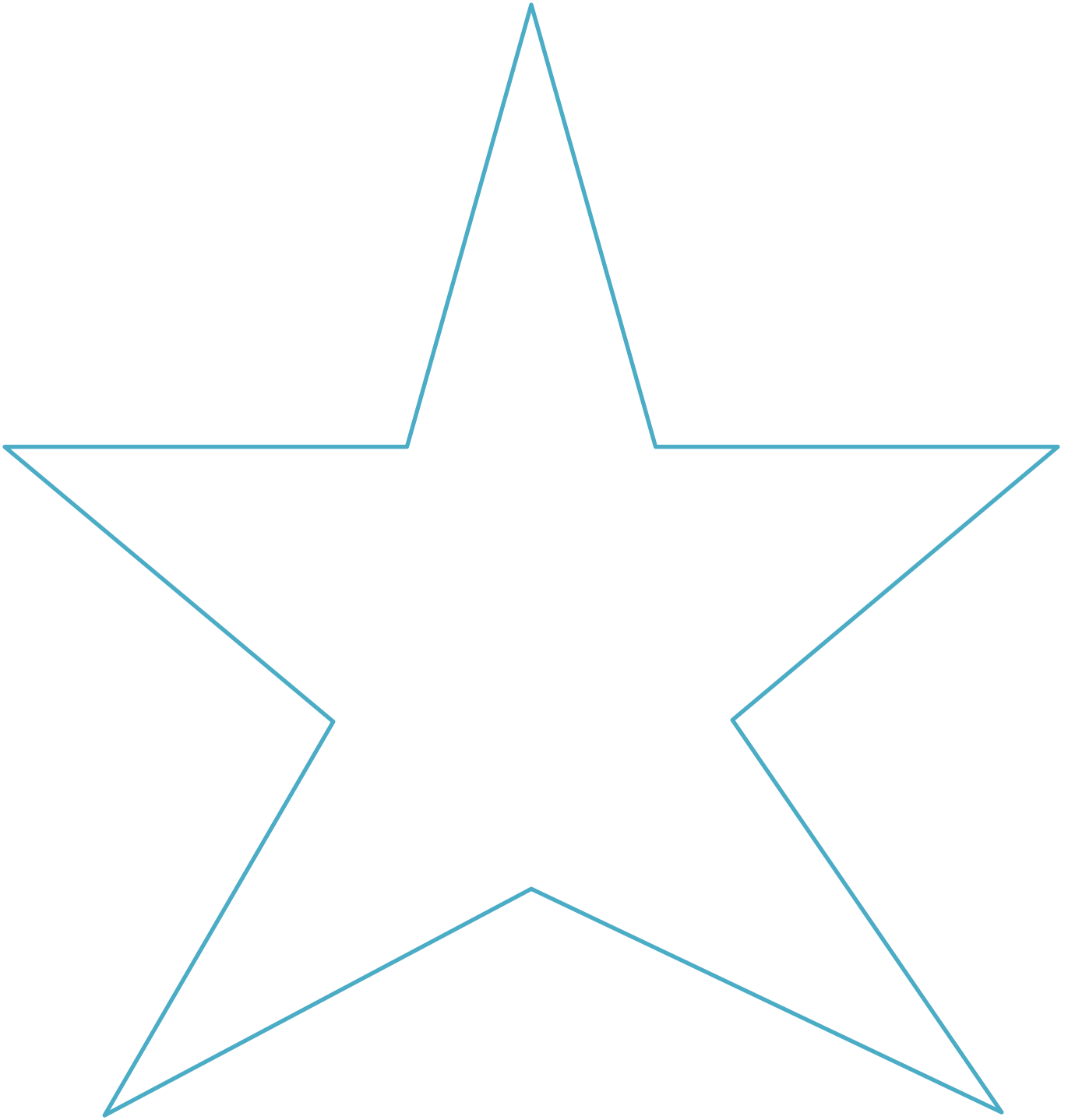
**How do you tell people what you like?  
What about things you don't like?**



**What do you love about yourself?**



**What makes you a star?**



## How Would You Feel?

Read each scenario below. Then answer the question that follows.

1. Mrs. Fields handed back Monday’s math test.

Jacob said, “Finn, how did you do?”

“I got a B,” Finn replied.

“I got a perfect score!” Jacob told him. “My first A plus! I studied all weekend. I bet my mom will take me for ice cream to celebrate.”

“Stop bragging, Jacob!” Finn yelled.

*How would you feel if you got a 100/A+ on a test that you studied really hard for?*

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2. Durrell threw a paper airplane at Mike. Mrs. Fields saw the paper airplane land on the floor in front of Mike’s desk. She thought Mike had thrown it. She made Mike clean the classroom before he could go to recess.

Durrell ran up to Mike at recess. He said, “I’m sorry I got you in trouble.”

“Don’t talk to me, Durrell.”

“I said I was sorry, Mike. Why are you being so mean to me?”

*How would you feel if you got in trouble for something your friend did?*

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# TEACHING TOLERANCE

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3. Mrs. Fields said to Tina, “Suri’s best friend moved yesterday. Why don’t you see if she wants to hang out at recess?” Tina agreed.  
“Suri, do you want to play a game?” Tina asked.  
Suri shrugged. “If you want to.”  
Tina set up the game while Suri watched. “Are you going to help?”  
“I guess so,” Suri said.  
“So what are you doing over break?” Tina asked.  
Suri replied, “I don’t know.”  
Tina rolled her eyes. “Are you always this boring?”

*How would you feel if your best friend moved away?*

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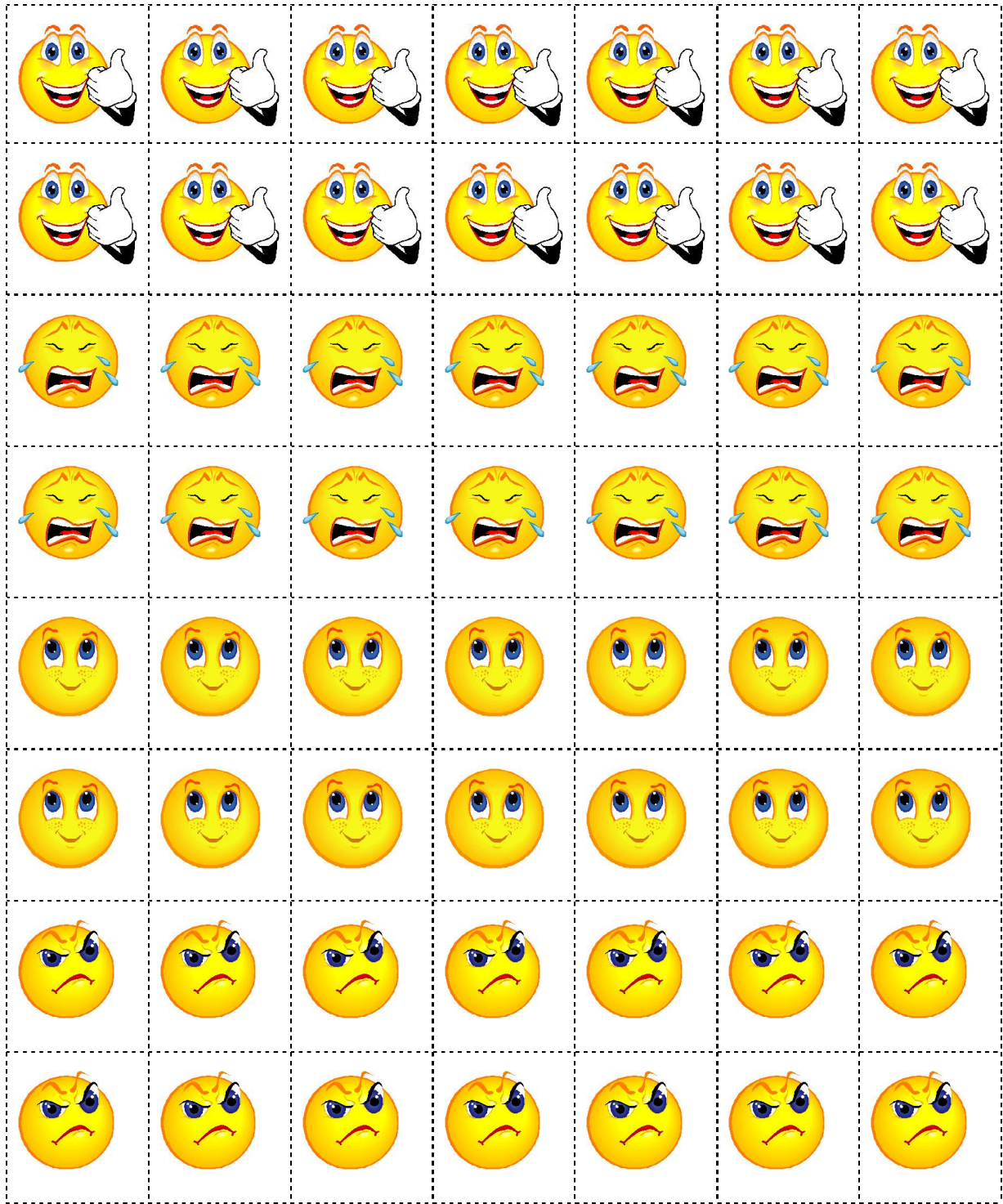
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4. “Hey, Meegan,” Valerie said. “Are you all packed for your trip?”  
“Yeeeee!” Meegan squealed as she hopped around her friend.  
“What is wrong with you?” Valerie asked.  
Meegan said, “Nothing!” But she kept hopping.  
Valerie started to walk away.  
“Where are you going?” Meegan asked between hops.  
“Come find me when you stop being weird,” Valerie told her.

*How would you feel if you were going on a fun vacation?*

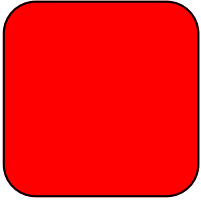
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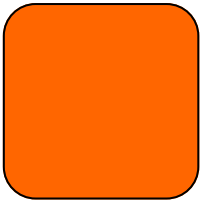
# Feelings Candy Land

Created by Tasha Milligan, MA LPC, Pathways to Peace Counseling



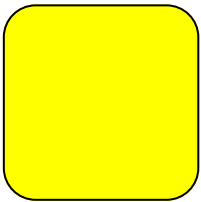
## **Red - Anger**

Tell about at time you felt angry.



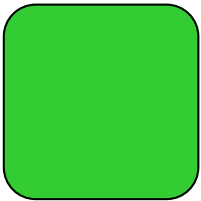
## **Orange - Embarrassed**

Tell about at time you felt embarrassed.



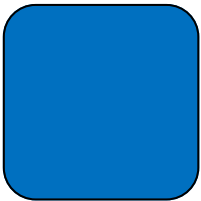
## **Yellow - Happy**

Tell about at time you felt happy.



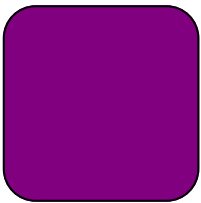
## **Green - Anxious / Scared**

Tell about at time you felt anxious.



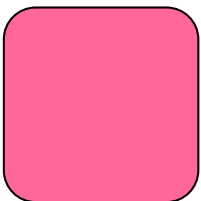
## **Blue - Sad**

Tell about at time you felt sad.



## **Purple - Loved**

Tell about at time you felt loved.



## **Pink - Special Day**

Tell about a special day that you have experienced.

# Feelings Candy Land

## Instructions

Feelings Candy Land is one of my go to games for counseling. It works very well with young children (4-5 years old) and is even requested by some of the middle school children that I see. It is very versatile and easy for children to learn. This is how I use it, but feel free to tweak things and make it your own!

I use Feelings Candy Land for several different reasons:

1. To help children identify feelings words and how to attach them to experiences.
2. To help children process feelings in a non-threatening format.
3. To establish rapport. I think that it helps children normalize feelings when they realize that their therapist has feelings, too.

**Beginning of session:** I generally begin the session with a check in of how things have been going for the past week. We talk about new problems or how they have made progress.

**Introducing the game:** I begin by asking the child if they are familiar with the Candy Land game. If not, I explain the rules. I tell them that since they are in counseling, we will discuss feelings as part of the game. I lay the paper with prompts of the table so that they can easily see which feeling correlates with each color.

**Playing the game:** I usually let the client go first. If a the client begins discussing a situation which triggers emotion, we will put the game on hold to process feelings. Often times I also have to process feelings of frustration or sadness with the child if they do not win.

**Closing the Session:** It is always important to resolve emotions before closing out the session. I will generally encourage the child on their willingness to discuss their feelings and take time to talk with them about how they feel after the game. Does it feel better to get those feelings out? Was it scary to talk about your feelings? What did you learn about your feelings?

**Switch It Up:** Sometimes I will switch up the questions to take the monotony out of the game, especially with a child who clams up. Instead of when did you experience these feelings, you could ask things like “What would make a person feel \_\_\_\_\_”, or “Do you know someone who felt \_\_\_\_\_?”



# Introduction

Grades 4-6, Lesson #1

## Time Needed

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20-30 minutes

## Student Learning Objectives

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To be able to ...

1. Distinguish between definitions of "sex" and "sexuality."
2. List and explain at least four ground rules.
3. Identify why ground rules are necessary (to protect people's feelings).
4. Sort sexuality questions into logical categories (pregnancy, puberty, etc.) as a step toward having a comprehensive picture or context into which the unit's learning can be placed.

## Agenda

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1. Define "sexuality".
2. Explain purpose of the unit.
3. Use case study and class input to set ground rules.
4. Discuss slang vs. medical/correct terms.
5. Introduce "anonymous question" cans (boxes, envelopes.)
6. Use "Introduction Worksheet" to summarize lesson.

This lesson was most recently edited September 28, 2012.

## Materials Needed

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### Classroom Materials:

- Nine coffee cans, manila envelopes or shoe boxes, each with a label and a slot in the top for anonymous questions on each of the nine topics of the unit (or however many topics you plan to address).
- *Introduction Lesson Visual: Anonymous Question Roots* (contained in this lesson and also available online as a PowerPoint slide: [www.kingcounty.gov/health/FLASH](http://www.kingcounty.gov/health/FLASH))

### Student Materials: (for each student)

- *Introduction Worksheet*
- Several slips of scrap paper and a pencil

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**Activity**

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**1. Explain that you are beginning a unit on “sexuality.”**

That the word is probably new to some students, so you'll define it. Go on to explain that some people think “sex” and “sexuality” are the same, but that they aren't. “Sex” is the smaller word and the narrower concept. It is sometimes used to mean gender (e.g. on forms where it asks your name, birth date and sex) and it is sometimes used to mean particular behaviors...“Sexuality” includes those ideas, but it also includes how a person feels about him or herself, what they feel about being male or female, whether they know how to love, how to trust, how to communicate. A person's sexuality has to do with whether they can make friends, whether they can keep friends. And when people study sexuality they also learn about how people change from children into adults, how babies are made, how they're born, and how they grow.

**2. Explain the purpose of the unit.**

Tell them you are doing this unit so that they will have correct information about things like bodies and growth; so that they will feel good about growing up; so that they'll feel more comfortable asking questions of their parents or doctors; so that they'll understand and appreciate themselves, their families and one another; and so that they will not be as likely to ever be sexually abused.

**3. Tell the class that you want to share a Case Study with them, and get their reactions to it.**

Read aloud:

*“The class was beginning a unit on 'sexuality' that day. They came in from recess and Mr. Clark asked everybody to calm down and get ready to work. But everybody was a little nervous and excited, and it took a long time before the jokes and laughter let up. When it was quiet, Mr. Clark asked whether anyone knew what kinds of things they'd be studying in this next unit called 'sexuality.' Marco raised his hand and asked, 'What about the reproductive system?' A few people giggled. Then Shawna raised her hand. She asked whether the class would learn about menstrual periods. Four or five people began to roar with laughter and Michelle said 'How dumb!' Shawna started to blush. When the laughter kept up, tears came to her eyes and she finally got up and left the room.”*

Open a discussion about the Case Study. Some questions for the class to consider are:

“Why do you think some people laughed?”

“How did Shawna feel?”

“Do you think other people will raise their hands from now on? Why not? How will they feel about speaking in class?”

“If you were the teacher how would you handle the problem?”

“How could the problem have been avoided in the first place?” .

“Do you think this kind of thing could happen in OUR class?”

“How can we keep it from happening here? Why don't we develop a contract for how we'll treat each other during this unit?”

**Have students develop ground rules.**

List them on the blackboard. Feel free to add to their list. You may want to include some of these:

- "No put-downs." (including one's self)
- "Any question is a good question."
- "Protect people's privacy." (i.e., questions about friends and family members should NOT include their names or identities. It's more considerate to ask "Someone I know had an acne problem. What causes that?" rather than "My sister had an acne problem...")
- "It's OK NOT to ask questions or share personal beliefs."
- "It's OK NOT to answer a question." (In fact the teacher may choose to "pass" on a question if it is too personal or inappropriate for classroom discussion.)
- "Be considerate of other people's feelings."

**4. Discuss slang & "baby talk."**

Students may use slang or baby talk in the classroom for two reasons: Sometimes, the individual is testing you. ("Will she be shocked if I ask what's really on my mind?" "Does he know the meaning of slang terms?") Sometimes, he doesn't KNOW the standard or MEDICAL term. In either case, we recommend a matter-of-fact, non-judgmental substitution of the MEDICAL term. It will diffuse the need to test. And it will offer important information.

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Encourage students to ask questions regardless of whether they know the standard/medical words for things. Explain that you will always try to include the MEDICAL word in your answer and to spell it for them on the blackboard.

**5. Introduce the Anonymous Question Boxes/Cans.**

As a way of outlining the agenda for the unit, hold up each question box or can and read the topic aloud: Families, Self-esteem, Sex Roles, Making Friends, Decision-Making, Sexual Exploitation, Puberty, Reproductive System, and Pregnancy.

Explain that the class will spend one or more lessons on each of these topics. Define the topics, using the Teachers' Glossary (Appendix G) or your own words.

Use *Introduction Lesson Visual: Anonymous Question Roots* (using a document camera or in PowerPoint) to offer your students a starting point as they try to think of questions. Or write the question roots on the board:

- |                            |                             |
|----------------------------|-----------------------------|
| "Is it true that..?"       | "Is it normal to...?"       |
| "How do you know if...?"   | "What causes...?"           |
| "What do they mean by...?" | "What should you do if...?" |

Give each student several slips of scrap paper and a pencil. Ask them to write at least one question and drop it in the appropriate box or can. (If everyone is writing, nobody feels like the Only One). Explain that they should NOT write their name on the slip, unless they would

prefer to talk with you privately about their question. Only one question on each slip (which makes it easier for you to sort the questions), but it is OK to use as many slips as they like. Explain that spelling doesn't matter at this point. Explain that, as each lesson arrives, you will answer the questions from the appropriate can, so it's OK to add questions whenever they think of them. If anyone isn't sure which can is appropriate for a particular question, they can raise their hands and you'll help them figure it out. Allow them five or ten minutes to write questions.

## 6. Wrap up the Lesson.

Hand out the "Introduction Worksheet" and have students work in pairs filling it out. Allow five (5) minutes.

## Related Activities For Integrated Learning

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### A. Language Arts

Have students begin a glossary, to which they will add throughout the unit. Terms from today's lesson might include:

*"sexuality", "privacy", "considerate", "puberty", "reproductive system", "self-esteem", "exploitation", "sex roles" and "anonymous"*

Individuals or teams can write their own definitions and pronunciation keys or look the words up.

### B. Art

Students may volunteer to make posters listing classroom ground rules and/or labels for your anonymous question boxes/cans.

### C. Language Arts

Have students write a story about a problem they experienced when another student or a teacher was inconsiderate of their feelings. They should include how they handled the problem or how they would have liked to have handled it.

### D. Communication Skills

Offer students the option in groups or individually of "storytelling" about someone inconsiderate of their feelings, etc.

## Homework

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Students' options:

- Take home today's worksheet and discuss it with an adult in their family. <sup>1</sup>
- Bring in 4 more questions for the Question Cans.

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<sup>1</sup> See "Preparing Parents", page 4-5

Introduction Lesson Visual

## **Anonymous Question Roots**

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"Is it true that..?"

"How do you know if...?"

"What do they mean by...?"

"Is it normal to...?"

"What causes...?"

"What should you do if...?"

# Introduction Worksheet

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

Our ground rules are:

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Sometimes people use slang or baby talk to ask questions, because that's all they know. That is better than NOT asking questions, but in this unit we're going to learn the \_\_\_\_\_ words for things.

Topics we will talk about include:

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# Puberty, day 2

Grades 4-6, Lesson #10

## Time Needed

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40-50 minutes

## Student Learning Objectives

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To be able to ...

1. Distinguish puberty facts from myths.
2. Anticipate puberty with positive feelings, recognizing that the timing of change is individual.

## Agenda

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1. Review purpose of lesson.
2. Respond to "Anonymous Question Box" questions re: puberty.
3. Use *Puberty Worksheet #2* to reinforce facts and debunk fears/myths re: puberty.
4. Summarize by discussing peer pressure in the puberty years.

This lesson was most recently edited May 20, 2013.



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**Materials Needed**

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**Student Materials: (for each student)**

- *Puberty Worksheet #2*
- OPTIONAL for family homework, pamphlets: The *Talk to Me!* interview guides are pairs of booklet sets (father/son, mother/daughter, father/daughter, mother/son) for students and parents/guardians or other trusted adults. They include age-appropriate questions to prompt open communication about sex, love and life. They cost \$4 per set (for one family) and bulk discounts are available. See details here: [www.ppgnw.org/TalkToMe](http://www.ppgnw.org/TalkToMe). For more information: [education@ppgnw.org](mailto:education@ppgnw.org) or call 206-328-7715.

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## Activity

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**1. Explain again the reasons you are doing these lessons on puberty.**

- Sometimes people are afraid of things they don't understand.
- Sometimes people feel as if they are the ONLY one to ever experience certain changes; they may "dump on" themselves because they think they aren't normal.
- Those feelings are UNNECESSARY; people can look forward to puberty with excitement and pleasure, IF they know what to expect!

**2. Respond to "Anonymous Question Box" questions re: puberty (see lesson 1 for setting up an anonymous question box or boxes).**

**3. Use *Puberty Worksheet #2* to reinforce facts and debunk fears/myths re: puberty.**

- a. Divide the class into 3 teams.
- b. Hand out *Puberty Worksheet #2* and give the teams 20 minutes to reach consensus (within each team) on each item. Encourage people to discuss the items they disagree on, to explain to one another why they believe as they do about an item.
- c. Have one spokesperson for each team write their team's responses on the blackboard and explain, one at a time, why they chose a particular answer. You can award 1 point for each correct answer and an extra ½ point to the team with the best explanation. The team with the most points "wins" although we would encourage you to award prizes, if you do that, to anyone who participated actively.

**4. Summarize by discussing peer pressure in the puberty years.**

Discuss how it felt to disagree with teammates, whether there was overt peer pressure to agree (for consensus) or whether each person was considerably listened to. Summarize the lesson by explaining that, at puberty, it is probably more difficult than at any age before or after to disagree with the crowd BECAUSE one is beginning to separate from one's family and to gradually identify more with friends. That is normal...and one has to find ways to trust one's own judgment AT THE SAME TIME as one enjoys one's friends.

---

## Related Activities For Integrated Learning

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**A. Language Arts**

Add to glossary, the terms "endocrine system," "erection," "hormone," "menstrual period," "nocturnal emission," "ovum," "penis," "pituitary gland," "sperm," "uterus," and "vagina".

**B. Social Studies**

Students may do reports on puberty rites of various cultures.

**C. Math**

Have students find the average age among *these* girls and the average age among *these* boys of starting puberty ... of noticing the very first changes ... like, in girls, breast budding and, in boys, first pubic hair: (Do not use names of children in your class.)

Ann: 8yrs, 11 mo. (age 8.9)  
Bob: 9 yrs, 11 mo. (age 9.9)  
Cathy: 10 yrs, 6 mo. (age 10.5)  
Diana: 11 yrs, 4 mo. (age 11.3)  
Ed: 11 yrs, 5 mo. (age 11.4)  
Gary: 12 yrs, 8 mo. (age 12.7)  
Faye: 12 yrs, 11 mo. (age 12.9)  
Henry: 14 yrs, 10 mo. (age 14.0)

(answer: these girls' range 8.9-12.9; mean = 10.9, these boys' range 9.9-14.0; mean= 12.0)<sup>1,2</sup>

**NOTE:** Depending upon your students' math skill level you can have them convert months to decimal fractions of a year, or you can provide the decimals.

**Homework**

---

Students' options:

- Discuss with an adult in the family *Puberty Worksheets 1 and 2*<sup>3</sup>
- With an adult in the family, use *The "Talk-To-Me" books*, sets of 2 pamphlets with which parents and students interview one another. They allow children and the adults who love them an opportunity to practice communicating. They help people articulate their own and their family's, generation's and culture's beliefs and feelings about growing up, family life and sexual health.
- Write a letter to a 6 or 7-year-old, real or imaginary, about growing up.

---

<sup>1</sup> Family Practice Notebook. (before May 10, 2008). *Female Tanner Stage*. Retrieved August 14, 2009 from <http://www.fpnotebook.com/Endo/Exam/FmlTnrStg.htm>

<sup>2</sup> Family Practice Notebook. (before May 10, 2008). *Male Tanner Stage*. Retrieved August 14, 2009 from <http://www.fpnotebook.com/Endo/Exam/MLTnrStg.htm>

<sup>3</sup> see "Preparing Parents" pages 6-7



# Puberty Worksheet 2

---

NAME \_\_\_\_\_ DATE \_\_\_\_\_

DIRECTIONS: Write "T" for "true" next to each statement you believe is correct.  
Write "F" for "false" next to the wrong statements.

- \_\_\_\_\_ 1. Girls may start puberty any time between the ages of 8 and 13.
- \_\_\_\_\_ 2. Usually, boys start puberty a little younger than girls.
- \_\_\_\_\_ 3. The pituitary gland, in the brain, tells the body when to begin puberty.
- \_\_\_\_\_ 4. Boys only get erections when they think about something sexual.
- \_\_\_\_\_ 5. A person's feelings may change from moment to moment, especially during puberty.
- \_\_\_\_\_ 6. If your parents started puberty early, you might too.
- \_\_\_\_\_ 7. You can tell whether a girl is menstruating by looking at her.
- \_\_\_\_\_ 8. Boys often have some breast growth during puberty.
- \_\_\_\_\_ 9 . It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
- \_\_\_\_\_ 10. The main reason teenagers get acne is they eat the wrong foods.
- \_\_\_\_\_ 11. Girls should not use tampons until they are grown.
- \_\_\_\_\_ 12. The vagina is always wet, just like the mouth and eyes.
- \_\_\_\_\_ 13. There is something wrong with a boy if he ejaculates in his sleep.
- \_\_\_\_\_ 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
- \_\_\_\_\_ 15. It is OK for a girl to shower or play sports during her menstrual period.
- \_\_\_\_\_ 16. A boy should start wearing an athletic supporter ("jock strap") during puberty when he plays sports, to protect and support his genitals.
- \_\_\_\_\_ 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
- \_\_\_\_\_ 18. It is necessary to wash more often once you begin puberty.

# Puberty Worksheet 2 - Answer Key

NAME \_\_\_\_\_ DATE \_\_\_\_\_

DIRECTIONS: Write "T" for "true" next to each statement you believe is correct.  
Write "F" for "false" next to the wrong statements.

- T 1. Girls may start puberty any time between the ages of 8 and 13.
- F 2. Usually, boys start puberty a little younger than girls.
- T 3. The pituitary gland, in the brain, tells the body when to begin puberty.
- F 4. Boys only get erections when they think about something sexual.
- T 5. A person's feelings may change from moment to moment, especially during puberty.
- T 6. If your parents started puberty early, you might too.
- F 7. You can tell whether a girl is menstruating by looking at her.
- T 8. Boys often have some breast growth during puberty.
- T 9. It is common for boys to have nocturnal emissions at puberty, but it is also healthy not to.
- F 10. The main reason teenagers get acne is they eat the wrong foods.
- F 11. Girls should not use tampons until they are grown.
- T 12. The vagina is always wet, just like the mouth and eyes.
- F 13. There is something wrong with a boy if he ejaculates in his sleep.
- F 14. If a boy has not started puberty by age 13, he should see a doctor, because there might be something wrong with his endocrine system.
- T 15. It is OK for a girl to shower or play sports during her menstrual period.
- T 16. A boy should start wearing an athletic supporter ("jock strap") during puberty when he plays sports, to protect and support his genitals.
- T 17. A girl may start wearing a bra for support when her breasts start to develop, especially if she is uncomfortable being active and playing sports.
- T 18. It is necessary to wash more often once you begin puberty.

# Self-Esteem

Grades 4-6, Lesson #3

## Time Needed

---

25-35 minutes

## Student Learning Objectives

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To be able to...

1. Explain that everyone needs to feel:
  - "I belong"
  - "I can do things"
  - "People appreciate me."
2. Describe the feelings he or she has when he or she is left out of a group, fails at something, or does something that goes unnoticed.
3. Explain the value of differences and the difficulty of differences.
4. Make an affirming statement to him/herself.
5. Make an affirming statement to a classmate and to a family member.

## Agenda

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1. Explain the purpose of the lesson.
2. Define self-esteem and describe the origin.
3. Use riddles (Visual #1) to unscramble 3 key elements of self-esteem.
4. Identify situations that *damage* self-esteem.
5. Use "Self-Esteem Worksheet" to reinforce activity 3.
6. Identify situations that *build* self-esteem.
7. Answer "Anonymous Question Box" questions regarding self-esteem.
8. Use an esteem-building small group exercise.
9. Discuss the exercise to summarize the lesson.

This lesson was most recently edited June 29, 2012.

## Materials Needed

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### Classroom Materials: (1 per class)

- *Self-Esteem Visuals #1 and #2* (contained in this lesson and also available online as PowerPoint slides: [www.kingcounty.gov/health/FLASH](http://www.kingcounty.gov/health/FLASH))

### Student Materials: (for each student)

- *Self-Esteem Worksheet* (same as *Visual #2*)
- pencils



**Activity:**

---

**1. Explain that self-esteem means liking yourself.**

And explain that people with lots of self-esteem (i.e., who like themselves) tend to make healthier decisions than people with only a little. They tend to make friends, and keep friends, more easily, etc. This lesson will give everybody some tips on how to boost their own--and others'--self esteem.

**2. Describe the origin of self-esteem:**

*We're all born with an imaginary empty treasure chest. As people love, cuddle, brag about and play with us, it puts treasure in. As they criticize us, it takes treasure away. Sometimes when a lot of put-downs accumulate, the treasure chest locks. Locking protects us from hurts, but also prevents us from feeling the good feelings inside the treasure chest. Three keys can unlock those feelings.*

**3. Use riddles (Visual #1) to unscramble 3 key elements of self-esteem.** Show the class the first (scrambled) key on Visual #1, but keep the others covered.

## a. Read the class your CLUE FOR KEY NUMBER ONE:

*"Everybody needs to feel this way. You feel this way when someone chooses you to be on their team. You feel this way when your whole family gets together for Thanksgiving. You feel this way when everybody's going somewhere and they ask 'Aren't you coming?' You feel this way when you're home sick and somebody calls just to see if you're OK. You feel this way when somebody invites you to be in their club."*

Ask if anyone knows what the first key to feeling good about yourself is...

ANSWER: **"I belong."**

Have the person who thinks he/she knows come up and write the answer on Visual #2.

## b. Repeat the process for KEY NUMBER TWO:

*"Everyone needs to feel this way, too. Jimmy is only three years old; he feels this way when he puts his clothes on all by himself. Kathie is seven; she feels this way when she rides her two-wheeler for the first time. Mick is eleven; he gets this feeling by building model airplanes. Denise is sixteen; she feels this way when she drives the car with her new driver's license. Damien is in a wheelchair; he feels this way with his new electric wheelchair that allows him to go places without being pushed. Grandpa Walt feels this way when he takes care of his great-grandbaby for the evening."*

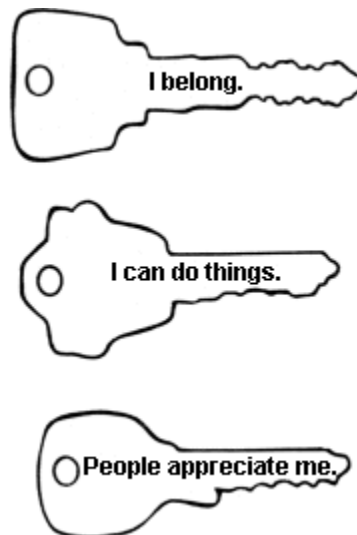
ANSWER: **"I can do things."**

## c. CLUE FOR KEY NUMBER THREE:

*"Everybody needs to feel this way, also. Mary is doing her chores when the phone rings. She asks her little brother, Jack, to answer the phone. He answers it and takes a message for Mary. She says, "Thanks, kid," and Jack feels this way. When her mother comes home she sees that Mary straightened up and she says, "The house looks great, honey." Mary feels this way. Mary's Mom opens a shopping bag and shows Mary the safety pins Mary's been asking for. Mary grins. "You remembered," she says, hugging her. Mom feels this way.*

ANSWER: **"People appreciate me."**

d. You will end up with Visual #2 looking like this:



**4. Identify situations that *damage* self-esteem.**

Ask the class to think of examples of when a person might feel, "I DON'T belong." How about examples of when they might feel, "I CAN'T do things"? Now help them come up with examples of times when a person might feel, "Nobody appreciates me."

**5. Use "Self-Esteem Worksheet" to reinforce activity 3.**

Each student fills in his or her own copy of Visual #2.

**6. Identify situations that *build* self-esteem.**

Ask the class for examples of when a person might feel "I DO belong." Remembering those occasions can unlock your treasure chest when you feel like there's something wrong with you, because you're lonely. Have them list times they've felt "I CAN do things." Again, remembering is helpful when you feel like giving up. Have them list times they've felt "People DO appreciate me." And finally have them consider how to give other people self-esteem treasure.

**7. Answer "Anonymous Question Box" questions about self-esteem.**

For referral resources, see Appendix F.

**8. OPTIONAL: Use an esteem-building small group exercise.**

In groups of four to six, have each person go around the group saying one thing they like about each other person. Remind them of the ground rule, "No put-downs." This exercise will only work in a class that is experienced in small group work. It may work best later in the school year, after the class has built some rapport and a sense of community. As alternatives, see Related Activities A, B and C below.

**9. Reiterate that a person's feelings about him/herself are influenced by three things:**

- whether he/she feels belonging to a family or other group
- whether s/he feels competent--able to do something well
- whether s/he feels as if other people notice and are gladdened by his or her presence.

**Related Activities For Integrated Learning**

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**A. Social Studies**

Students can make time lines of their lives, listing things they could do at age 5, now, and things they will be able to do at age 15, age 20, and age 25.

**B. Art**

Students can draw personal coats of arms showing: in one quadrant, one place they belong; in another, something they can do; in a third, something people appreciate about them; and in the fourth, one way they help to build OTHER people's self-esteem.

**C. Bulletin Board**

Take a snapshot of each student and make a display of them, with each child's name under his or her picture.

**D. Art**

Students can draw, paint, or construct self-esteem treasure chests.

**Homework**

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Students' options:

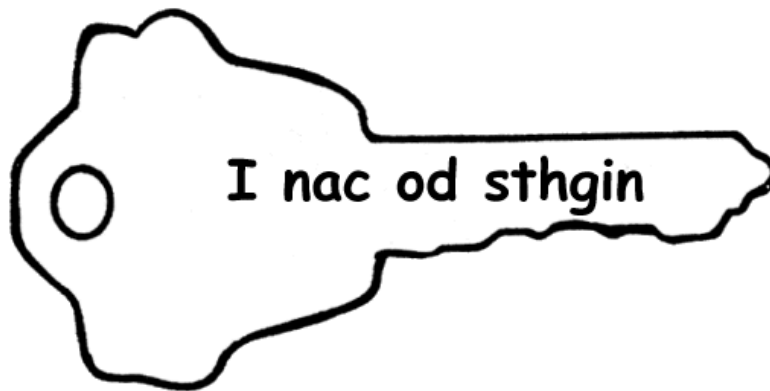
- Ask an adult in their family whether they felt popular when they were the student's age and whether that has ever changed.\*
- Give someone (a friend, family member, teacher, or even a stranger) a gift of a piece of self-esteem treasure in one of three ways, through:
  - including that person (to give them a sense of belonging), or
  - complimenting the person on some skill (to give them a sense of being able to do things, or
  - thanking them for something (so they'll feel appreciated).

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\*see "Preparing Parents" page 6-7

Self-Esteem Visual 1

# Keys To Feeling Good About Yourself



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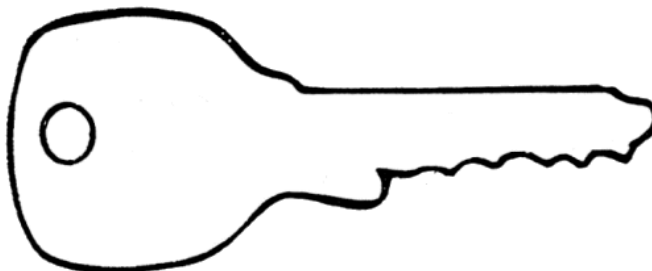
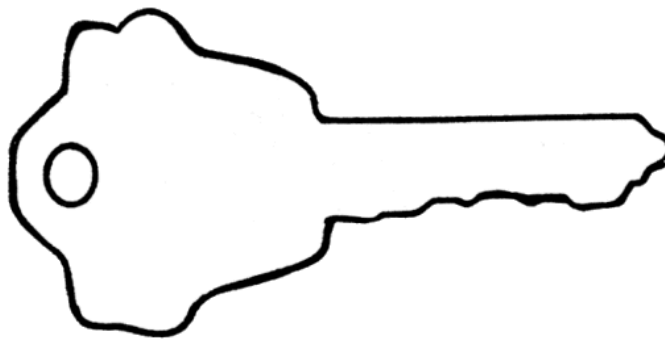
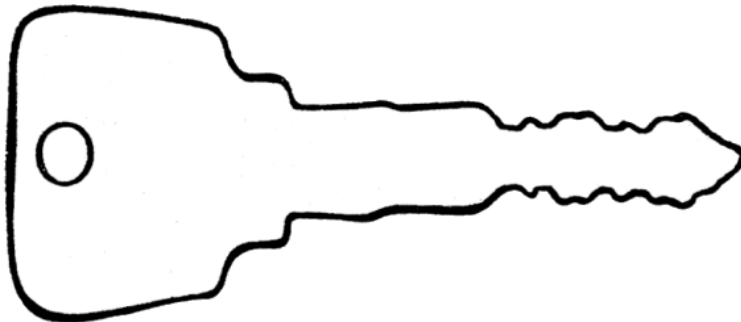
Self-Esteem Visual 2/Worksheet

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NAME \_\_\_\_\_ DATE \_\_\_\_\_

# Keys To Feeling Good About Yourself

DIRECTIONS: Unscramble the keys. Write the answer inside each key.



# Gender Roles

Grades 4-6, Lesson #4

## Time Needed

---

15-25 minutes, plus library time

## Student Learning Objectives

---

To be able to...

1. List several similarities and differences between the expectations of each gender.
2. Recognize that a person's beliefs about roles can influence his or her decisions.
3. Recognize sources of gender role beliefs.
4. List famous men and women throughout history who have filled a variety of roles, including health pioneers.

## Agenda

---

1. Define "gender roles" and explain the lesson's purpose.
2. Brainstorm gender-specific roles and behaviors in America today.
3. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.
4. Answer "Anonymous Question Box" questions regarding gender roles.
5. Research historical figures (male and female) in the school library.
6. Summarize the lesson by discussing the library experience.

This lesson was most recently edited June 6, 2013.  
Alternate formats available on request.

## **Materials Needed**

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### **Student Materials: (for each student)**

- Gender Roles Worksheets #1 and #2

## Activity

---

### 1. Define "gender roles" and explain the lesson's purpose.

Explain that roles are like rules by which we play games. The role of "student" involves being a good listener, coming to class on time, etc. Students who follow the rules, do well at the game. "Gender roles" are the rules people think they should follow because of their sex...ways they act because "boys and men are supposed to" or "girls and women ought to." This lesson will examine those roles/rules.

### 2. Brainstorm gender-specific roles and behaviors in America today.

Have students brainstorm, while you write on the blackboard, advantages of being male; then, the advantages of being female in mainstream U.S. culture today. Your lists may end up looking something like this:

#### Men and Boys

Can box, wrestle without being teased  
 Can grow beards, mustaches  
  
 Can play pro hockey

#### Women and Girls

Can have babies  
 Can wear skirts and dresses without being teased  
 Can wear makeup without being teased  
 Can paint the bedroom pink without being teased

If the class has trouble generating the lists, ask them what things a girl or woman can do that some boys or men might feel embarrassed doing, or find impossible to do...and vice versa. Once the lists are on the blackboard, help students to notice that some are biological impossibilities for the gender, while some are the result of our social learning. Point out that a few years ago the "women and girls" list might have contained "wearing earrings" or "dyeing your hair." Now many males feel comfortable doing these things. Point out that other societies, not just other time in history, have differing beliefs regarding roles. In some American Indian and African societies, *men* wear face-paint (makeup). In Scotland, men wear kilts (skirts).

Give students a chance to discuss the expectations of men and women in their ethnic communities – the ways their own cultures may differ from the standards promoted by the media.

### 3. Use case study to teach the concepts that (a) gender roles are learned and (b) roles can be limiting.

*"Ronald is three years old. His mother is a doctor and his father is a musician with a band. Since Dad works evenings, he takes care of Ronald during the day. Mom comes home from the hospital, eats dinner with her son and takes care of him while his father is at work.*

*"Ronald's best friend, Mary, lives next door. Dad overheard a conversation between Ronald and Mary one day. Mary said, 'Let's play house.' Ronald said, 'OK, you be the mommy and I'll be the daddy.' Mary told him to go to work, so she could fix lunch*



*for the baby, Ronald got angry. He yelled, 'Daddies fix lunch! I'm not playing with you anymore, Mary. You're stupid!'"*

Stop the case study long enough to ask the class why Ronald thinks that only dads can cook lunch.

*"Ronald's dad said, 'You guys don't have to fight. Why not play something else?' But when Ronald suggested playing hospital, and told Mary to be the doctor, she yelled, 'Only boys are doctors!'"*

Ask the class:

- Why might Mary think that only boys can be doctors? How could that stereotype limit her in life?
- If Ronald keeps on feeling that boys must do the cooking, how will he feel if he grows up and marries a woman who likes to cook?
- If Mary keeps believing that girls cannot be doctors, do you think she will do well in math and science classes in high school?
- If you were Ronald and Mary's baby sitter, how could you help them learn that women and men can cook and be doctors?

**4. Answer "Anonymous Question Box" questions about gender roles.**

**5. Research historical figures (male and female) in the school library.**

Assign students to find the name and story of one male and one female who have been each of the following professions (each student can look up one profession).

- |                               |                                       |
|-------------------------------|---------------------------------------|
| - astronaut                   | - human rights or civil rights leader |
| - leader of a nation          | - athlete                             |
| - health pioneer or scientist | - musician                            |
| - religious leader            | - artist                              |
| - author                      | - explorer                            |

**6. Summarize the lesson by discussing the library experience.**

When you return to the class, have students share the names they found. Discuss whether they had a more difficult time finding men or women, and why that might be. Help them consider how a lack of role models in a field, whether the field is parenting or politics, can limit a person's imagination about what he or she can become.

If they had difficulty finding women, or if you notice a lack of people of color in the names they did find, you might offer extra-credit reports on persons from the list on the next page.

POC = Person of Color

F = Female

**Authors**

F,POC Ntozake Shange  
 F Ruth Bell  
 F,POC Ida Bell Wells-Barnett  
 POC Langston Hughes  
 POC Sherman Alexie  
 F, POC Maya Angelou

**Astronauts**

POC Guyon Bluford, Jr.  
 F Sally Ride  
 F Valentina Tershkova  
 F, POC Mae Jemison

**Health and Science Pioneers**

F Marie Curie  
 F Margaret Mead  
 F,POC Shi Mai-Yu (Dr. Mary Stone)  
 F,POC Lora Mangum Shields  
 F Florence Sabin  
 F Virginia Apgar

**Artists**

F, POC Toko Shinoda  
 F Anna Mary "Grandma Moses"  
 F Beatrix Potter  
 F Georgia O'Keefe  
 F,POC Lois Mailou Jones  
 F, POC Faith Ringgold  
 F, POC Frida Kahlo

**Leaders of Nations**

F,POC Indira Gandhi  
 F Golda Meir  
 F,POC Sirimavo Bandoranaikē  
 F,POC Maria Estela M. de Peron  
 POC Barack Obama

**Musicians**

F,POC Alicia de Larrocha  
 F,POC Mary Lou Williams  
 F Maybelle Addington Carter  
 F Maud Powell  
 F Alicia Keys

**Religious Leaders**

F,POC Mother Teresa (Agnes Bojoxhiu)  
 F Mary Baker Eddy  
 F,POC Luisa Gonzalez  
 F Elizabeth Ann Seton  
 F Aimee Semple McPherson  
 POC The Dalai Lama

**Athletes**

F,POC Wilma Rudolph  
 F Dorothy Hamill  
 F Cathy Rigby  
 F,POC Chi Cheng  
 F Babe Didrikson Zaharias

**Human Rights and Civil Rights Leaders**

F Malala Yousafzai  
 F Lucretia Mott  
 F Susan B. Anthony  
 F,POC Fannie Lou Hamer  
 F,POC Rosa Parks  
 F Betty Friedan  
 F,POC Alicia Escalante  
 F Margaret Kuhn  
 F Dinara Zhorobekova

**Explorers**

F,POC Sacajawea  
 F Amelia Earhart  
 F Harriet Chalmers Adams

**Related Activities For Integrated Learning**

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**A. Social Studies**

Have students write reports on the persons they identified in Activity 4, above.

**B. Music & Language Arts**

Students may write a song or a poem about the ways they believe boys and girls are alike and different.

## Homework

---

Students' options:

- Use Worksheet #1 with an adult in their families.\*
- Complete Worksheet #2 by themselves.

-----  
\*see "Preparing Parents", page 4-5

# Gender Roles Worksheet 1

NAME \_\_\_\_\_ DATE \_\_\_\_\_

### Directions

1. Find a watch or clock with a second hand, a stop watch, or a cell phone with a stopwatch.
2. Practice, with an adult, using the watch or stopwatch
3. Explain to the adult that you want him/her to fill out Section A, below, while you time him/her.
4. Explain that he/she should work as quickly as possible; skipping any he/she does not know. The people listed may be living or dead.

Section A, to be filled out by an adult.

Name a man, living or dead, in each of the following professions

1. Artist  
\_\_\_\_\_
2. Astronaut  
\_\_\_\_\_
3. Athlete  
\_\_\_\_\_
4. Author  
\_\_\_\_\_
5. Civil Rights Leader  
\_\_\_\_\_
6. Explorer  
\_\_\_\_\_
7. Health Pioneer or Scientist  
\_\_\_\_\_
8. Leader of a Nation  
\_\_\_\_\_
9. Musician  
\_\_\_\_\_
10. Religious Leader  
\_\_\_\_\_

(Time: \_\_\_\_\_ # Completed \_\_\_\_\_)

Section B, to be filled out by an adult.

Name a woman, living or dead, in each of the following professions

1. Artist

\_\_\_\_\_

2. Astronaut

\_\_\_\_\_

3. Athlete

\_\_\_\_\_

4. Author

\_\_\_\_\_

5. Civil Rights Leader

\_\_\_\_\_

6. Explorer

\_\_\_\_\_

7. Health Pioneer or Scientist

\_\_\_\_\_

8. Leader of a Nation

\_\_\_\_\_

9. Musician

\_\_\_\_\_

10. Religious Leader

\_\_\_\_\_

(Time: \_\_\_\_\_ # Completed \_\_\_\_\_)

5. Discuss which list was easier to complete, and why. When the adult was in school, how were social studies and health classes different from the way they are today?

6. Adult's signature \_\_\_\_\_

Child's signature \_\_\_\_\_

Date: \_\_\_\_\_

# Gender Roles Worksheet 2

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Directions:

1. Watch television for 1 hour.
2. As you watch, list below the name of each character and the job he or she does (Example: "Phil Dunphy, real estate agent.") If you cannot tell what the person does, write "No job?"

Show:

\_\_\_\_\_

Male Character(s)

Female Character(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Show:

\_\_\_\_\_

Male Character(s)

Female Character(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Show:

\_\_\_\_\_

Male Character(s)

Female Character(s)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

On a separate sheet of paper, explain what you noticed or figured out or learned. What is your opinion about what you saw? Write at least two complete paragraphs.

# Friendship

Grades 4-6, Lesson #5

## Time Needed

---

35-45 minutes

## Student Learning Objectives

---

To be able to ...

1. Identify characteristics of a "good" friend and assess self.
2. List at least three opening statements to initiate conversations.
3. List at least 3 ways to maintain a friendship.

## Agenda

---

1. Explain the reason for the lesson.
2. Read a case study about friendship (aloud or silently).
3. OPTIONAL: Use the case study to tie this lesson to decision-making.
4. Use a focused-writing exercise to help students identify what they value in a friend.
5. Discuss focused-writing exercise.
6. Discuss feelings of alone-ness and loneliness.
7. Discuss the risks and benefits involved in "initiating" a friendship.
8. Use a bulletin board exercise to identify skills in building and maintaining friendships.
9. Answer "Anonymous Question Box" questions regarding friendship.
10. Summarize the lesson.

## **Materials Needed**

---

### **Classroom Materials:**

- 2 empty bulletin boards
- Friendship Visual #1
- Overhead projector

### **Student Materials: (for each student)**

- Construction paper
- Markers
- Tape
- OPTIONAL: one copy per student of "Terry's Story"



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**Activity**

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**1. Explain the reason for the lesson.**

Explain that, as people grow up, not only their bodies change. Their understanding of themselves changes and so do their friendships. That is what this lesson is about-- understanding yourself and friendship.

**2. Read a case study about friendship (aloud or silently).**

Read "Terry's Story" aloud to them (or copy it and have them read it silently or follow as someone reads aloud). If you read it aloud, show Terry's list of friends (Visual #3) on the overhead.

**3. OPTIONAL: Use the case study to tie this lesson to decision-making.**

Ask the class what they think of Terry's decision to help Gabriel. To tie this lesson in with decision-making, you can have the class brainstorm Terry's alternatives (choices) as you write them on the board. Then have them consider and discuss the possible positive and negative consequences ("good and bad things that could have happened") of each.

**4. Use a focused-writing exercise to help students identify what they value in a friend.**

Have the class number a paper 1 to 15 and list all their friends, similar to how Terry did.

- List at least eight.
- They may be people you don't see any more, but who used to be your friend (when you lived somewhere else).
- They don't have to be your age; some may be adults and some may be little kids you babysit for.
- They may be male or female (same sex as you or other sex).
- Some may be members of your family, but only if they really feel like friends.

Have them write, next to each name, what they like about that person...why the person is their "good friend". They may not have time to finish this in class. Some may have to finish as homework.

**5. Discuss focused-writing exercise.**

Remind them of the ground rules, especially their right to "pass" and their agreement not to put one another down. Explain that everybody's definition of friendship is different; that one person, for example, might choose a friend because that person had a good sense of humor, whereas another might not care at all about humor, but might really care that the person be someone they can talk seriously with. Explain that the point of the exercise is not for everyone to agree, but for each person to have a chance to think about what is important to him or her. Ask for volunteers to each share one reason they put one person on their list. Compare and contrast. Reflect back to the group characteristics many people list as important in a friend: trust, honesty, listening skill, sense of humor, helpfulness, etc. Point out that the things they value now in friends may be very different from things they looked for in friends as a kindergartener.

**6. Discuss feelings of alone-ness and loneliness.**

Discuss how it feels to be in a new school where you don't know anybody. Point out that, while a person may feel as if she or he is the only one with those feelings, it's not true.

- 7. Discuss the risks and benefits involved in "initiating" a friendship.**  
Discuss how it feels to initiate conversation or to phone someone you think you might like to become friends with. Discuss, too, how it feels to be on the receiving end--when someone else initiates.
- 8. Use a bulletin board exercise to identify skills in building and maintaining friendships.**
  - a. Have half the class write ideas and tape them on a bulletin board, re: "What you could say after you say hi!" or "How to start a conversation to make a friend." This can be done aloud as class discussion, instead.
  - b. Have the other half of the class write ideas and tape them on a second bulletin board re: "If you want to keep a friend, it helps to ..." This one also can be done in discussion format.
- 9. Answer "Anonymous Question Box" questions about friendship.**
- 10. Summarize these points:**
  - People value different things in friends.
  - Each of us is valuable as a friend for one reason or another.
  - As we grow up we change in terms of what we want in our friendships.
  - It is difficult to be the "new kid on the block".
  - It can be scary to initiate a new friendship, but it's just as scary to other people as it is to ourselves.
  - There are many ways to go about starting or keeping a friendship.
  - People need friends.

## Related Activities For Integrated Learning

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### A. Language Arts

Have students write a letter from Terry to Gabriel inviting him to the birthday party and explaining why. Alternately they could write a letter to a friend of their own about why they are friends.

### B. Math

Have students create bar graphs showing the average number of male friends the boys in the class listed, the average number of male friends the girls listed, etc.

## Homework

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Students' options:

- Take home their "friend list" to discuss with an adult in their families. Ask the adult who is the adult's good friend and why.\*
- Write a poem about friends.

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\*see "Preparing Parents" page 4-5

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# "Terry's Story"

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I know a lot of different kids. In fact, for my 11th birthday party, I had 15 on my list to invite. When I showed it to my mom, she said, "Terry, I'm afraid you're going to have to cut that list in half."

"C'mon, Mom. You know you can't divide an uneven number by two. Besides," I told her, "this is no laughing matter. How am I supposed to choose who comes and who doesn't?"

She suggested that I write the main reason I picked each person beside his or her name. Then, I could decide which reasons seemed to be most important. That's what I ended up doing.

## **PEOPLE TO INVITE TO MY BIRTHDAY**

1. Michael -- Lives next door.
2. Jennifer -- Michael's sister.
3. Heather -- She's new; I think I might like her.
4. Rocky -- Sits by me in school.
5. Terry -- We laugh at the same kinds of things.
6. Kevin -- Everyone thinks he's neat.
7. Troy -- Kevin's best friend.
8. David -- Hasn't ever called me a name.
9. Stefanie -- Been to her house.
10. James -- Kids treat him bad; I don't know why.
11. Kerry -- Acts like I'd like to act.
12. Lisa -- Made a science project together; took a month.
13. Shelly -- Asked me to her birthday party.
14. Jay -- Super sports star.
15. Gabriel -- My friend.

My mom just happened to be standing near me when I finished writing. She pointed to number 15. "Here, you've put down 'My friend.' Aren't they all your friends?" she asked.

"Kind of, but not like Gabriel," I told her. Then, so she'd see the difference, I had to remind her of the time when the principal called to discuss "a problem we're having with Terry at school."

It happened during the month that Gabriel was playground supervisor. The 7th and 8th graders take turns at this job. Well, Gabe had just moved here from Mexico and sometimes kids couldn't understand the way he talked. When it came to sports, though, that didn't seem to matter much. The job seemed to mean a lot to him.

Well, anyhow, I'm not a terrific athlete. Lots of times I'm one of the last to be picked for a team; and once in a while I end up "leftover." When that happened, I'd help Gabriel keep score and sort of be his assistant. Sometimes we'd stay a couple of minutes after the bell rang and he'd give me some pointers to improve my game. Then, I'd help him bring in the equipment that was left on the field and we'd get to talking about other things.

That's why I got back to my room late some days during the month that Gabriel was on duty. After so many times, Mrs. Sykes said that if it happened again she'd have to report me to the principal. I didn't plan to let that take place. But, a few days later, things got complicated.

It was one of those times that I wasn't in the game, so Gabe kept me busy. I was used to taking a few remarks when certain people saw us helping each other out. Things like, "Hey, Terry! You gettin' paid overtime for that?" when I was carrying equipment back to the storeroom, or stuff about my "private coach" since Gabriel had been working with me after the bell.

But that day kids were teasing even more than usual, and they left a lot of equipment lying around. I even saw a few kids throwing balls and gloves over the fence where they'd be hard to find in all those shrubs.

I thought of what a time Gabriel was going to have trying to explain why all those things were missing. See, even though everyone is supposed to bring back equipment, the supervisor is still responsible.

I didn't like any of my choices. I didn't want to be late again. But I couldn't walk off and leave Gabe. So that's why there was a phone call from Mr. Savage telling Mother I'd be home late. I had to pick up litter for a punishment after school.

But it wasn't so bad, 'cause see, real soon after I started picking up the trash Gabriel showed up and together we found spelling papers dated 1974 and wrappers from candy they don't even make anymore. Well, that's why he had to come to my party.

My mom said, "Aha! Maybe you're trying to say that you and Gabriel speak the same language." She was right. He's my friend because we help each other out.

Adapted from *The Person I Am: Self-Concept, Decision Making, Values and Career Options*, Marcia J. Smith and Judith M. Uriostengui, San Diego City Schools.

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## Friendship Visual 1

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### PEOPLE TO INVITE TO MY BIRTHDAY

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3. Heather -- She's new; I think I might like her.
4. Rocky -- Sits by me in school.
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6. Kevin -- Everyone thinks he's neat.
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12. Lisa -- Made a science project together; took a month.
13. Shelly -- Asked me to her birthday party.
14. Jay -- Super sports star.
15. Gabriel -- My friend.

# FOLDING YOUR FORTUNE TELLER

**Step 1:**  
Place the Fortune Teller handout face down



**Step 2:**  
Fold the paper in half by folding the bottom left corner to the upper right corner, then unfold so that the paper is flat again.



**Step 3:**  
Fold the paper in half by folding the bottom right corner to the upper left corner, then unfold again.



**Step 4:**  
Fold the paper in half by folding the left edge to the right edge and unfold again.



**Step 5:**  
**Fold the paper in half again by folding the bottom edge to the top edge, then unfold.**



**Step 6:**  
**This side should be facing up after unfolding.**



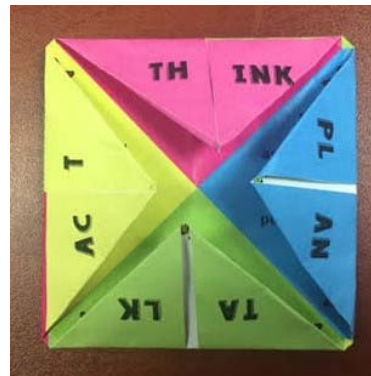
**Step 7:**  
**Fold all four corners to the center.**



**Step 8:**  
**Turn the Fortune Teller paper over.**



**Step 9:**  
**Once again, fold all four corners to the center.**



**Step 10:**  
**Fold the bottom half to the top.**

**Step 11:**  
**Tuck your thumbs and forefingers in the four openings below. Now you're ready to play the game!**



# Get-to-Know-You Jenga



Use these statement strips to make Jenga into a fun way for students to get to know each other better. There are 54 statement strips, one for each block in a standard Jenga game.

Simply cut out the statement strips and tape each one onto the bottom of a different Jenga block (this is a great job for a student or a parent volunteer). If you use 3/4 inch tape, the tape will cover the strip perfectly.

Set up the game as usual with the statement strips facing down. Play the game following the normal Jenga rules, except that when a student successfully pulls out a block, he or she must read the statement on the block and then finish it. It shouldn't take more than a sentence or two for each student to finish the statement - that way the game can keep moving and no one will get bored.

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by  
Rachel  
Lynette

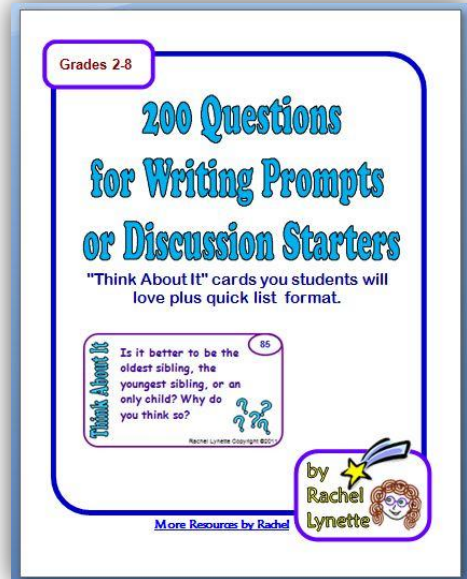


Three adjectives that describe me are...	My favorite sport is...	I am really good at...
I am a good friend because...	My favorite place in the world is...	If I were to write a book, it would be about...
Three of my favorite foods are...	The last great book I read was...	One of my favorite movies is...
If I could have any pet I wanted, I would choose...	Someone I admire is...	My favorite time of year is...
Something that scares me is...	Something I have done that I am proud of is...	I would love to go on vacation to...
One of my favorite indoor activities is...	One of my favorite outdoor activities is...	One thing I hope I have done by the time I am 20 years old is...
My favorite subject in school is...	If I could be an animal for a day, I would be a...	Something that is hard for me is...
On weekends, I like to...	My favorite part of the day is...	If I could have a super power, I would want...
My favorite kind of music is...	Something that really annoys me is...	If I were famous for something I would want it to be for...
The luckiest thing that ever happened to me was...	If I were a cartoon character, I would want to be...	One of the nicest things I have ever done for someone else is...
A gift I would really like to get is...	My most treasured possession is...	One of the hardest decisions I have ever made was...
If I could change my name I would change it to...	I would like to learn how to...	If I had a million dollars I would...

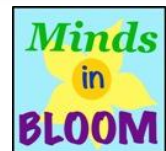
Three words that describe my family are...	One of the hardest things about being a kid is...	The very first thing I can remember is...
One of my favorite memories is...	One thing I really like about school is...	I know a lot about...
Something that always makes me laugh is...	One of my favorite folktales is...	If I could change one thing about myself, I would change...
I sometimes wonder about...	One of the most interesting things about me is...	I sometimes worry about...
If I could have one wish I would wish for...	If I had to live in another country, I would live in...	Something I remember from about this time last year is...
One of the stupidest things I've ever done is..	If I were the president I would...	Something that makes me angry is...

Thank you for downloading this activity! I hope your students will really enjoy it. You may also be interested in these [200 Question Cards](#).

### [Teachers Pay Teachers Store](#)



- ✓ ready-to-use
- ✓ highly rated
- ✓ Focused on higher level thinking skills



Name: \_\_\_\_\_

What can **boys** do?

What can **girls** do?



SCHOLASTIC

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## MEDIA SLEUTHS: EXAMINING GENDER ROLES IN ADVERTISING

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**Suggested Grade Level:** 4 – 5

**Length of Time:** One 45 minute session or Two sessions with one short (15 minutes) and one longer (45 minutes)

### Goal

- To develop students' critical thinking skills about advertising and gender stereotyping.

### Objectives

- To talk about the concept of gender roles.
- To identify stereotypical and non-stereotypical gender roles through exploring media.

### Academic Standards

- CCSS SL 4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Also SL 5.1.
- Social Studies Strand 4: Individual Development and Identity – Examine the factors that influence an individual's personal identity, development, and actions including family, peers, culture, and institutional influences.

### Educators' Notes

Students will have an opportunity to identify and discuss what is traditional or stereotypical male and female behavior. It is important that students have had a discussion or lesson based on the ideas in the *Human Being Lesson*—that all human beings have many things in common and that stereotypes only describe some individuals and characteristics in that group.

A stereotype is a generalization applying certain, usually negative or limiting, characteristics to a group of people or an individual based on restricted or incomplete knowledge or experience. Stereotypes are not accurate. They cause people to pre-judge individuals and groups. They limit people. There are many gender stereotypes in our culture that are not true of the boys and girls we teach. We need to help them realize that it is OK to be true to themselves.

The in-class activity is active and prompts many conversations about gender as students look through magazines and catalogs in small groups and notice what men, women, boys and girls are doing. It is also interesting to discover what is being marketed to males versus females, revealing the prescriptive power of advertising. Catalogs advertising and selling products for children are very good for this activity, as are mainstream magazines.

This lesson provides an opportunity for students to develop tools for identifying stereotypes in television advertising. It involves a homework assignment that can be done most easily on a weekend. The homework is a great opportunity to engage parents in critically watching television with their children. Students can watch television with a parent or guardian and talk about what assumptions the advertisers are making about boys and girls.

**Materials** Paper, pencil, chart paper, markers, either a collection of magazines/catalogs and tape or glue stick, or copies of the Media Sleuth TV Log Worksheet and access to television at home.

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## **Gender Stereotypes in Magazines and Catalogs**

Before the Lesson: Prepare large chart papers: one titled “MALES,” one titled “FEMALES,” and one untitled (in case there are images that need a third category). As the class discussion progresses you may decide to include sub-categories such as “active” and “passive,” “indoor” and “outdoor,” “moving” and “still,” “stereotypically dressed” and “not stereotypically dressed.”

Begin the lesson by asking your students to write a list of five to 10 of their favorite activities, their favorite color(s) and what they hope to do or be when they grow up.

Divide the class into small groups. Give each small group five or six magazines and catalogs. Direct the students to cut out pictures of people doing things like working, reading, driving, playing, etc. Spend about 15 minutes searching for images.

When each group has cut out a dozen images from advertisements, have them put each picture on the chart paper in the “MALE”, “FEMALE”, or untitled pages. Have the class generate a list of descriptive words that characterize what they see in the pictures in each category.

Ask the class if they have any observations about the photos themselves.

- What do these photos/images say about the behavior, likes and dislikes, etc. of men and women and boys and girls?
- What are the females doing? Where are they pictured? Are they active? Are they in powerful positions? What colors are chosen in the ads targeted at females?
- What are the males doing? Where are they pictured? Are they active? Are they in powerful positions? What colors are chosen in ads targeted at males?

Then, have students review the lists they made about themselves. Hold a discussion about whether the images they found in magazines accurately reflect their reality. What is true and not true, and what’s missing?

Ask students how they feel about this. If the representations do not reflect their reality, then should something be done to change it? If so, what could be done?

## **Gender Stereotypes in Television Advertising for Children**

Begin the lesson by asking your students to write a list of five to 10 of their favorite activities, their favorite color(s) and what they hope to do or be when they grow up. Say that you will be using these sheets again when you come back to this lesson after they have had a chance to look at advertising directed at children.

Homework: Pass out the Media Sleuth TV log sheet. Ask students to watch two cartoons or other children’s shows on commercial television and fill in their log sheet. (Some students may not have a television. Make alternate arrangements for them to complete the homework assignment, such as with another student or at a grandparent’s house.)

### **In class after the homework has been completed**

Tally the results by category on a large piece of chart paper.

- How many ads are directed at girls?
- How many ads are directed at boys?
- How many ads are directed at both?”

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Then, list what the “boy” ads were selling, what the “girl” ads were selling and what the “both” ads were selling.

Have a discussion:

- Do the “boy” ads imply that only boys should be interested in these things?
- Do the “girl” ads imply that only girls should be interested in these things?
- What category of things do advertisers believe should be for everybody? Are there more or fewer items in this category?

Ask the students:

- What do the ads say about the behavior or likes and dislikes of boys and girls?
- What topics do the editors think boys are interested in? Girls?
- What are the girls doing? How are they portrayed? Are they active? Are they in powerful positions? What colors are chosen in the ads targeted at girls?
- What are the boys doing? How are they portrayed? Are they active? Are they in powerful positions? What colors are chosen in ads targeted at boys?

Then, have students review the lists they made about themselves. Hold a discussion about whether the images they found in magazines accurately reflect their reality. What is true and not true, and what’s missing?

Ask students how they feel about this. If the representations do not reflect their reality, then should something be done to change it? If so, what could be done?

### **Extension Activity**

Collect the lists that students made of things they like to do, favorite colors and hopes for the future.

Have students work in mixed gender groups to make posters titled:

- “OUR CLASS LIKES TO...”
- “OUR FAVORITE COLORS ARE...”
- “IN THE FUTURE WE WANT TO BE...”

### **Modifications**

- This lesson can be adapted to look at stereotyped images based on race. Students could also look at both race and gender stereotypes together.
- Ask students to seek out images that break traditional and stereotypical expectations and share them with the class or in small groups.

### **Assessment and Evaluation**

Ongoing teacher observation of how students are making choices and whether or not they accept student choices outside of gender expectations.

### **Additional Resources Available from *Welcoming Schools***

- Gender and Children: A Place to Begin for Educators

*Adapted by Emmy Howe from Rainbows and Triangles, Toronto District School Board and Elementary Teachers of Toronto. 2002. [www.tdsb.on.ca](http://www.tdsb.on.ca)*



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# MEDIA SLEUTH: TV LOG WORKSHEET

Student's Name \_\_\_\_\_

Name of TV Show \_\_\_\_\_

Day \_\_\_\_\_ Time \_\_\_\_\_ Channel \_\_\_\_\_

**What product is being sold in each ad?**

**Who are the targets of the ad?**

GIRLS      BOYS      BOTH

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**What are the clues that show you who is being targeted by the ad?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**What messages do you get from these ads about all children? About boys? About girls?**

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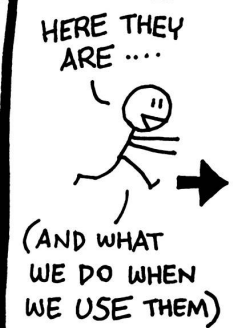
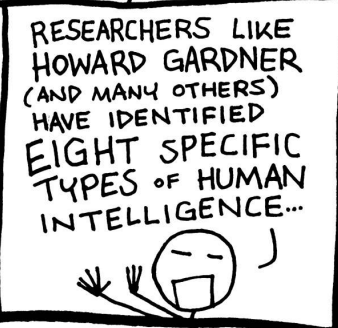
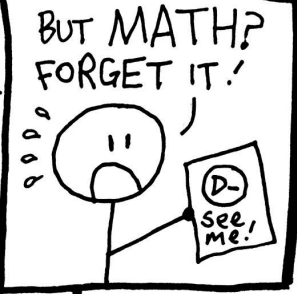
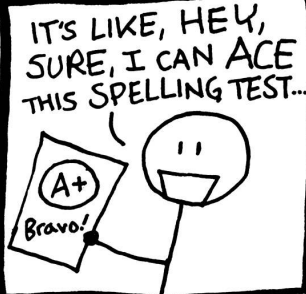
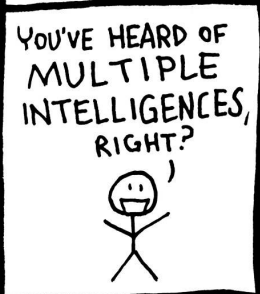
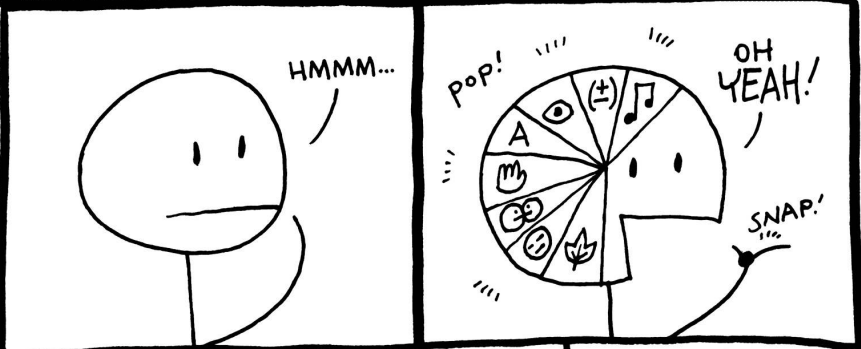
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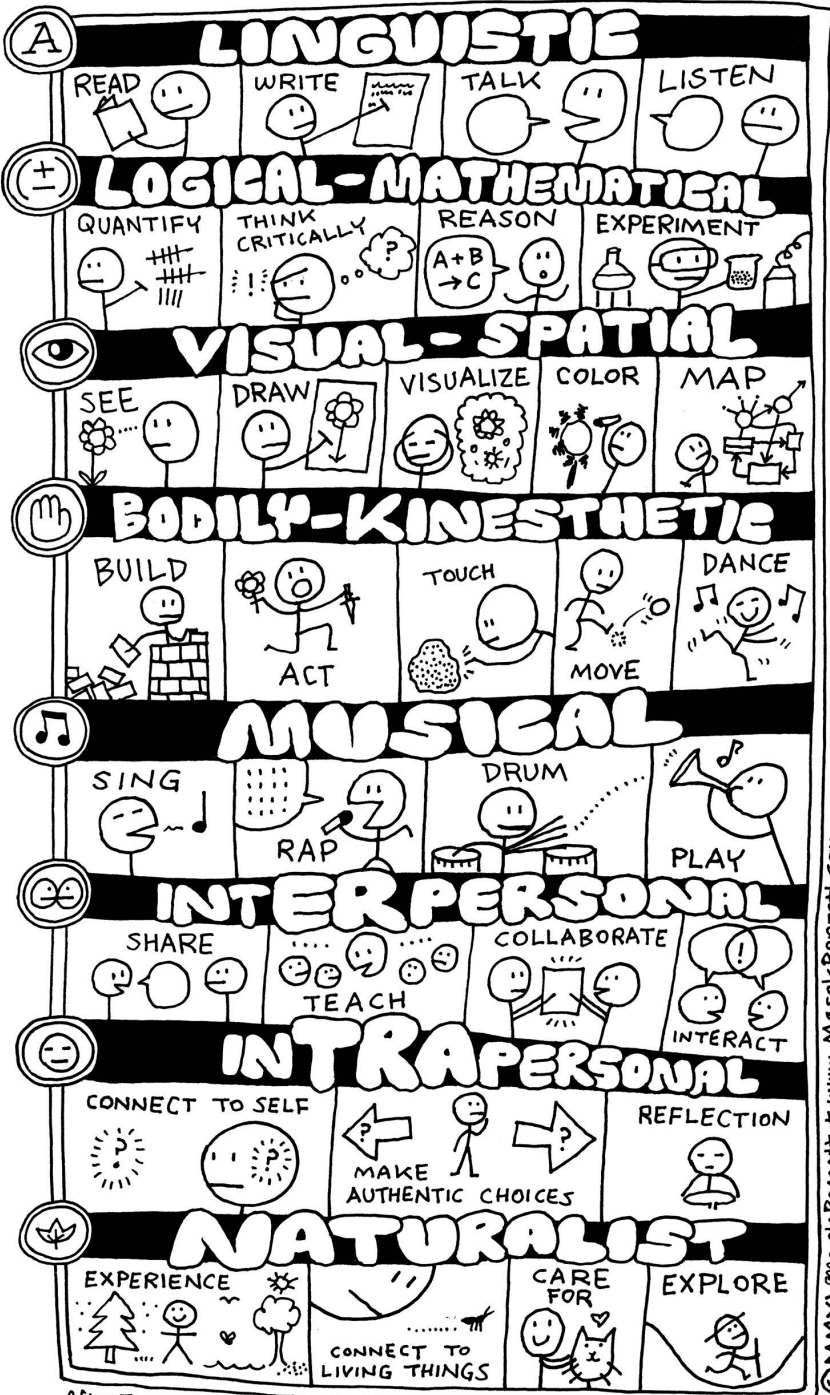
COMICS AND  
EDUCATION...

WHERE TO  
BEGIN?



MULTIPLE INTELLIGENCES & COMICS EDUCATION by S. Marek Bennett, M.Ed.





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After Thomas Armstrong, MULTIPLE INTELLIGENCES IN THE CLASSROOM

ACTUALLY,  
WE CAN SEE RIGHT  
AWAY HOW THIS CHART  
IS KIND OF SIMPLISTIC  
AND ARTIFICIAL...

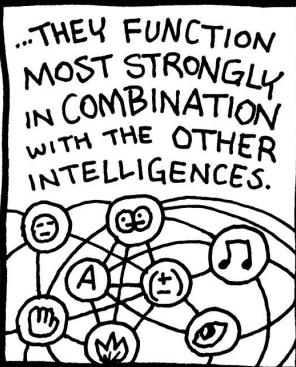
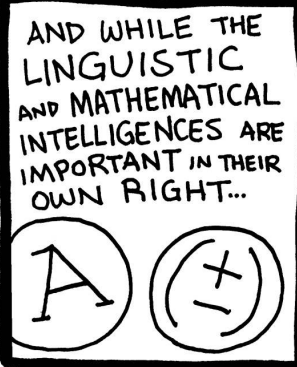
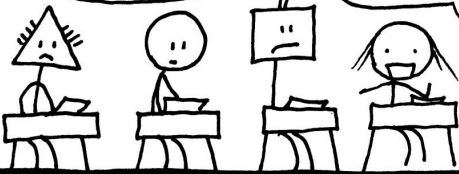


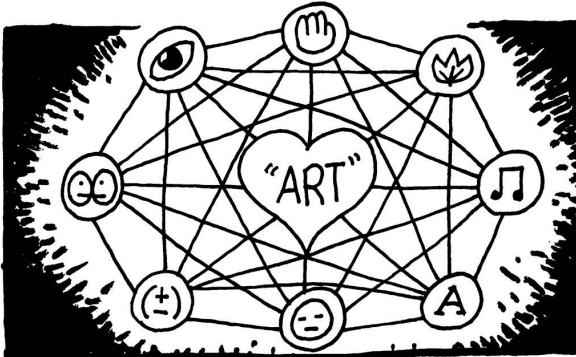
OH... EXCEPT  
FOR SCHOOLS.



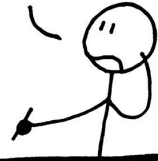
BE SURE TO  
FILL IN EACH  
MULTIPLE CHOICE  
ANSWER NEATLY  
AND COMPLETELY.

IF YOU DO NOT  
FILL THEM IN  
NEATLY, THE  
MACHINES WILL  
NOT BE ABLE  
TO READ YOUR  
WORK.





HUH... I ACTUALLY NEVER THOUGHT ABOUT IT QUITE LIKE THAT, UNTIL I DREW IT OUT...



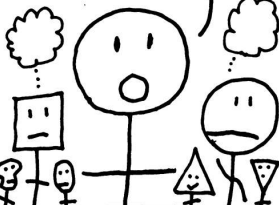
IN THIS SENSE, M.I. THEORY DOESN'T SO MUCH DEFINE LEARNING STYLES...

BLAH BLAH BLAH BLAH

Sorry, I'm not a linguistic learner.



RATHER, it CHALLENGES US ALL TO DEVELOP BETTER WAYS...



...TO ACTIVATE OUR HUMAN INTELLIGENCE CLUSTERS!

NOW... UH... WHERE WERE WE...?

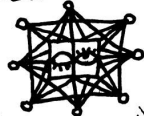


OH, YEAH! COMICS 'N' EDUCATION!

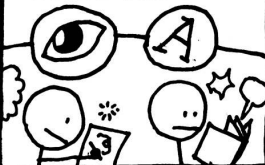


Apologies to Scott McCloud

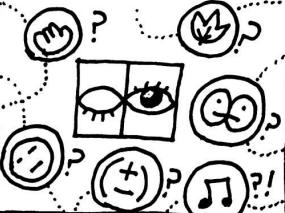
"COMICS" PROVIDE AMPLE OPPORTUNITIES TO EXERCISE ALL THE INTELLIGENCES...



MODERN COMICS USAGE CLEARLY ADDRESSES AT LEAST TWO INTELLIGENCES...



...BUT THE OTHERS MIGHT NOT BE SO IMMEDIATELY OBVIOUS...



SO HERE ARE A FEW WAYS THEY MANIFEST IN THE COMICS CLASSROOM:



**VISUAL-SPATIAL**



**LOOK**



**SEE**



**REPRESENT**



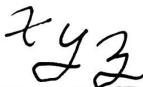
**ISOLATE KEY DETAILS**



**LINGUISTIC**



**WRITE**



**EXPLAIN**



**INTEGRATE TEXT + IMAGE**



**LEARN TO LISTEN**



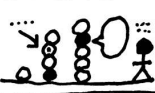
**LOGICAL-MATHEMATICAL**



**SEQUENCE**



**GRAPH INFORMATION**



**ISOLATE AND ARTICULATE CAUSE + EFFECT**



**ARTICULATE PROCESS**



**BODILY-KINESTHETIC**



**UNDERSTAND SPACE**



**COORDINATE + MANIPULATE OBJECTS**



**REPRESENT MOVEMENT**



**REPRESENT MASS, TEXTURE, QUALITY, ETC.**



**INTERPERSONAL**



**COORDINATE CHARACTERS**



**COMMUNICATE**



**PRESENT INFORMATION**



**ENGAGE READERS**



**INTRAPERSONAL**



**DEVELOP CREATIVE PROCESS**



**MAKE CREATIVE DECISIONS**



**EXTERNALIZE VOICE + IDEA**



**REREAD TO REFLECT**



**MUSICAL**



**DEVELOP PACING, PATTERN, 'N' RHYTHM!**



**DEVELOP ABSTRACT CONCEPTS IN CONCRETE FORMS**



**COMPOSE NARRATIVE MELODY...**



**...+ CONTEXTUAL HARMONY**



**NATURALIST**



**VISUALIZE ENTIRE WORLDS**



**OBSERVE + DOCUMENT**

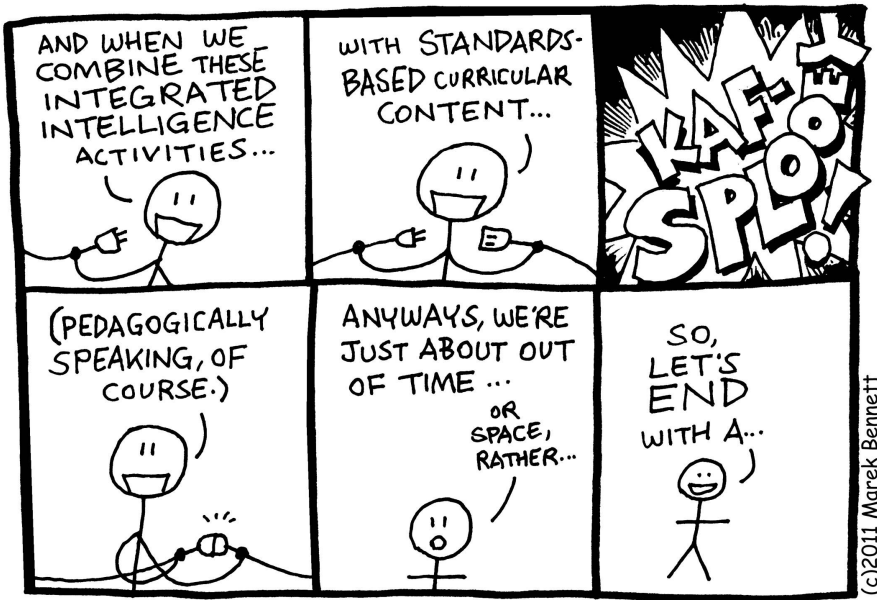


**SIMULATE ENVIRONMENTS**



**REPRESENT SENSORY INFORMATION**





## FINAL EXAM: Multiple Intelligences and Comics Education

**Directions:** This test is worth 100% of your grade for the class. Please answer all the questions carefully & to the best of your ability. If you cannot answer a question, skip it & come back and stare at it later with tears of frustration brimming in your eyes. Shaking your fist at it might also help you feel at least a little bit better. Be sure to fill in each answer complete and neatly, so that some buzzing blinking electronic machine in a huge windowless building somewhere, far, far away can read your "work" and judge it according to some statistical expectation generated by a similar machine, and then assign a corresponding numerical evaluation to your name in some gigantic database on yet another gargantuan computational behemoth, thereby quickly & efficiently assessing the quality of your personal intellectual capabilities compared to those of your peers (your basic "intelligence" on a percentile scale of 0-100), the "adequacy" of the school environment where you are taught to take tests like this, the competence of your teachers in preparing you for such limited & mind-numbing assessment regimes, and the overall course of Western Civilization (via analysis & extrapolation in the media). Please maintain a relaxed attitude during this test, as anxiety & stress WILL adversely affect your performance & there's not a thing you can do about it. **THIS IS AN IMPORTANT HIGH-STAKES TEST. DO NOT DOODLE IN THE MARGINS.**

You will have one hour to complete this exam. When you are done with the test, you may listen to mass-produced music on a personal entertainment device, but due to concerns about cheating you are not allowed to read a book or write anything in one of those journals you artsy types are always carrying around. You may also just sit in your seat & stare blankly at the drawn shades of that small window high up on the beige cinderblock classroom wall & wonder what this life is all about. You may begin.

- Which word best describes the tone of the article?
  - effusive
  - evangelical
  - sage
  - unhinged
  - expository
  - [all of the above]
- What is the author's intent in writing this article?
  - to convince us that comics are a worthwhile teaching tool
  - to impress us with his spelling & test scores
  - to impress some as-yet-unknown editor enough to land a lucrative multi-book contract and ultimately become famous in his own nerdy way as "that dude who draws stick figure teaching comics"
  - to provide a vehicle for writing & assigning multiple choice questions (an inexplicable and unfortunate hobby ever since his strange lonely childhood)
  - [all of the above]
- What is the average reader most likely to shout out loud at the top of her/his lungs after reading this article?
  - "Gallopin' Ghosts, comics sure are nifty!"
  - "Who's responsible for this nonsense?"
  - "Say, comics really DO provide multiple opportunities to exercise our diverse & varied intelligences in innovative ways!"
  - "Hey, we're out of tissue paper... Oh, never mind."
  - [all of the above]
- How many "Multiple Intelligences" are there?
  - The author cannot seem to settle on a precise number, but hedges his bets with erratic and seemingly unfounded rhetoric
  - The article is eerily silent on this fact
  - Eight
  - As many as there are cross-ties on the railroad, or stars in the sky.
  - [all of the above]
  - [(a) AND (c) ONLY]
  - [(c) AND (d) but NOT (a,b,c)] OR (b) AND either (a) OR (f) but NOT (g)]
- According to the article, which of the following is NOT a "Multiple Intelligence"?
  - Visual-Spatial
  - Remote control savvy
  - Knowing when to keep your trap shut
  - Ability to draw superheroes
  - Intraflatulent
- In panel #24, the second item to the lower-left of the antagonist could best be described as:
  - arguably inscrutable
  - bituperatively propinquitos
  - parsimoniously pedantic
  - vaguely toroid
  - poorly described
- What is the ultimate lesson of this article?
  - Comics provide multiple pathways to full engagement in the learning process
  - Reading & creating comics challenges & nurtures active agents of authentic creativity while building "mad skillz"
  - Comics are fun
  - I probably could've drawn it better
  - [all of the above]

**STOP. Do not proceed to the next page until someone in a position of authority instructs you to do so.**

**ANSWERS:** If you answered all of the above questions, please go back and reread the article.

If you did not answer any questions, but rather spent your time doodling in the margins and then all over the test page itself, then there may yet be hope for us all ...

YOUR RESULTS WILL BE POSTED ONLINE FOR EVERYONE TO VIEW AND COMMENT ON AT: [www.MarekBennett.com](http://www.MarekBennett.com)

# HOME ALIVE

## SOLAR SYSTEM

The Solar System exercise gives participants a visual snapshot of their relationship constellation. It gives them information on who is in their life and how close they feel to those people, as well as an opportunity to express for themselves some of the qualities, strengths and challenges of their individual relationships. More than anything, the Solar System offers a bird's eye view of our relationship life, and this perspective can bring valuable new awareness.

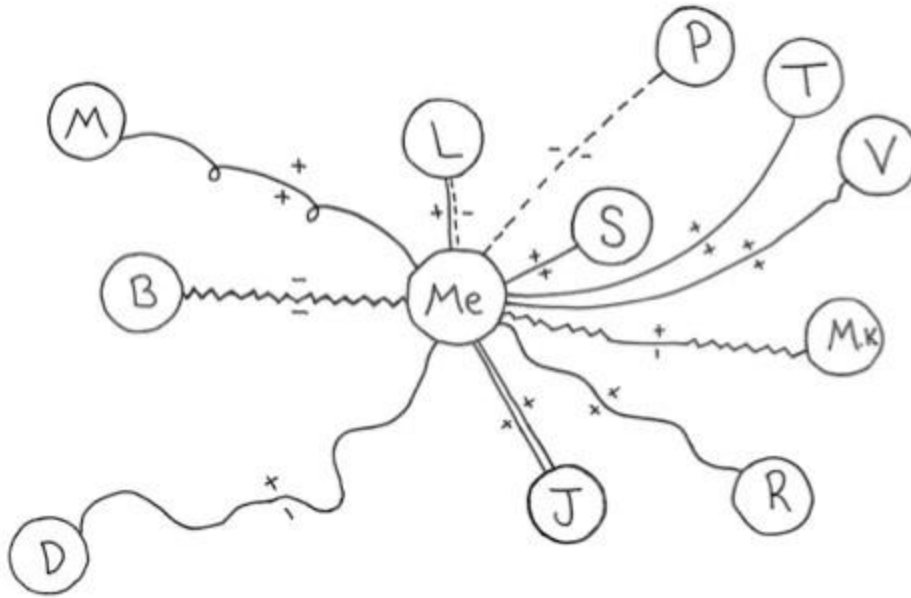
*This exercise can bring up difficult feelings for people. It can feel intense or hard for people to take stock of who they have in their life and how they have them. Some people will find it clarifying, hopeful, or reassuring to see how many people they are close with. Others can feel frustration or disappointment at the make-up of their support system. It can help the group to have the facilitator say, **after the exercise not before**, that this is an intense exercise that can bring up sadness or other feelings. Additionally, this is a very introspective exercise, so you may have to draw participants out a bit with several questions, a story or a few talking points.*

1. Have everyone choose their favorite color from an assortment of markers, crayons, or colored pencils made available to them. With this color draw a smallish circle in the center of the page. This is YOU. Label it with your name, with the word "me" or with a personal doodle that you identify with. Instruct the participants to do the same. You can tell them that there are several steps to this exercise, and that you will outline all of them together and then leave them time to go back and add more to each step.
2. Have the participants put that color back and tell them they are not allowed to use it for the rest of the exercise.
3. Have the participants choose 3-5 different colors.
4. **Choose 4-8 people** in your life, who are closest to you. Plot them on the paper at a position and distance significant to you. Draw circles (or other shapes) around them.
5. **Draw lines** connecting you to these different people. These lines are like spokes on a wheel connected to you. These lines can be thick and bold, thin, jagged, dotted, loopy, any line you want. This is an opportunity to draw lines that represent an aspect of the connection you have to different people. For example, if my relationship to a specific person is hot and cold, I might draw a dotted line to show both connection and distance.
6. Next, we will **illustrate the energy input and output** each relationship represents. The question you are answering is: in this moment, is this relationship giving me energy and support or draining my energy? Using (+/-) or arrows to show the energy giving and energy depleting for your relationships.
7. It is important to remember that this is a snapshot of your solar system *today*. This is not an audit for your last year and it is not an audit of the lifespan of your relationships.
8. Give 10 minutes for them to work independently, including a short break.

**For example:**



# HOME ALIVE



**Debrief Questions and Points (5-15 minutes):** Due to the intense nature of this exercise, it is important to debrief the experience with the class.

§ Why do you think I had you change colors? Answer: This is ME, this is YOU. Having ourselves in our own unique color helps solidify the idea of this line of distinction between ourselves and our world.

§ The bumper sticker for this exercise is: YOU ARE THE CENTER OF YOUR UNIVERSE. Why? Of course we all know this does not mean that you are the center of THE universe. But without YOU there would be no 'your universe.' It is okay and necessary for YOU to be at the center. It is more than necessary, it is accurate. When we start putting other people at the center of our universe, it can be really difficult to know what our boundaries are and where we can assert our needs, desires, and expectations.

§ What did you notice about your solar system?

§ What, if anything, surprised you?

§ What came up? What was it like to do this?

§ How is this like life?

## **Additional Debrief Questions/Ideas to Consider:**

– Is everyone in your universe in a place where you want them?

– Is there anyone who you want closer to you?

– Anyone who you want further from you?

– What can you do to bring people in who are currently far away?

– Are there any people who you find exhausting to be around?

# HOME ALIVE

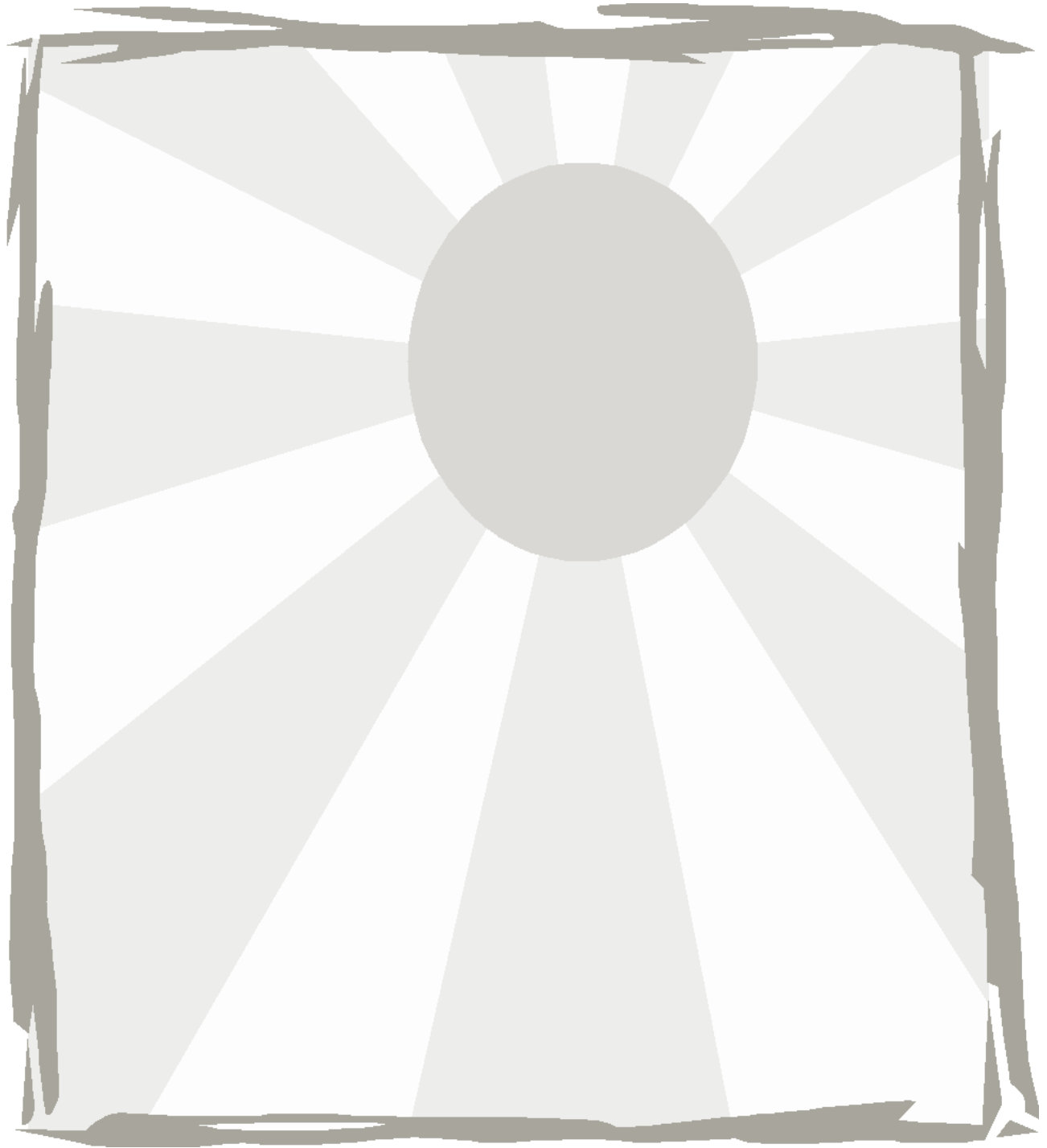
- Any people who energize/revitalize you?
- What can you do to distance yourself from people who you don't want to be so close to you? Etc.
- What if everyone is far away?
- What if everyone is really close?
- There might be real/strategic/good reasons why everyone might be really far away or really close right now.
- Do you want your universe to look this way forever?
- Is the mapping of your universe currently serving you? Is it meeting your needs?
- Does the mapping of your universe match your values and intention?
- This is exercise not about passing judgments about other people's boundaries (i.e. "you have awful boundaries, my boundaries are better than yours"); this will look different for everyone.
- Encourage participants to repeat this activity on their own every few months or once a year to see how their universe may change!

*Every time I lead this exercise I tell this story as a closing; you could tell it by saying something like "the creator of this curriculum says..."*

*"When I was 19 or so, I did this exercise for the first time. It was from a book, or a therapist had me do it, I'm not quite sure. But looking at my whole relationship world on a piece of paper did something for me. I got to see, as if from a far off vantage point, the relationships I had in my life. The most impactful part for me was seeing the quality of the relationships I had in my life daily versus the relationships that were infrequent. What I realized when looking at my solar system was that the people I was putting most of my energy into were people who were not particularly kind or good friends. And the people who were on the margins of my solar systems were people who were really positive and really interested in me and who I was. I looked at that piece of paper and said to myself 'Oh! People who are mean are an exciting challenge, and people who like me are boring.' It was an 'a-ha' moment no talk therapy or self-help book could have evoked in me. After that, over the course of several years, I noticed myself thinking in terms of my solar system when deciding who to put energy into, which friendships to pursue, and how to spend my social time. It didn't happen overnight, but gradually I became more interested in people who were openly warm and interested in me. About 10 years later, I found my first solar system exercise, and before looking at it I quickly did another one. I got to compare them and see such a drastic change. Years later all of my close connections were with people who think I am wonderful, smart, special and amazing. There was nothing like seeing such a concrete testament to my growth and sense of self-worth."*

**Thanks to former Home Alive instructor and program director Becka Tilsen for sharing her description of this exercise.**

# *Let The Sunshine In*



# What Pushes Your Buttons?



Being Told No

Being Ignored

Waiting

A Misunderstanding

Hunger

Being Disrespected

Cheating

Being Bumped Into



Being Touched

Loud Noises

Too Much To Do

Losing a Game



Rumors or Gossip

An Accident

Hurt or Pain

Being Left Out

Being Scared

Being Bullied



Bad News

An Interruption

Unfair Treatment

Things Do Not  
Go As Planned

Tests and Grades

Things Are Not Fair

Being Late

Not Understanding  
What To Do



Being Criticized

Being Tired

Being Told What To Do

# What Pushes Your Buttons?



Being Told No

Being Ignored

Waiting Awhile

A Misunderstanding

Hunger

Being Disrespected

Cheating

Being Bumped Into



Being Touched

Loud Noises

Too Much To Do

Losing a Game

Rumors or Gossip

An Accident



Hurt or Pain

Being Left Out

Being Scared

Being Bullied

Bad News

An Interruption



Unfair Treatment

Things Do Not  
Go As Planned

Test and Grades

Things Are Not Fair

Being Late

Not Understanding  
What To Do



Being Criticized

Being Told What To Do

Being Tired

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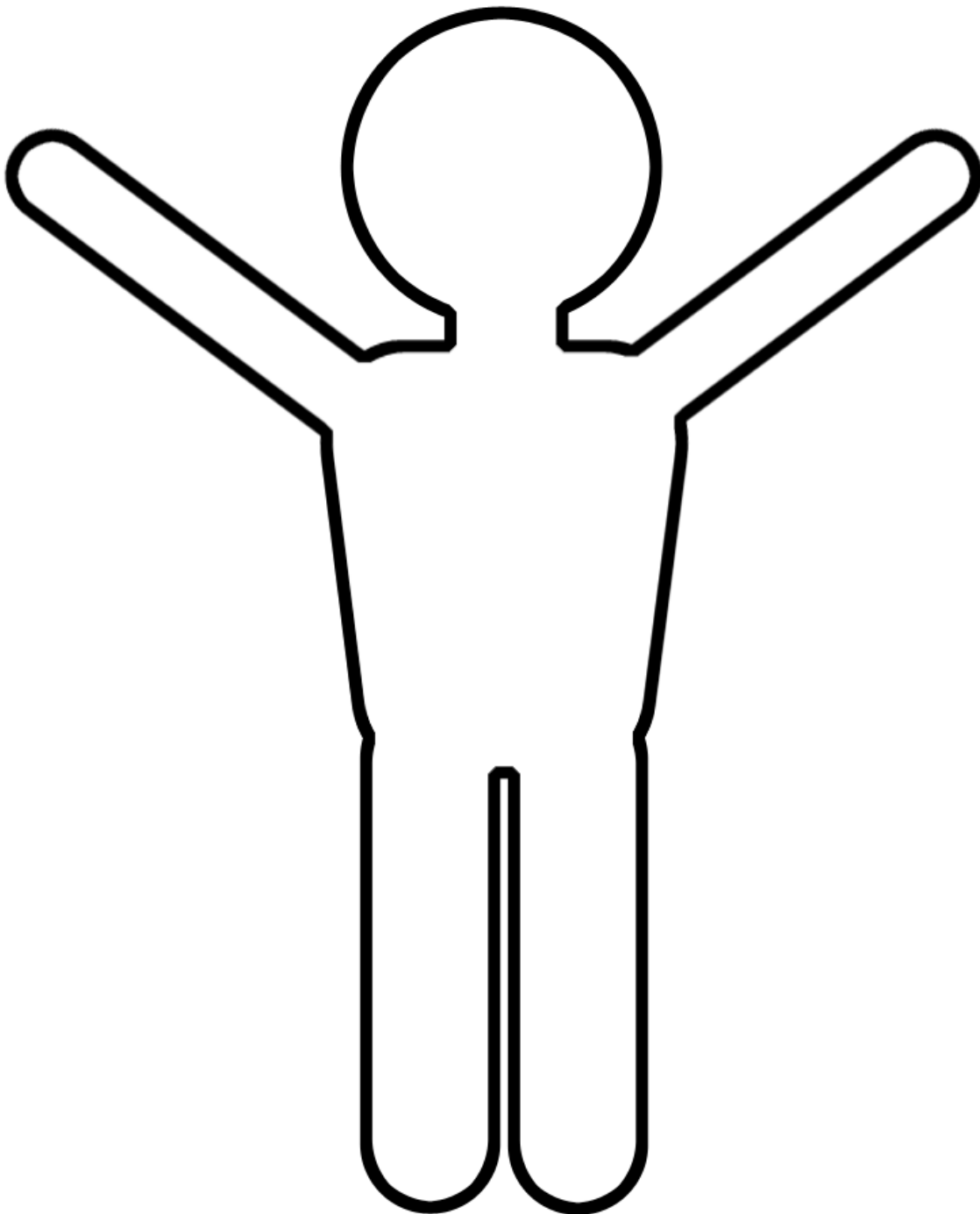


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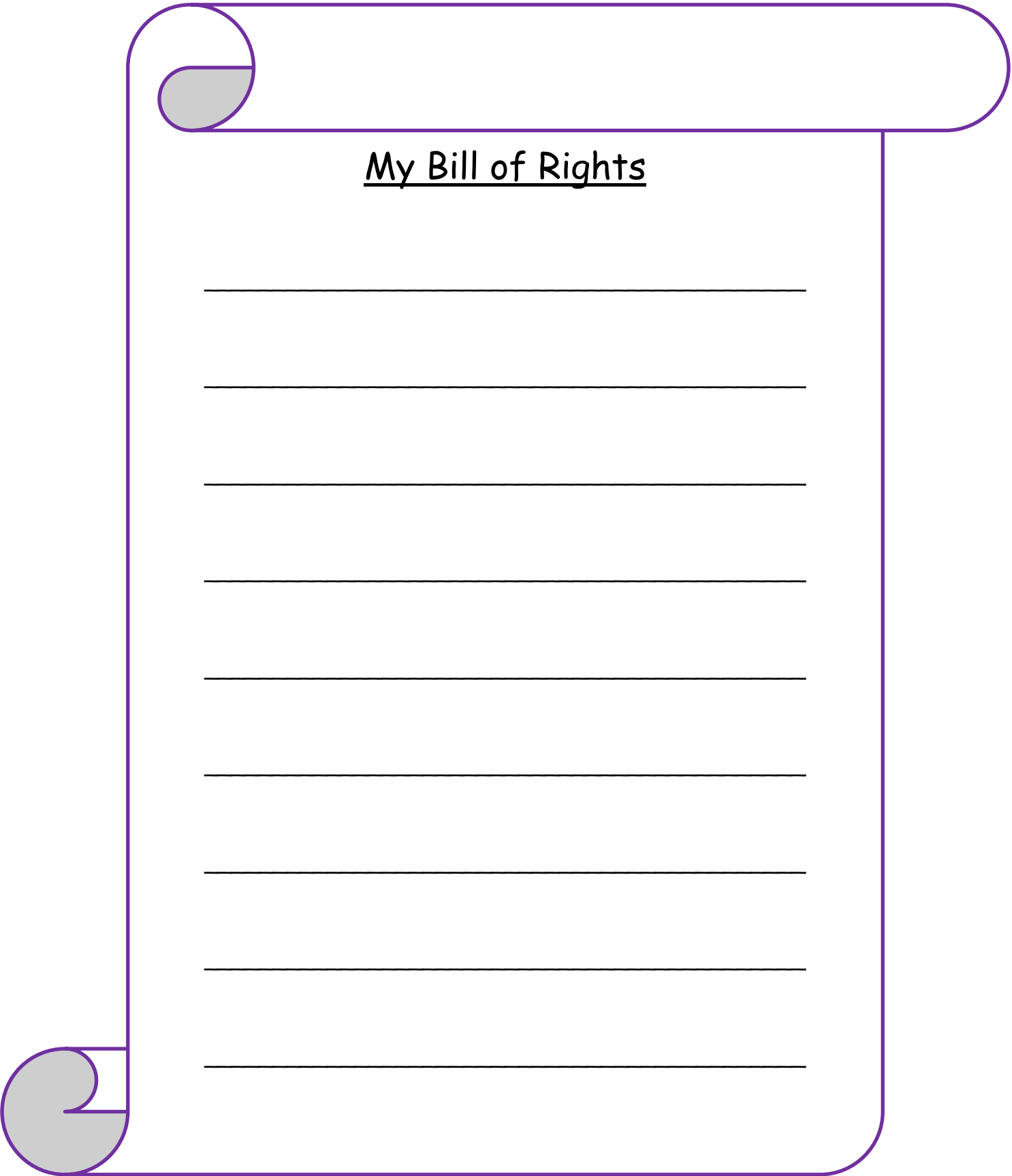
TPT Feedback greatly appreciated 😊

# Where Do I Feel?

We can recognize emotions by feeling them in our body. Color in where you feel each emotion.



	Sadness	Happiness	Fear	Anger	Love
<b>Color:</b>					



## My Bill of Rights

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