

KWL

COMPASSION

WHAT WE KNOW

WHAT WE WANT TO KNOW

WHAT WE LEARNED

1. What we KNOW:

Use a **large sheet of paper** and have your group brainstorm what the students KNOW about Compassion

Questions to help the discussion: Describe what students know about the Compassion, what have you heard about it, and what does it mean to be a compassionate person.

Each question may start a new line of thinking. Remember to write down all the thoughts and not judge if they are right or wrong.

2. What we WANT to Know:

On the same sheet have the students think about what they WANT TO KNOW about Compassion

3. What we learned:

You may keep this sheet posted and students can add to *What we Want to Know* - or put it away until the last week. Before you end the quest on Compassion, post this paper and have the students review what they KNOW and WANT TO KNOW. Then have them talk about and list what they LEARNED.

Compassion		
KNOW	WANT TO KNOW	LEARNED



Letters for the Troops

The STEP UP After School Program is on a Letter Campaign!

Each site will write letters to send to our troops through Congressman Jerry McNerney's office. Your students will write the letters and decorate envelopes.

The letters are going to men and women military personnel stationed away from their families or are in hospitals recovering from battle or illnesses. They will go to sailors, Marines, National Guard and Reserve soldiers across the United States. It is important that we remind the people in the military that we are thinking of them and wish them well.

This activity can take **20-30 minutes**; take your time with the pre-discussion. Allow enough time for each student to carefully complete their letter. See the day by day plan on the following page.

1. **Talk to your group** about what it would be like to be stationed far away from family, in a war zone or in the hospital. Have students share experiences they may have had. **List on the board** the feelings, thoughts, worries they have had when sick or away from family. After the discussion erase the list.
2. **Open a discussion** on what they would have liked/or may like to have or hear if they were in these situations. **List these ideas on the board.** Leave this list up/erase anything that is not appropriate.
3. **Explain to your students** that they will be making and decorating a letter to send to the troops. Use the above paragraph to explain why the troops are in the hospital.

**The letter must be able to fit into a business envelope.
DO NOT USE CONSTRUCTION PAPER, glue or glitter!**

The letters should include:

- **A greeting:** Welcome Home, Best Wishes, Thinking of You....
- **Thoughtful words** of encouragement: Thank you for all you have done, Get Well Soon, Heal Quickly, Thinking of you, Take Care ...words that will help service men or women feel better.
- **Remind the students to not ask questions** about the war or what happened to the soldiers. Remind them to write something funny; write a joke or a positive-upbeat happy poem. You want the soldiers to open and read the letter and feel better about themselves and see a positive future ahead.

After the INTRODUCTION take 20 - 30 minutes a day STEP BY STEP

Day One: introduction and discussion (If students sit in a circle or on the floor-it will be a more casual conversation, less school-like).

- Discuss what is it like when you are away from home and friends or sick, injured in a hospital, experiences, feelings etc.
- what would help someone in that situation
- Word Wall - list words of encouragement, acts of kindness-
- Review the **word wall**,
- Introduce the concept of people in the military who are in hospitals and what they would like to hear (older students can go on line and find out where the military has hospitals and make a map to post for all students to see).
- Brainstorm ideas for using a piece of white paper. Letter, poster, sign, pop-up letter.....

Day Two: Write a group letter, using the format of a friendly letter as a guide. Use the white board or large sheet of paper and large tip color marker.

- Post the **word wall** your group's letter should be age appropriate – K-2 simple letter, as opposed the 7-8th a longer, several paragraph letter.
- Students create each sentence from the Dear Service person to Sincerely, one student at a time.
- Staff writes each sentence large and clear so everyone can see it.
- Have students refer to and use the word wall.
- Read the letter aloud, and then edit as a group. The group may decide to remove sentences, words or rearrange the letter. You are modeling EDITING
- You should have a very messy, sloppy copy by the end of the time.
- This letter will not be used again; do not post it when the students are writing their own letter.

Day Three: Students write their own letter

- Display the **word wall** out and add any words as the students ask. (The group letter IS NOT in view).
- As students slow down, encourage them to write more about themselves-remind them the soldiers need to have something to read!
- As they finish review each letter and assist with spelling and grammar.
- When they finish their sloppy copy-have them find a partner and read it to each other.
- Collect the sloppy copies and gather the group to talk about their letters, and or have them read quietly until everyone has finished their sloppy copy.
- Finished letters should be neat, expresses positive thoughts and well wishes. They should not mention violence, or have pictures of war in their letters. If they do, do not include them in your final package.

Day Four: Students re-read to a partner.

- As they re-read have them make more corrections etc.
- Students then get a clean sheet of paper, rewrite their letter.
- Staff circulates through the group, checks the letter and helps correct any glaring errors.
- IF the letter is written well, and is legible, students can decorate their letter and the envelope

Letters should be signed with 1st names only

DO NOT SEAL THE ENVELOPE!

**Place all the letters in a box, label it with your schools name and bring it to the
STEP Up office on Channel Street by November 6th**



OPERATION WRITE STUFF

Required Letter Components

Be sure students include:

- First Name
- Grade
- School
- City
- State
- Include message of encouragement, tell about yourself and ask at least one question about the person to whom you are writing.

Things to write about

- Your family. Write about the members of your family, who is the oldest child and what you do together as a family.
- Write about your favorite foods. Describe who cooks your favorite foods or where you go to eat the food.
- Describe your favorite sports or games.
- Write about what you like to do when you are home, what you do at school or other places.
- Explain why you are in STEP Up and what you like best about the STEP Up program
- Write about your favorite place in Stockton and why you like it.
- Describe your favorite book, author and/or favorite character.
- Describe what you would like to do when you grow up.
- Tell him/her what High School you will go to and how you feel about going to high school.
- Describe the weather right now in Stockton and what time of the year you like the best.
- Ask the troop member questions about themselves.



What is Compassion?

Definition: Concern for the misfortune of another paired with the wish to help

People display compassion in many ways. Children and youth can better understand this trait when they have an understanding of what compassionate actions look like and sound like. They will then be more likely to incorporate the behaviors below into their daily lives.

Grades 3-4

Introduction: (10 minutes) Teach students the definition of compassion. Have them brainstorm ideas of what compassionate people say and do. See examples below:

What Compassionate People Say:

- “You look upset.”
- “I understand how you feel.”
- “I’m sad that you got hurt.”
- “That happened to me too, once. It makes me feel sad for you.”
- “I’m so sorry that happened. Let me help.”
- “I bet it hurts a lot.”
- “What can I do to help?”

What Compassionate People Do:

- Notice when people are hurting, and show that they feel for them
- Feel sad when they see someone crying or hurt
- Console others in pain
- Talk soothingly to those in pain
- Listen patiently to someone’s problems, without interrupting
- Mirror facial expressions of the distressed person
- Volunteer time and resources to charity
- Encourage others to practice compassion

Activity: Read the attached story, “A Glass of Milk” about how an act of compassion set another act of compassion in motion. (5 minutes)

Discussion: Be sure students understand who Dr. Kelly is in the story. Ask students the following question:

“A Glass of Milk”

Based on a true story about Dr. Howard Kelly, a founding physician of Johns Hopkins

A poor boy, who was selling goods door to door to pay his way through school, found he had only one thin dime left, and he was hungry. He decided he would ask for a meal at the next house. However, he lost his nerve when a lovely young woman opened the door. Instead of a meal he asked for a drink of water. She thought he looked hungry so she brought him a large glass of milk. He drank it slowly, and then asked, “How much do I owe you?” “You don’t owe me anything,” she replied. “Mother has taught us never to accept pay for kindness.” He said... “Then I thank you from my heart.”

Years later that young woman became critically ill. The local doctors were baffled. They finally sent her to the big city, where they called in specialists to study her rare disease. Dr. Howard Kelly was called in for the consultation. When he heard the name of town she came from, a strange light filled his eyes. Immediately he rose and went down the hall of the hospital to her room. Dressed in his doctor’s gown he went in to see her. He recognized her at once. He went back to the consultation room determined to do his best to save her life. From that day he gave special attention to the case. After a long struggle, the battle was won. Dr. Kelly requested the business office to pass the final bill to him for approval. He looked at it, then wrote something on the edge and the bill was sent to her room. She feared to open it, for she was sure it would take the rest of her life to pay for it all. Finally she looked, and something caught her attention on the side of the bill. She read these words... “Paid in full with one glass of milk.”

How can we show compassion to people, pets, and the environment every day?

COMPASSION/CARING LESSON- 3 & 4 GRADE

Materials: *The Giving Tree*, Compassion in Action situations

Purpose: To help students move past looking only at their needs and truly being moved to help care for others.

#1 Introduction: Compassion/caring (10 minutes)

1. Ask students if they know what the word compassion (or caring) means?
2. Next give the students the definition of compassion
 ** the humane quality of understanding the suffering of others and wanting to do something about it. (put in your own words for 3rd graders)
3. Ask the students what are some ways they can show compassion (or have shown compassion)?
 ** making friends with a new student at school, creating a get well card for someone that is sick, comforting a friend that is sad, not being mean or hurtful, treating people with kindness, etc...

Share some stories of the ways you show (or have shown) compassion (they love to hear from you!). You can even share a story of when you were their age.

#2 Story- The Giving Tree: (15 minutes)

1. Read the story with LOTS of expression to keep the student's interest. Also, ask questions throughout the story so that you can tell they are paying attention. There are no pictures so you can help them imagine what is going on with your questions & insight. Make sure they know that the "boy" is actually getting older.
 - Why did the tree keep giving things to the boy?
 - What did the boy give the tree in return?
 - Did the boy really care about the tree?
 - What can you do to show you care for trees and other living things?
2. At the end of the story, discuss with the students how the tree had compassion on the little boy. It was a very caring tree that wanted to help at all times. Ask them how they can be more like the tree instead of the boy (being caring instead of always taking).

#3 – Compassion in Action: (25 minutes)

1. "Compassion in Action" - Divide the class into 5 groups. Hand each group one "compassion in action." Give students 10 minutes to come up with a skit based on their compassion in action and then have each group present. After each presentation, have the class guess/discuss the "compassion in action" that was role-played. Please be prepared to lead the discussion.

#4 – Conclusion: (5-6 minutes)

- A. Ask students to quickly go back to their seats.
- B. Have them write down 5 ways they can be caring (show compassion).

THE GIVING TREE

By: Shel Silverstein

Once there was a tree.... and she loved a little boy. And every day the boy would come & he would gather her leaves & make them into crowns and play king of the forest.

He would climb up her trunk & swing from her branches & eat apples.

And they would play hide-and-go-seek. And when he was tired, he would sleep in her shade. And the boy loved the tree very much. And the tree was very happy.

But time went by. And the boy grew older. And the tree was often alone.

Then one day the boy came to the tree & the tree said, "Come, Boy, come and climb up my trunk and sing from my branches and eat apples and play in my shade and be happy."

"I'm too big to climb & play," said the boy.

"I want to buy things & have fun. I want some money. Can you give me some money?"

"I'm sorry," said the tree, "but I have no money. I have only leaves & apples. Take my apples, Boy, and sell them in the city. Then you will have money and you will be happy."

And so the boy climbed up the tree & gathered her apples and carried them away. And the tree was happy.

But the boy stayed away for a long time...and the tree was sad. And then one day the boy came back and the tree shook with joy and she said, "Come, Boy, climb up my trunk and swing from my branches and be happy."

"I am too busy to climb trees," said the boy. "I want a house to keep me warm," he said. "I want a wife and I want children, and so I need a house. Can you give me a house?"

"I have no house," said the tree. "The forest is my house, but you may cut off my branches and build a house. Then you will be happy."

And so the boy cut off her branches and carried them away to build his house. And the tree was happy.

But the boy stayed away for a long time. And when he came back, the tree was so happy she could hardly speak. "Come, Boy," she whispered, "come & play."

"I am too old & sad to play," said the boy. "I want a boat that will take me far away from here. Can you give me a boat?"

"Cut down my trunk and make a boat," said the tree. "Then you can sail away...& be happy."

And so the boy cut down her trunk and made a boat and sailed away. And the tree was happy...but not really.

And after a long time the boy came back again. "I am sorry, Boy," said the tree, "but I have nothing left to give you...my apples are gone."

"My teeth are too weak for apples," said the boy.

"My branches are gone," said the tree. "You cannot swing on them."

"I am too old to swing on branches," said the boy.

"My trunk is gone," said the tree. "You cannot climb."

"I am too tired to climb," said the boy.

"I am sorry," sighed the tree. "I wish I could give you something...but I have nothing left. I am just an old stump. I am sorry...."

"I don't need very much now," said the boy, "just a quiet place to sit and rest. I am very tired."

"Well," said the tree, straightening herself up as much as she could, "well, an old stump is good for sitting and resting. Come, Boy, sit down. Sit down & rest."

And the boy did. And the tree was happy!

“Compassion in Action”

1. Doing something kind for someone else even when it is not convenient for you.

“Compassion in Action”

2. Comforting someone who is sad or lonely.

“Compassion in Action”

3. Caring about someone who needs help.

“Compassion in Action”

4. Caring about family.

“Compassion in Action”

5. Caring about the earth.

Is A Bully Really A Bully?

Grade Level: 2nd – 8th
of sessions: 3 (30 min. each session)
Objective: Learning why people bully & showing compassion
Materials: The book <i>Confessions of a Bully</i>, 20 warning sign checklists, 20 pencils, construction paper, college rule paper, markers or crayons.

Session 1

Introduction: 5 min “Have Compassion” (read aloud attached page)

Activity: 20 min “Warning Signs” (have students fill out attached checklist)

Important: collect all checklists when finished. Checklist must be kept confidential. You may want to share with the principal, program facilitator, teachers, school counselor, or the students’ parents, but they should never be accessible to the students.

Talk It Over: 5 min “What are you thinking”?

Session 2

Read Aloud: 20-30 min- book “Confessions of A Former Bully”

Session 3

Read Aloud: 5min. attached page “Change Their Thinking”

Activity: 10 minutes

Have student create and customize their personal daily journal.

Activity: 15 minutes

Have students journal how they feel about bully’s (knowing what they know now) and ways they can show compassion.

Have Compassion

Bullies can be distracting, disruptive, annoying, frustrating, and even scary at times. But they need as much help, understanding, and compassion as you can give them. Food for thought:

- Many bullies have family problems—parents, siblings, or other bigger, stronger people who bully them. They don't know other ways to behave. And even if they learn and observe other ways in your classroom, they experience a sort of “dissonance: when they return home. Like children of divorced parents who alternate between their parents' homes, they must fit into both environments, and it's not easy.
- Many bullies are angry all or most of the time. Being angry is no fun—especially if you're not really sure why you're angry, you don't have anyone to talk to about your anger (or think you don't, and even if you do, you might not know how to talk about it), and your peers avoid and fear you. For some bullies, being angry is a vicious circle, and they're caught in the middle with no way out.
- It's hard to be the meanest, toughest kid in the classroom or on the playground. You're always having to prove yourself and fend off other kids who want to take over as meanest and toughest
- It's hard to feel that you always have to win and can't ever lose. No one likes to lose, but bullies can't afford to lose, it's too risky. So they cheat, play dirty, and

intimidate anyone who stands in their way. .and eventually no one wants to pay with them or against them.

- Many bullies are jealous of other people's success. Jealousy is a nasty, uncomfortable feeling. It's so overpowering that it can prevent you from enjoying your own success- or distract you so much that you don't achieve your true potential.
- Some bullies never wanted to hurt or harass anyone else. They were bullied by someone else into joining a bully gang and are going along just to stay on the bully's good side.
- Bullies lack social skills. When you don't know how to get along with others, and when you see groups of friends hanging out, laughing, telling jokes, and enjoying each other each other's company, you know you're missing out on something important... but you don't know how to get it for yourself. This may be another reason why bullies are so angry.
- Bullies have hangers-on, “henchmen,” or lieutenants,” but they seldom have real friends. Life without friends is lonely.

The bullies in your classroom may be some of the most unpleasant, least appealing kids you know. The good news is, they're still kids...for now. As kids, they have the potential to learn, grow and change.



WARNING SIGNS

The following behaviors and traits may indicate that a student is bullying others or, if bullying isn't yet evident or hasn't been reported, has the potential to become a bully. For any student you're concerned about, check all that apply.

Today's date: _____

Student's name: _____

- _____ 1. Enjoys feeling powerful and in control.
- _____ 2. Seeks to dominate and/or manipulate peers.
- _____ 3. May be popular with other students, who envy his or her power.
- _____ 4. Is physically larger and stronger than his or her peers.
- _____ 5. Is impulsive.
- _____ 6. Loves to win at everything; hates to lose at anything. Is both a poor winner (boastful, arrogant) and a poor loser.
- _____ 7. Seems to derive satisfaction or pleasure from others' fear, discomfort, or pain.
- _____ 8. Seems overly concerned with others "disrespecting" him or her; equates "respect" with fear.
- _____ 9. Seems to have little or no empathy for others.
- _____ 10. Seems to have little or no compassion for others.
- _____ 11. Seems unable or unwilling to see things from another person's perspective or "walk in someone else's shoes."
- _____ 12. Seems willing to use and abuse other people to get what he or she wants.
- _____ 13. Defends his or her negative actions by insisting that others "deserved it," "asked for it," or "provoked" him or her; a conflict is always someone else's "fault."
- _____ 14. Is good at hiding negative behaviors or doing them where adults can't notice.
- _____ 15. Gets excited when conflicts arise between others.
- _____ 16. Stays cool during conflicts in which he or she is directly involved.

➔
CONTINUED



WARNING SIGNS (continued)

- ____ 17. Exhibits little or no emotion (flat affect) when talking about his or her part in a conflict.
- ____ 18. Blames other people for his or her problems.
- ____ 19. Refuses to accept responsibility for his or her negative behaviors.
- ____ 20. Shows little or no remorse for his or her negative behaviors.
- ____ 21. Lies in an attempt to stay out of trouble.
- ____ 22. Expects to be "misunderstood," "disrespected," and picked on; attacks before he or she can be attacked.
- ____ 23. Interprets ambiguous or innocent acts as purposeful and hostile; uses these as excuses to strike out at others verbally or physically.
- ____ 24. "Tests" your authority by committing minor infractions, then waits to see what you'll do about it.
- ____ 25. Disregards or breaks school and/or class rules.
- ____ 26. Is generally defiant or oppositional toward adults.
- ____ 27. Seeks/craves attention; seems just as satisfied with negative attention as positive attention.
- ____ 28. Attracts more than the usual amount of negative attention from others; is yelled at or disciplined more often than other students.
- ____ 29. Is street-smart.
- ____ 30. Has a strong sense of self-esteem. *Tip:* This is contrary to the prevailing myth that bullies have low self-esteem. In fact, there's little evidence to support the belief that bullies victimize others because they feel bad about themselves.
- ____ 31. Seems mainly concerned with his or her own pleasure and well-being.
- ____ 32. Seems antisocial or lacks social skills.
- ____ 33. Has difficulty fitting into groups.
- ____ 34. Has a close network of a few friends (actually "henchmen" or "lieutenants"), who follow along with whatever he or she wants to do.
- ____ 35. May have problems at school or at home; lacks coping skills.

Change Their Thinking

As you work to help bullies, it's as important to change their thinking as it is to change their behavior. Bullies often deny that they've done anything wrong and refuse to take responsibility for their behavior. They believe that their actions are someone else's "fault". Or they dismiss them as "no big deal" or insist that they were "misinterpreted." You'll need to challenge their thinking without preaching.

1. Ask them to consider this question and respond verbally or in writing:
If you think you're not bullying another person, but that person thinks you are, who's right?
2. Suggest that there are three ways to look at any situation involving two people:
 - a. My interpretation- what I think happened and why
 - b. Your interpretation- what you think happened and why
 - c. The facts- what really happened

Sometimes it helps if there's a third person present (a bystander or witness) who's objective and can give his or her view of the facts.
3. Have students keep a daily journal of events that upset, frustrate, or anger them. For each event, they should write a brief, factual description, followed by their own interpretation of what happened.

Review and discuss their journal entries one-on-one or in small group discussions. Encourage students to look

for possible errors in their interpretations. Example: Maybe what happened was an accident. Maybe they misinterpreted something that wasn't meant to upset them. Maybe they caused the problem.

4. When dealing with specific bullying situations, use the Method of Shared Concern (pages 99 and 100-104) or the No Blame.
5. Help students self-identify. The "Are You a Bully?" handout (page 128) will start them thinking about their own behavior. You might give these only to students you know or suspect are bullying others. Or make this a whole-class exercise, followed by discussion. Even students who don't bully can benefit from examining some of their own attitudes and behaviors.



WAYS TO STAY BULLY FREE

WAYS TO STAY BULLY FREE

Avoid bullies
Act confident
Look confident
Be observant
Tell a friend
Tell an adult
Be assertive
Stay calm
Keep a safe distance
Walk away
Say "Stop it!"
Say "Leave me alone!"
Say "Whatever!"
Use humor
Use "I messages"
Travel in a group
Join a group
If you're in danger, RUN

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Puzzle Flips

TIME

10–20 minutes

SUPPLIES

- * Scanned picture
- * Poster board
- * Two pieces of cardboard
- * Glue
- * Crayons

PREP Print out a large picture of your group (or logo or mascot), glue it onto the poster board, and cut it into puzzle pieces (enough for one piece per player). Cut two pieces of cardboard to be slightly larger than the poster-board puzzle.

THE GAME Distribute one piece to each player, picture side down. Ask players to write or draw on the blank side of their puzzle piece a word or symbol to represent a quality they contribute to the group. For example, you might say, “I have a positive attitude” or “I enjoy helping people” or “I’m creative.” After three or four minutes, let each player quickly present her or his puzzle piece to the group, then have the whole group assemble the puzzle on top of one of the puzzle boards. Put the other puzzle board on top of the puzzle, hold tightly, and slowly flip it over. Remove the top puzzle board and reveal the picture to the group.

NOTE It takes courage and vulnerability to share your strengths in front of a group. Remind players to listen to one another respectfully as they share the contributions they can make to the group.

Taken from Great Group Games For Kids.

Puzzle-Piece Pictures

TIME

10–12 minutes

SUPPLIES

- * Jigsaw picture puzzles, divided into groups of two or three linked pieces
- * Paper
- * Markers or crayons

THE GAME Divide the group into teams of three to five players. Distribute two to three linked pieces of a picture puzzle to the teams. Ask, “What picture does the puzzle piece make?” Instruct each team to lay the puzzle pieces on a piece of paper and work together to complete the picture by drawing around them. Note that there is no “right” way to complete the pictures, and encourage players to use their imagination. After five minutes of drawing, let the groups cluster together at each piece of artwork so that the artists can tell the group about their masterpieces.

For additional fun (if time allows), have each group create a story around its puzzle pieces to go with the picture.

NOTE Remind participants to respect one another’s artwork and presentations. Reinforce that it is never all right to laugh at another person or another person’s work in a hurtful way.

GOING DEEPER

- * How did your team work together to craft your final picture?
- * If our group were a picture, what might it be? Why?
- * How is our group like a puzzle with many pieces?
- * Sometimes puzzles get broken and messed up, and sometimes the things we do or say can hurt members of our group. How do we sometimes hurt each other, whether accidentally or on purpose?
- * What rules do you think should be in place to help hold us together as a group? To help us get along?

After-School Bully

Keeping Cool in a Hot Situation

Time

5 to 10 minutes

Players: 7

- 2 siblings
- 2 friends of the older sibling
- 1 bully
- 2 friends of the bully

Props and Costumes

None necessary

The Skit

Three friends are hanging out after school when one of the student's younger siblings arrives upset and holding his head because a bigger student knocked him down. The older sibling decides to confront the bully and set things straight. By the time the older sibling walks over to the bully, two of the bully's friends have joined him. The older sibling is still determined to confront the bully. Play the scene with an emphasis on finding peaceful solutions to the problem.

Coaching

Encourage the players to find ways to work things out without physical violence: older sibling coaches younger sibling on how to stand up to bullies, older sibling mediates, and so forth.

Discussion

1. How can you communicate confidence in a conflict situation?
2. How can you connect to an angry person in a human way?

Add an Asset

Asset 1: Family support; Asset 3: Other adult relationships. Do you have people you can turn to if you need help? Who are they?

Asset 4: Caring neighborhood; Asset 10: Safety; Asset 13: Neighborhood boundaries. Where are some places you can go to avoid or defuse confrontations?

Asset 32: Planning and decision making. Would it help to have a plan in mind when confronting the bullies? Why or why not?

Notes

"Gimme Your Lunch Money"

Standing Up to Bullying

This is a "fishbowl" skit, with some players acting and others observing from the outside. You can rotate in new people from the observer pool to try different strategies.

Time

20 to 30 minutes

Players: 6 to 8

- 3 to 4 friends
- 3 to 4 intimidators

Props and Costumes

- play money

The Skit

A small group of students is standing outside the cafeteria. Three other students approach, start saying intimidating things, and demand that the first group hand over its lunch money. First, run the skit with the first group giving in. Then run it several times with members of the first group coming back with different responses.

Coaching

Ask the bully group to push the limits verbally without making physical contact. Coach the targeted students to show their fear physically in the first round, and then to demonstrate confident body language

as they try different responses. Review confident body language and tone of voice: stand tall, take time to breathe before reacting, and keep your hands low, your voice strong, your shoulders open, and both feet planted on the ground.

Discussion

1. How did you feel when you were bullied?
2. How did you feel when you were being the bully?
3. What stopped the bullies' abuse?
4. What resources are available in this kind of situation?

Add an Asset

Asset 5: Caring school climate; Asset 10: Safety. Could this situation or something like it happen at your school? What can you do to make sure it doesn't?

Asset 37: Personal power. How did it feel to stand up for yourself and refuse to give up your money?

Notes

Thumbkins Appreciation

TIME

8–12 minutes

SUPPLIES

- Slips of paper
- Ink pads with washable ink
- 8½" × 11" paper
- Washable markers

Make sure you have access to soap and water so children can wash their hands. Otherwise consider using baby wipes.

THE GAME Have players write their names on slips of paper. Collect the papers and let each person draw a name from your hand. Players who draw their own names should return them to pull another one. Tell the group that they're going to create an appreciation card for the person whose name they drew.

Have each person take an 8½" × 11" paper and fold it in half. On the front, have everyone use the ink pads to make a thumbprint on the middle of the card and write "You are thumb-body special" above or beneath it. They can then decorate their thumbkin art and turn it into a smiley face, person, or flower or whatever they want.

On the inside they should write down some of the things that make the person whose name they drew special and what they like about that person. It could be how she's always smiling, the first one to help, or good at math. Allow five minutes for everyone to create a card. When they're done, players can distribute their cards; allow time for everyone to look at the "gifts" and express appreciation to one another.

GOING DEEPER

- How did it feel to praise someone else? How did it feel to receive a special drawing from someone else?

- How did it feel to discover what someone else admires about you? What were some of the things that person likes about you?
- How does it feel when others point out the good in you? Does it make you want to be a better person?
- Is pointing out what others do well a natural part of our conversations? Why or why not?
- How does praising and sharing good things affect us as a group? How does it make us feel about each other? How does it make our environment more pleasant?
- If you want, go around the circle and ask for a few more comments about what makes each person "thumb-body special."

Challenge the group to praise and show their appreciation for one another throughout the week. Brainstorm ways that they can do that for the week.

ADAPTATION Have participants make a thumbprint on the middle of a card and add the wording "I am thumb-body special" on the paper. Let them complete their picture however they desire but also illustrate by words or pictures one or two things that make them special. Let each player share.

GOING DEEPER FOR THE ADAPTATION

- Was it difficult or easy to think of good things about yourself?
- What are some of the things that make you special?
- What are some of the good things about you that others have pointed out?
- What is a quality you hope to develop further?

ASSET CATEGORIES: Support, Empowerment, Constructive Use of Time, Positive Values, Social Competencies, Positive Identity

Focus: Youth discuss ways they have helped others and have been helped by others.

Developmental Assets Tie-in:

9—Service to Others
26—Caring

You will need:

- three or four pieces of colored construction paper for each youth
- markers or pens

Activity: Give each youth three or four pieces of colored construction paper. Have them trace their hands on the paper and then cut out as many hands as they can. On some hands, have youth write about recent incidents when they helped someone else. On the other hands have youth write about incidents when they appreciated help from someone else.

After youth finish, have them describe some of what they wrote. Then work together to hang the hands on a wall in the form of a collage.

Discussion Questions:

- What are some of the most positive experiences you've had helping or caring for someone? What did you learn from those experiences?
- What feelings do you get when someone helps you and cares for you?
- What is your favorite memory of someone helping you?
- Sometimes we get so preoccupied that we don't think about helping others. What can we do to remember the value of helping and caring for others?

My Idea: "Recent incidents when they helped someone else can be on green paper; incidents when they appreciated help from someone else can be on blue paper. The hands can be put together to create a globe of the world."

—Marilyn Peplau, New Richmond, Wisconsin

Focus: Youth identify and prepare to do a caring project.

Developmental Assets Tie-in:

9—Service to Others
26—Caring

You will need:

- one sheet of paper for each group of four youth

Activity: On each sheet of paper, write one group or issue that would benefit from the help of youth volunteers, such as the environment, elderly people, animals, children, families, or singles. Have youth form teams of four; then give each team a sheet of paper. Ask each team to identify three caring projects they could do that would help this group of people or cause. For example, youth could pick up trash in a community park one weekend day. They could take a group of younger children swinging and sliding for an hour. Youth who can drive could run some errands for an elderly person.

Once youth finish selecting projects, have the teams report back to the whole group. Have the group discuss whether they want to do one larger project or form smaller teams to do a number of projects. Set goals for doing these projects.

Discussion Questions:

- What are some reasons you selected the project or projects that you did?
- What are the most important things to consider when planning a helping project?
- In addition to the service you will provide, what else might you expect to learn or gain from doing this project?

MAKE A DIFFERENCE

Note: Since this lesson is long, you may want to break it up into two meetings. Consider presenting steps 1–13 and closing with steps 16–18 in one meeting. For the second meeting, after a brief review, do the role-play scenarios (step 14); continue with steps 15–18 to complete the lesson.

READY

Summary: This lesson identifies situations in which people are hurting others. Participants will have discussions and role-play situations to develop strategies to intervene. Participants are challenged to intervene early when others need help.

SET

Time Required: 90 minutes

Assets Promoted: Caring School Climate, Community Values Youth, Youth as Resources, Positive Peer Influence, Caring, Service to Others, Resistance Skills, Peaceful Conflict Resolution, Equality and Social Justice, Planning and Decision Making, Personal Power

Materials Needed:

List or poster of the 40 Developmental Assets
Display Chart 1: Mission
Display Chart 2: Agreements
Display Chart 10: Tips for Intervening

Handout 6: Emily's Story and Sonya's Story
Handouts 7–12: Role-Play Scenarios A–F

Preparation:

- Read the lesson and think about how to facilitate it to meet your group's and school's particular needs. Keep in mind that the scripted parts (shown in italics) of the lesson provide only suggested language. Feel free to modify to fit your own style and your group's unique goals.
- Select three students to role-play an unkind act (see 3).
- Select a student, preferably male, to read Emily's Story; select another student, preferably female, to read Sonya's Story.
- Make copies of Handout 6 (see pages 101–102), one for each participant.
- Make copies of Handouts 7–12 (see pages 103–108). Cut sheets in half to create role-play cards, one Role-Play Scenario per group of four.
- Make Display Chart 10 (see page 113), using poster board or flip-chart paper. (Do not display this chart until the appropriate time during the lesson [see 15].)
- Display the 40 Developmental Assets, as well as Display Charts 1 and 2, where all participants can see them.

Review of Previous Meetings

① Welcome participants, thank them for being here, and **REMINDE** them: *We are here today to continue with our efforts to improve our school. What is our mission?*

Refer to Display Chart 1, Mission, and

SAY *Our mission is to promote a safer and more supportive school climate, to help build more caring relationships, and to understand the importance of the Developmental Assets.*

ASK *What did we discuss at our last meeting? (Review.)*

Explain that the purpose of ongoing meetings is to remind ourselves of the importance of continuing to make a difference in our school.

Refer to Display Chart 2, Agreements, and give a brief review.

Role-Play Activity

② **SAY** *Today we are going to give you an opportunity to discuss some of the mean things that happen in school and how to help stop them.*

③ **ASK** *Has anyone recently seen or experienced an act of meanness at school? (Take a few responses.)*

Choose one of the experiences and set it up as a role-play scenario or have one prepared before the meeting.

④ Ask three students to role-play a mean act in which one student is taunted and teased by the others. Allow the role play to go on for 30 to 40 seconds; then freeze the scene.

⑤ **ASK** the group: *What's happening here? (Take several responses.)*

Then **ASK** *Is this kind of scenario a rare event in our school? (Reach a consensus that it happens too often.) What can we do to make a difference for the person who was being teased? (Take several responses.)*

⑥ Then **ASK** *Why even bother to help someone, especially if you don't know that person? (Take several responses.)*

The Bystander and the Hero

⑦ **SAY** *When you witness a situation like this, you have a choice—you can either be a passive bystander or you can stand up, try to stop the unkind act, and become a hero. We will now examine the roles of a bystander and a hero, as well as what it takes to be transformed from a bystander into a hero.*

⑧ **ASK** *What is a bystander? (One who watches and lets things happen.)*

ASK *What is a hero? (One who generally acts with courage and in the best interest of others.)*

⑨ Ask the designated (male) student to read Emily's Story.

When the story is over, **ASK** *What kept this student stuck in the role of a bystander? Why didn't this person act to help Emily? (He lacked awareness of the situation; he received little or no guidance from peers or adults in his life; he wasn't empowered, guided, or challenged to make a difference; he accepted the social norm of that group.)*

ASK *Looking back, how does this person feel about the way he acted toward Emily? (Guilty, ashamed, ignorant.)*

⑩ **ASK** *What could this student have done to make a positive difference in Emily's life? (He could have kept Emily as a friend; he could have helped convince his new friends to show more respect to Emily; he could have told others to stop being mean to her; he could have asked for help from adults in the school.)*

⑪ **SAY** *Now we are going to hear Sonya's Story, which has a different kind of ending. Ask the designated (female) student to read Sonya's Story.*

When the student finishes reading the story, **ASK** *Why did this student move from the role of a bystander to the role of a hero? Why did this person help Sonya? (She was being true to herself; she could not tolerate the mean acts anymore; she was courageous; she understood what was the right thing to do; she had empathy toward Sonya; she felt guilty for not acting; she understood she had power and was willing to use it.)*

ASK *What is empathy? (Compassion, sensitivity, feeling someone else's pain.) Did this person feel compassion for Sonya? (Yes.) Did you feel empathy for Sonya?*

ASK *How do you feel about Kevin? (Take several responses.) Do you know someone like Kevin? Would you or are you able to stand up against someone like Kevin? (Take several responses.)*

12 ASK *Do these kinds of scenarios (Emily's and Sonya's stories) happen in our school? (Reach a consensus that it happens too often.)*

Strategies to Stop Mean Acts

13 SAY *to students: In a moment, we are going to get into groups, and I will give a different scenario to each group. I would like each group to review the scenario and develop a strategy to stop the meanness. Then I would like each group to present a role play that illustrates your plan.*

Form participants into groups of four. Pass out a Role-Play Scenario card to each group.

Ask that the groups spread out around the room or to other rooms so that they will not overhear one another. Allow about 15 minutes for the groups to work on their assignments.

14 When time is up, or when the groups are done, ask one group at a time to present its role play.

Begin with the first role-play scenario. Be ready to record on chart paper the steps that each group went through to solve the problem.

Focus discussion on the benefits of intervening versus doing nothing.

Continue until all role-play scenarios have been performed and discussed.

15 After all groups are done role playing, show them Display Chart 10, Tips for Intervening.

Be sure to cover the following points:

- Get involved early, before the situation gets out of hand.
- Confront the *behaviors* of the individuals. Reject the behavior, not the person.
- Don't do anything that will put you in harm's way. Remember: Safety first!
- Work one-on-one. Trying to convince a large group is much more difficult.
- Ask adults for help. Find adults you trust and have a relationship with who will help you.
- Don't carry the burden by yourself. Work with this group and others in the school.

16 ASK *What did we learn from this activity and what does it have to do with our mission of helping to create a more caring and supportive school climate? (We need to discourage the negative norms and promote the positive norms; we need to be leaders and act to help others; we need to be courageous; if we stand up to people who are unkind to others, they will begin to see that their actions will not be tolerated in our school and they will stop.)*

17 Thank the group for sharing and for making a difference.

Discuss when and where the next meeting will be. If possible, establish the time and place now.

Closure

18 Close with the group standing in a circle, and **ASK** *Would anyone like to share anything with this group (feelings, thoughts, words of encouragement, etc.)?*

Thank the group for its commitment and willingness to help make the school a better place. Once again, state the date, time, and location of the next meeting.

How Can You Show That You Care?

There are many ways you can show others that you care about them. Four important ways are through your words, actions, thoughts, and gifts.

Caring Words

You can say kind things to other people, even people you don't like very much. You might be wondering, "Why should I say something nice to someone I don't like?" Often, when we think we don't like someone, the truth is that we don't like something the person does or a certain thing about the person. Most people want to be liked. If you can think of something nice to say, maybe you'll be surprised. The person might say something kind back to *you*.

There are other ways to show caring with words. You can listen to someone who's sad and say "I know how you feel." You can see that a friend is excited and say "Wow! I'm so happy for you!" You can give someone a compliment.

Sometimes the kindest words are the ones you *don't* say. Don't talk about people behind their backs. Don't spread rumors or tell mean stories—even if you think they're true. Think about how you would feel if someone said mean things about you.

Caring Actions

You can help and you can share. You might make your sister's bed. You might help someone who's struggling with homework. When you feed your friend's gerbil while her family is on vacation, you show you care about animals and your friend. Sharing your popcorn, your toys, and your time shows that you care, too.

"No act of kindness, no matter how small, is ever wasted."

—Aesop's Fables

Caring Thoughts

Thinking good things about other people can help them, because they might feel the kind thoughts you send their way. And caring thoughts can lead to caring actions: What you think about is often what you do. Kind thoughts about someone else can help *you*, too. When you think good thoughts about a person, it helps you feel more happy and peaceful inside.

Try it and see. Maybe you feel a little jealous because your friend has lots of toys and games, and you don't. Don't make yourself more jealous by thinking grumpy thoughts like "That's not fair!" or "He's so lucky—how come I'm not?" Instead, think of what you like about your friend. You might think, "He's a good friend—he saves me a seat on the bus." Or, "He usually shares his games. It's nice to have such a thoughtful friend."

Caring Gifts

You can buy gifts, but often the ones you make are an even better way to show that you care. You might make a card for your cousin. Or you could give the clean, warm mittens and coat that don't fit you anymore to a shelter. Maybe you and your mom can help plant a tree in your neighbor's front yard—that would be a gift for everyone who walked or rode by. You don't have to give gifts just on birthdays or holidays. Give when you're in the mood—and when you're not. Remember, when you do something kind, it can make you feel good inside. You might be in a better mood after you² give someone a gift.²⁵

6 WAYS TO GROW IN CARING

Care about others. Be kind, helpful, and sharing.

Ask about other people. Be a good listener.

Respect all people, property, animals, and the earth.

Include others. Watch to see if anyone feels lonely or left out, and include that person.

Never hold a grudge. Forgive others, and they will probably forgive you, too.

Give to others. Help other people feel good, learn, and grow.



What If?

Here are some situations for you to think about, write about, talk about, or act out.

1. Your brother never puts his toy trucks away, so you decide to do something nice for him. You start to put his trucks away every night before you go to bed. You're doing something kind for your brother, but are you really helping him? Why or why not? What is another way to show you care?

2. You have a friend who doesn't like to share her toys with you. Do you let her play with *your* toys? What might you do to help your friend and also show you care?

3. A new family has moved to your neighborhood from another country. They had to leave most of their possessions in their old home, so the kids have very few clothes. You want to show the newcomers that you care. You try to give some of your clothes to a girl in the family who's about your age. She shakes her head no and turns away from you. Why do you think she does that? How might you help this family understand that you care about them?

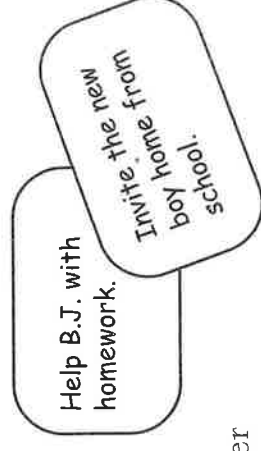
More Ways to Show Caring

Here are some activities you can do to show other people that you care about them.

Make Kindness Cards

Here's what you'll need:

- File cards or paper and scissors
- Pen or fine-line marker
- Shoe box
- *If you wish:* Materials for decorating the box (such as construction or wrapping paper, glue stick, markers, ribbon, and yarn)



• Make kindness cards with ideas of kind things you can do for your family and friends. Write a kind act on each file card. (If you use paper, cut the paper into strips to write on.) Write as many kind acts as you can think of. Put the cards in a box. Decorate and label the box if you want to. Every morning, take a kindness card from the box. During the day, try to do that kind act at least once. Keep adding new cards to the box when you think of other kind acts to do.

Here are some ideas for kind acts. You can think of more.

At home:

- Empty the wastebasket.
- Read to your younger sister.
- Let someone else choose a TV show.
- Help your grandpa shine his shoes.
- Tell your brother you love him.



At school:

- Smile at someone you don't know.
- Sit with someone you don't like very well and try to get to know the person better.
- Say "Good job!" to someone who throws, catches, or runs well.
- Share your pencil or paper.
- Offer to straighten the books on the bookshelf.

FIND OUT MORE . . .

Here's a book that will give you lots of ideas about kind deeds you can do for others:

Kids' Random Acts of Kindness by the editors of Conari Press (Emeryville, CA: Conari Press, 1994). Kids from around the world tell their own stories of kind acts.



Plan and Do a Service

A kind act that we do for someone else is called a **service**. You can do a service for someone in your neighborhood or school. Think of a person you might like to do something nice for. It could be a good friend or a person you don't know very well. You might collect used clothes from your friends and donate them to a family shelter. Maybe you have a neighbor who'd like a regular visitor. Decide who you'd like to do something kind for. Check with your dad or mom to be sure it's okay. Then do it!

IMPORTANT!

Always ask your mom or dad first before you do a service for someone. At school, always ask your teacher.



Write a Poem About Caring

Here's one poem about caring:

Caring means saying nice things to others:

My mother, my father, my sisters, my brothers,
My neighbors, my teachers, my friends near and far.
Caring shows people how special they are.

Write your own poem about caring. You might start with a certain word, like *caring*, *kind*, *helping*, *giving*, or *sharing*. Write your poem any way you'd like—it doesn't have to rhyme. If you want a little help getting started, you can begin your poem with one of these lines:

I find when I'm kind . . .

To share shows I care . . .

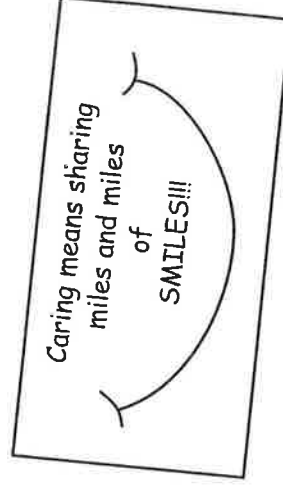
Caring means . . .

Caring shows others . . .

When I show that I care . . .

When I help others . . .

I like to give gifts . . .



You might want to hang your poem over your bed or give it to someone you care about. You could even turn it into a song.

Care for the Environment

The **environment** is the world around you. It's the home you live in, the streets you walk on, and the classrooms and halls in your school. It's the air you breathe, the lakes or rivers you swim in, the trees you climb, and the prairie or desert you like to explore.

Talk to your family and friends about ways you can care for the environment. Together, you can do a lot to help keep the world clean and safe for everyone. Here are some things you can do:

- Collect cans, bottles, and plastic containers for recycling.
- Make gift wrap out of old newspapers.
- Pick up litter along a highway or clean up an empty lot. (Be sure to do these activities with an adult.)
- Plant a garden or a tree.
- Find a home for an animal that needs one.



REMINDER:

Don't forget to keep track of your progress on the "Building My Character Muscles" chart (page 16).

Read Stories About Caring

Charlotte's Web by E.B. White (New York: Harper & Row, 1952). A spider cares for a pig and saves his life. Ages 7-11.

The Life and Times of Mother Teresa by Tanya Rice (Broomall, PA: Chelsea House, 1998). Read about this caring Catholic nun who received the Nobel Prize for her work with sick and poor people in India and other places in the world. Ages 9-12.

The Music of Dolphins by Karen Hesse (New York: Scholastic, 1998). Mila is rescued off the coast of Florida after having been raised by dolphins. The more she learns of unkindness among human beings, the more she longs for her ocean home among the dolphins. Ages 7-11.

Out of Darkness: The Story of Louis Braille by Russell Freedman (New York: Clarion Books, 1999). A biography of nineteenth-century Frenchman Louis Braille. When he was three years old, Braille lost his sight. He went on to develop a system of raised dots on paper (the Braille System) that makes it possible for people who are blind to read and write. Ages 8-12.

Fairness—What Does It Mean?

**"I know, up on top you are seeing great sights,
But down at the bottom we, too, should have some rights."**

—Dr. Seuss

Have you ever felt something wasn't **fair**? Maybe someone pushed ahead of you in line at the movies. Maybe your friend got a brand-new bike when you didn't have a bike at all. Maybe your brother can stay up later than you. Maybe the whole class had to miss recess even though only a few kids were misbehaving. Maybe you wish you had a dad who coached soccer, like your neighbor's stepdad does. Maybe someone you love got sick or hurt.

And maybe your dad, mom, or teacher has told you, "That's just the way life is. Life isn't always fair." You may wonder, "Why not?" Or, you might think, "If that's how life is, why should I try to be fair?"

When you're fair, other people like, trust, and respect you more. They see you as a person who's honest and who cares about others. They can look to you to be a leader and to learn from your example. When you treat them fairly, they're more likely to start acting the same way.

Fairness means treating other people the way *you* want to be treated. It means trying to give everyone rights and chances like those you have. When you're fair, you do your best to share, take turns, and treat each person with respect. You try to make things "fair and square."

Fairness *doesn't* mean that everything is equal or the same. For example, you may wish you had a dog, like your friend does. But your friend lives in a house, and you live in an apartment, where dogs aren't allowed. You can still treat your friend fairly—and play with her dog when you visit.

Lots of things in the world aren't fair. It's not fair that people are hungry or homeless. It's not fair that people suffer in wars. It's not fair that in some parts of the world, children have to work instead of going to school. Many people are aware of these problems and are trying to change things for the better. It takes time and effort to work for fairness.

Imagine a world where no one was ever fair. What would it be like? Everyone would be selfish. No one would care about anyone else. Would you want to live in that kind of world? We all need to do our best to be fair. Every act of fairness makes the world a better place.

How Can You Be Fair?

There are many ways you can work to be fair. You can share and take turns. You can decide not to be jealous of somebody else. You can show respect for people even if they're different from you. You can find a good way to act when someone isn't fair to you.

Share and Take Turns

You can take turns at recess with the swings, the slide, or with sports equipment. You can take turns playing a computer game. You can share a bag of chips or a box of markers. You can wait in line to get on the bus or use the bathroom. Other people are waiting, too, and some of them were there before you. It's fair to let them go first.

Decide Not to Be Jealous

Sometimes other people have things you don't. You might feel **jealous** and wish you could have what they have or be like them. It can be hard not to feel jealous. But being jealous just makes you unhappy. And it can make other people feel bad, too.

A softball, maybe your friend hits the ball more often than you do. What if you said to her, "It's not fair you're so good at batting!" Your friend might feel bad about her special skill. Instead, you could say, "You sure can hit that ball! How do you do it?" Then your friend will feel good, and you'll feel better, too. She might even offer to help you practice your swing.

Remember, someone else's talent might be different from yours, but you have talents and skills, too. Part of your job is to find your own special abilities and interests and then work to develop them. If you do your best not to be jealous, you might notice someone who can help you "grow" your talent. You might also find that you can help other people do the same.

"America is . . . like a quilt . . . many pieces, many colors, many sizes, all woven and held together by a common thread."

—Jesse Jackson

Respect All People

People are different from each other in lots of ways. Some people have dark skin, some have light. Some people speak English, some speak Spanish, some Vietnamese, and some

Swahili. Some people are Christian, or Jewish, or Muslim, or Buddhist. Some people are good at reading or math. Other people aren't. Some people can jump and run with ease. Other people can't.

It's not fair to ignore or be mean to someone who's different from you. Why not be friendly to people who aren't the same as you? Then you can look for ways to learn about and enjoy each other.

FIND OUT MORE . . .

Save the Children works for children's rights around the world. The organization was started by a boy who didn't think it was fair for some kids to have to work in factories. Write, call (be sure to ask permission first), or visit the Web site to get some ideas on how you can help make the world more fair for all kids.

Save the Children

54 Wilton Road
Westport, CT 06880
1-800-728-3843
Web site: www.savethechildren.org



When Someone Else Isn't Fair

When someone isn't fair to you, you might feel like crying, getting mad, yelling, or doing something mean back. None of these things will help you or the other person learn to be fair to each other. Here are some ideas to try when someone's not fair to you:

- Talk about the problem with the person. You might say, "I think everyone should have a turn. Don't you?" Or, "I think each of us should have the same number of pieces."
- Ask an adult, like your teacher or parent, for help.
- Ignore what's happened. If it doesn't bother you a lot, let it go.

- Laugh it off. This can surprise people and help them get out of a mean mood.
- Change the activity. Find something else to do together.
- Leave and go somewhere else to work or play.

HOW ABOUT
PLAYING
CARDS INSTEAD?

4 WAYS TO TREAT PEOPLE FAIRLY

Find ways to share, take turns, and feel less jealous.

Ask people what you can do to help make things more fair.

Include others in games and activities. Don't leave people out.

Respect people who are different from you.

What If?

Here are some situations for you to think about, write about, talk about, or act out.

1. Your brother Alex wants to take ballet lessons. Your other brother and a friend tell Alex that dancing is "sissy stuff." Is that fair? Why or why not? What might happen to Alex if he takes ballet lessons anyway? What might happen if he doesn't? What would you do or say in this situation?
2. Your mom promises to take you and your friend to an amusement park for your birthday. You can't wait to go on the roller coaster and all kinds of other fun rides. But on your birthday, you wake up and see dark clouds in the sky. It looks like it's going to be a rainy day. Your mom says, "I think we should save the amusement park for another day. It won't be fun if it rains." You cry, "That's not faaaaaair! You promised!" Is your mom being unfair? Why or why not? Is

there something you and your mom could do to help make things fair for everybody? What?

3. Your neighborhood has mostly black people and white people, and you get along fine. A new kid named Kuri moves in. Kuri's Japanese. You notice that some of your friends ignore Kuri or make fun of her. You want to help, but you're afraid they may make fun of you, too. How might you help make things more fair for Kuri *and* your friends? What might happen if you do that?

More Ways to Be Fair

Here are some activities you can do to find more ways to be fair.

Make a Fairness Pocket Card

Here's what you'll need:

- File card
- Fine-line marker
(or markers in a variety of colors, if you wish)

Talk it over.
Do something else.
Talk to the teacher.

On the file card, write a list of things you can do when someone isn't fair. You might use the ideas on pages 59–60 or write other ideas in your own words. Make the card colorful if you want.

- Keep your card in your pocket, backpack, or desk. When someone's not being fair with you, take a "time out" for yourself and look at your "Fairness Pocket Card." Find an idea that might help.

Make Family Chores Fair

Talk with your family about the different chores that need to be done at home. Discuss how to make chores fair for

everyone. For example, is it easier to collect trash and recycle than to vacuum and dust? Or maybe one night a person has to do piles of dishes after a big meal. The next night, somebody else has to clean up after a meal of take-out pizza. Is that fair? How could you make it fair? Listen to everyone's ideas on how to make the chores fair. Try to plan a week's worth of chores in a way that feels fair to everybody. Was it hard or easy to do this? Why?

This is a good thing to do at a family meeting. See "Have Family Meetings," pages 37-38, to learn about family meetings. You might also do the same kind of activity at school to make classroom chores fair.

Start a Fairness Jar

Here's what you'll need:

- Large, clean jar, coffee can, or box with lid
- Label
- Marker
- Paper
- Scissors



Label your container, and place it where everyone in the family or class can reach it. Cut paper into slips and place the slips beside the jar. When something unfair happens to somebody, the person can write a note about what happened and place it in the jar. Once a week, meet together and talk about ways to make things more fair. (At home, this is a good thing to do at a family meeting, too.)

Make Games More Fair

Think of games you like to play with your friends—people whose skills and abilities are about the same as yours. What if you want to play the same games with younger kids, or

kids with disabilities, or elderly people? How might you change the games to make them more fair for people of unequal ability?

Here are a few ideas for making games more fair. You can think of others:

- **Checkers or chess.** Instead of trying to beat each other, cooperate to make the best moves for the best overall game. For every move, talk over different ways it could be played. Agree on the best one.
- **Sorry!** Send the weaker player's piece back ten spaces instead of all the way home. Or switch sides halfway through.
- **Solitaire.** Play with two people and switch turns playing the cards. If the game "comes out," you both win.

Read Stories About Fairness

Flying Solo by Ralph Fletcher (New York: Yearling Books, 2000). When the substitute teacher for the sixth graders doesn't show up, the students decide to run class on their own. They vote, plan, and try to make things fair for everyone, with a few bumps along the way. Ages 9-12.

Hello, My Name Is Scrambled Eggs by Jamie Gilson (New York: Lothrop, Lee & Shepard Books, 1991). Harvey tries to make his new Vietnamese friend into an American-style person. But Tuan has his own ideas. Ages 9-12.

Maniac Magee by Jerry Spinelli (New York: HarperCollins, 1999). A mysterious hero brings black and white citizens of the town together. Ages 7-12.

Stay Away from Simon! by Carol Carrick (Boston: Houghton Mifflin, 1991). After a mentally handicapped boy follows Lucy and her brother home one day, the children need to examine their fears and feelings. Ages 9-11.

Justice

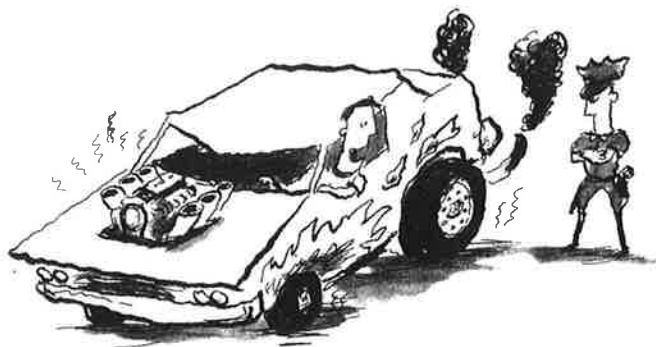
Fairness, equality, tolerance

"Justice is . . . the conscience of the whole of humanity."
Alexander Solzhenitsyn

Justice

You're driving down a city street where the posted speed limit is 35 miles per hour, but you're doing 50. You're stopped by the police and given a speeding ticket. Is this justice?

What if you were doing 50 because you're late for work? You explain this to the officer, but she gives you a ticket anyway—and advises you to get up earlier tomorrow so you won't have to speed. Is this justice? Would it be justice if the officer decided *not* to give you a ticket because you had a "good reason" to speed?



"I'm positive I wasn't driving too fast. Are you sure your radar is accurate?"

And what if we were doing 35 and you got stopped anyway? When you ask the officer why she stopped you, she explains that a robbery just happened nearby. The robbery was committed by a young black man. You're a young black man, and the street you're driving down is in a predominantly white neighborhood. Is this justice? What do you think?

Here's how *Merriam Webster's Collegiate Dictionary*¹ defines justice:

- 1 **a:** the maintenance or administration of what is just esp. by the impartial adjustment of conflicting claims or the assignment of merited rewards or punishments
b: JUDGE
c: the administration of law; esp: the establishment or determination of rights according to the rules of law or equity
- 2 **a:** the quality of being just, impartial, or fair
b: (1): the principle or ideal of just dealing or right action
(2): conformity to this principle or ideal: RIGHTEOUSNESS
c: the quality of conforming to law
- 3: conformity to truth, fact, or reason: CORRECTNESS

"What is just" means what is reasonable, proper, righteous, deserved, and lawful. "Impartial" means treating and affecting everyone equally, without bias. Getting a speeding ticket for going 15 miles over the limit is justice, even if you had a good reason. Getting stopped because you're a black man in a white neighborhood is not justice.

¹ *Merriam Webster's Collegiate Dictionary*, Tenth Edition (Springfield, MA: 1993).

Think about all the ways the word “justice” is used. The United States Pledge of Allegiance ends with the words “. . . with liberty and justice for all.” Superman fights for “Truth, Justice, and the American Way.” So do the members of the Justice League of America, to name other comic book characters. We have a criminal justice system to deal with people who commit crimes, and a juvenile justice system for those who aren’t yet adults. A person who “flees justice” runs from the law; if he’s caught, he’s “brought to justice.” In the days of the Wild West, “frontier justice” often meant taking the law into your own hands. If you’re given a task, assignment, or job and you “do it justice,” you’re giving it a good effort. “Social justice” calls for the fair distribution of goods. If we lived and practiced social justice, all children would have a safe place to live, clothing to wear, food to eat, and adequate medical care.

The legendary U.S. defense attorney Clarence Darrow once said “There is no such thing as justice—in or out of court.” What do you think he meant by that? Do you agree?

“Justice cannot be for one side alone,
but must be for both.”

Eleanor Roosevelt

CHECK IT OUT



What Are My Rights? Q&A About Teens and the Law by Thomas A. Jacobs, J.D. (Minneapolis: Free Spirit Publishing, 2011). Covers laws related to the family, school, workplace, growing up, and more that pertain specifically to teens. Ages 12 & up.

AsktheJudge.info

Visit Judge Thomas A. Jacobs’s Web site for free interactive educational tools that provide current information regarding laws, court decisions, and national news affecting teens. It’s the only site of its kind to provide legal questions and answers for teens and parents with the unique ability to interact with Judge Jacobs as well as with other teens.

Fairness

“Fairness is what justice really is.”

Potter Stewart

You probably learned about fairness long before you heard the word justice. As a child, you were taught to “play fair,” “be fair,” and “act fair.” This usually meant taking turns, sharing, and waiting your turn in line. When someone wouldn’t take turns, refused to share, or cut into the line, you hollered to your parent or teacher “So-and-so isn’t being FAAAAAIIIIIIIRRRRR!”

When you’re fair, you’re impartial and honest. You make decisions free from bias, prejudice, favoritism, or self-interest (“what’s in it for ME?”). You follow the established rules, and you don’t cheat. Your family, friends, and teachers know that they can trust you and count on you. When you announce that you’re throwing a pizza party for everyone in your class, you really do invite *everyone*—even the kid who steals your lunch and calls you names. People who have a sense of fairness make good leaders and mediators.

Equality

“As long as you keep a person down, some part of you has to be down there, to hold him down, so it means you cannot soar as you otherwise might.”

Marian Anderson

If your parents give you and your brother the same opportunities to go to school, take guitar lessons, and do the dishes, you might say that they’re treating you as equals. Does this mean that you *are* equals? What if your brother is older than you are? What if you’re older than he is? What if he does better in school than you do? What if you do better in school than he does? What if you’re both boys? What if you’re a girl? And what does equality really mean?

Most people struggle with this concept at one time or another. It’s complicated, and there are no easy answers. To some people, equality means treating everyone the same. But everyone *isn’t* the