



All Behaviors Count: Humanity in Action

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Introduction

Holocaust Museum Houston's *All Behaviors Count: Humanity in Action* program is designed to take place throughout the school year in all classrooms, no matter the curricular subject.

The *All Behaviors Count: Humanity in Action* program asks:

What major challenges of social cruelty do people face?

How do people respond to challenges?

How does an individual choose a path of behavior?

When and why does a person choose the role of perpetrator, bystander, or upstander?

Using the important conceptual work of psychologist Carl Pickhardt, who framed the idea of social cruelty as “antisocial behavior that serves a social purpose,” we began to work with the **five forms of social cruelty (taunting, rumoring, exclusion, ganging up, and bullying)** and to consider how to change these behaviors. We believe that children and adults can learn skills to help them confront bullying and the other forms of social cruelty. As they do so, they become more socially resilient and better able to communicate. Through the *All Behaviors Count: Humanity in Action* program, children and adults learn skills to identify and respond to social cruelty as empowered upstanders.

The goals for the program are that participants will:

- Become more aware of how they treat others,
- Consider how each of our actions effect others,
- Be kinder in their actions towards others,
- Help form the community they want in their school or community,
- Respond to events of social cruelty in resilient ways,
- Recognize that the problem of social cruelty exists across society, and
- Be leaders who stand against social cruelty.

Our program is grounded in an examination of the 5 forms of social cruelty and their role in school life and in our culture. We believe that broadening our work to include other behaviors, beyond bullying, is significantly different than approaching bullying as a singular behavior. Our focus on teaching about these five behaviors *and* how to respond to each in positive ways provides an extended pedagogical method in the school or work environment. This program takes examples from **media and popular culture** into the classroom by providing examples from television and Internet commercials of each type of social cruelty. By doing so, the approach we use widens the experiences students see and discuss. The program will also address **social resiliency skills** – both intra-and inter-personal – so that students who participate in the program are prepared to address issues of social cruelty directly.

This program is designed for educators to implement as best fits the needs of their school, community, and student population. We do suggest that the program be integrated throughout the year instead of being a back to school assembly presentation or a checked off item that meets a legal requirement. By continuing the conversations throughout the entire year – through curricular and

other programming connections – we believe the program will be its most effective. This guide contains suggestions on how to accomplish this through a variety of means.

We hope to hear from you as to how your students, teachers, administrators, and parents responded to the program’s use. It is through this feedback that we can alter the program where needed, strengthen any pieces that need it, or add suggested content. We hope that ultimately, this program helps to **Stop Hate. Starting Here.**

Sincerely,



Mary Lee Webeck, Ph.D.
Director of Education



Cynthia Capers
Associate Director of Education and
Changing Exhibitions

About Holocaust Museum Houston

Holocaust Museum Houston is dedicated to the past, present, and future. Through educational and outreach programming, teacher training, exhibits, and docent-led Museum tours, the Museum teaches the events of the Holocaust to demonstrate the destructive power of prejudice and the importance of moral courage and individual responsibility.

Holocaust Museum Houston opened on March 3, 1996 and was established as both an educational center and a memorial. The museum is a living testimonial to those who perished in the Holocaust, a place of honor for those who survived, and a source of education for present and future generations. Since the museum opened its doors, we have welcomed more than 1.4 million visitors.

Mission Statement

Holocaust Museum Houston is dedicated to educating people about the Holocaust, remembering the six million Jews and other innocent victims, and honoring the survivors' legacy. Using the lessons of the Holocaust and other genocides, we teach the dangers of hatred, prejudice, and apathy.

Vision Statement

We envision a society that transforms ignorance into respect for human life, that remembers the Holocaust, and affirms an individual's responsibility for the collective actions of society.

Public Value Statement

Holocaust Museum Houston builds a more humane society by promoting responsible individual behavior, cultivating civility, and pursuing social justice.

Our Core Values

We believe . . .

- *The Holocaust was a seminal moment in the course of history and we must never allow it to be forgotten . . .*
- *Its lessons need to be taught to successive generations . . .*
- *The systematic destruction of any people should never be allowed to happen . . .*
- *Prejudice and hatred can be overcome . . .*
- *Individually and collectively, we are obligated to stand up to evil and injustice when others cannot do so for themselves.*

As a museum and educational center, we must always . . .

- *Be a living memorial to those who perished in the Holocaust and to those who lived to bear witness . . .*
- *Teach the dangers of hatred, prejudice, and apathy . . .*
- *Emphasize historical accuracy in all programming so that integrity of our message is maintained . . .*
- *Be stewards of our collection . . .*
- *Treat all who come through our doors or use our services with equal respect.*

Starting the Conversation

On countless surveys, students report in overwhelming numbers that bullying occurs in their schools, yet they feel little is being done to address it. Teachers and administrators usually report the opposite. While it is true that there are two sides to every story, there has to be some reason for the differences between the perceptions of these groups.

Through this program, it is hoped that true and effective dialogue begins. Many students report that the school *tells* them about bullying, but doesn't *ask* them about what they face in their day-to-day lives. This seems to be where the disconnections of perceptions begin. It is very important that students and their teachers engage in dialogue about what behaviors are occurring in the school and community settings. We suggest teachers – not administrators or guidance counselors – because teachers are better able to sustain the conversation across the curriculum and students often feel closer to their teachers for when reporting of behaviors is necessary. Also, it is at the classroom level that conversations are more easily held. A survey of socially cruel behaviors (see an example that begins on page 8) could be completed by students and brought to class as the starting point for conversation. In discussing each behavior, it would be important to ask for students to raise their hands to discover which behaviors are the most prominent in the lives of the students. Teachers could also discuss the prevalence of social cruelty in schools and in broader society by examining statistics on bullying and other forms of social cruelty and how it relates to their everyday experiences in school and in society (see page 12 for statistical information).

Teachers, administrators, and guidance counselors should coordinate this program, support each other as the program is implemented, and develop the policies of how to handle reports of socially cruel behavior. By having clear, fair, and consistently enforced policies, the leadership of the school can better meet the needs of the students and develop truly safe learning environments.

Students can take an important leadership role as well. From the surveys, the students could select the three to five behaviors they think the student body should focus on for that academic year. They could create posters that discuss what these behaviors are and how to lesson them, produce and deliver morning announcements, perform skits and other appropriate activities that permit them to take a positive role in forming the learning environment important to them. Some suggestions on how to organize this type of involvement could be to use the same class period across the day (e.g., homeroom or second period/block), via the student council or through the formation of an ad hoc committee of students.

In the introduction to *Letters to a Bullied Girl*, Barbara Colorosa writes, “Bullying can no longer be minimalized and trivialized, taken lightly, brushed off, or denied...We need a common language and an understanding of the dynamics of bullying – what it is, what it isn't, who the characters are, and how this horrible cycle of intimidation can be stopped.” We suggest using the terms of the five forms of social cruelty identified on pages 16-17. On page 18, there are some other terms related to prejudice that should also be defined for all who take part in this program. The HMH Triangle lesson described on pages 19-20 will ask students to consider the different roles individuals assumed throughout the Holocaust and relate these roles to the choices people make in society today. In the Universe of Obligation lesson detailed on pages 21-22, students will examine the circle of individuals whom they feel responsible to protect, reflect upon the concept of “social responsibility,” and discuss how we can begin to expand our own “universes” to include others.

A possible survey

Directions: Please check the boxes that either you have experienced **yourself or have seen firsthand** (this may mean that the event happened to you or you were the one enacting that event). You will be asked to discuss all actions on this survey, so please consider each statement carefully. Please add any other hardships that are not on the list.

| | |
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| | 1. People wanting to be your friend just because you're popular. |
| | 2. Gossiping about people. |
| | 3. People telling lies about other people. |
| | 4. Losing a good friend who makes new friends who won't include you. |
| | 5. Being teased. |
| | 6. Being laughed at. |
| | 7. Spreading rumors to attack someone's reputation. |
| | 8. People ganging up on you. |
| | 9. Ganging up on someone else. |
| | 10. Making fun of someone behind their back. |
| | 11. Having a good friend turn against you. |
| | 12. Being told no one wants you as a friend. |
| | 13. Quarreling with a good friend over your new friends. |
| | 14. Having a friend tell others about a secret you confided. |

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| | 15. Feeling jealous when a good friend wants to be with someone else. |
| | 16. Seeing a friend change into a different person. |
| | 17. Competing against friends for boys or girls. |
| | 18. Bullying other people. |
| | 19. Having a friend pass you over for other friends. |
| | 20. Taking or defacing another person's belongings. |
| | 21. People making fun of your appearance. |
| | 22. Having your locker vandalized. |
| | 23. Being kicked out of a group. |
| | 24. Receiving prank calls that hurt your feelings. |
| | 25. Receiving emails, text messages, or instant messages that attack you. |
| | 26. Feeling like you have to follow the lead of a dominating friend. |
| | 27. Someone threatening "to get" you. |
| | 28. Forced to give over something or get hurt. |
| | 29. Being given the silent treatment. |
| | 30. Acting fake to get along. |
| | 31. People pressuring you to do what you're not supposed to do. |

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| | 32. Hurting people through nicknames. |
| | 33. Fighting to prove how tough you are. |
| | 34. Worrying about not being safe at school. |
| | 35. People cutting each other down with insults. |
| | 36. Being left out of a party when your friends were invited. |
| | 37. Going to a party when you feel shy and not outgoing. |
| | 38. Pretending to have a good time when you're not. |
| | 39. Writing notes about one person to another person. |
| | 40. Breaking up someone else's friendship. |
| | 41. Organizing a whispering campaign. |
| | 42. Keeping others on the outside of a group. |
| | 43. Pressuring people to go along if they want to be included. |
| | 44. Losing a best friend. |
| | 45. Wishing you had as much as some other people. |
| | 46. Being spoken to one day and ignored the next. |
| | 47. Going along with the group even though it feels wrong. |
| | 48. Someone who won't talk to you in class but can be friendly outside of school. |

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| | 49. Giving up a friend to get socially ahead. |
| | 50. Having a friend stop talking to you. |
| | 51. Having friends who don't stand up for you. |
| | 52. Not standing up for a friend. |
| | 53. Being dishonest with people to get on their good side. |
| | 54. Envyng people more popular than yourself. |
| | 55. Not having the right thing to wear. |
| | 56. Feeling trapped by a best friend who is too possessive. |
| | 57. Acting like you don't care when you really do. |
| | 58. Being treated like you're not looking or acting cool. |
| | 59. Being put down for not keeping up with fashion or what is latest. |
| | 60. |
| | 61. |
| | 62. |
| | 63. |
| | 64. |

Statistical Information on Bullying and Acts of Social Cruelty

Directions: Ask students to examine and discuss the following statistics on bullying and acts of social cruelty. Ask students to consider how this information relates to their everyday experiences inside and outside of school.

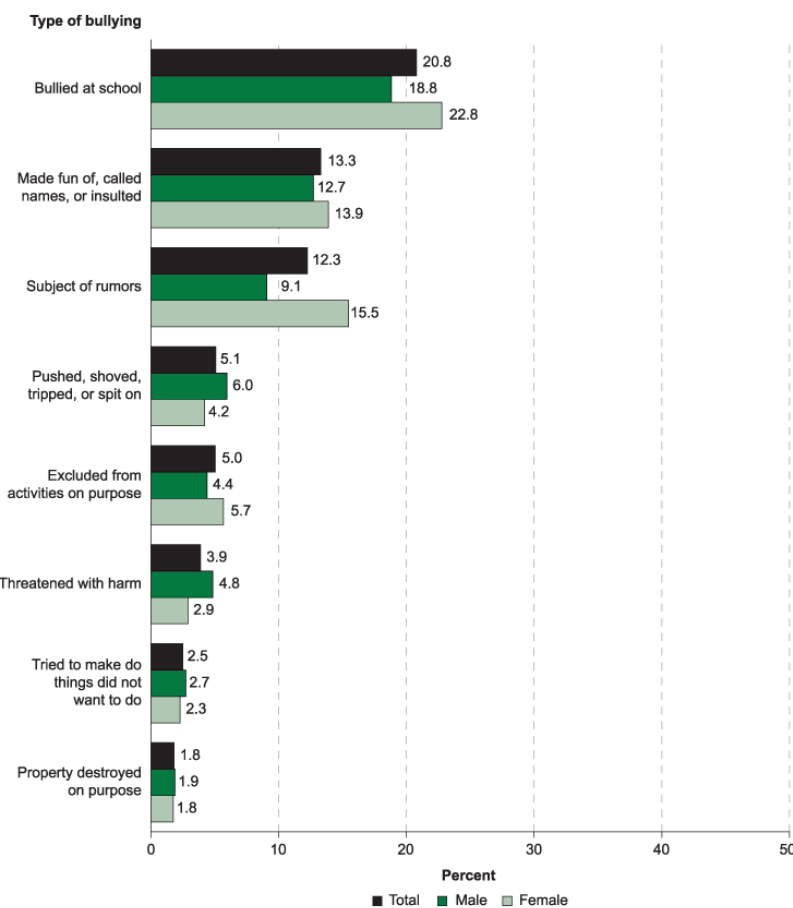
National Statistics (U.S. Department of Health and Human Services | StopBullying.gov)

- ***Been Bullied***
 - 28% of U.S. students in grades 6–12 experienced bullying.
 - 20% of U.S. students in grades 9–12 experienced bullying.
- ***Seen Bullying***
 - 70.6% of young people say they have seen bullying in their schools.
 - 70.4% of school staff have seen bullying. 62% witnessed bullying two or more times in the last month and 41% witness bullying once a week or more.
 - When bystanders intervene, bullying stops within 10 seconds 57% of the time.
- ***Been Cyberbullied***
 - 9% of students in grades 6–12 experienced cyberbullying.
 - 15% of high school students (grades 9–12) were electronically bullied in the past year. However, 55.2% of LGBTQ students experienced cyberbullying.
- ***Bullied Others***
 - Approximately 30% of young people admit to bullying others in surveys.
- ***How Often Bullied***
 - In one large study, about 49% of children in grades 4–12 reported being bullied by other students at school at least once during the past month, whereas 30.8% reported bullying others during that time.
 - Defining "frequent" involvement in bullying as occurring two or more times within the past month, 40.6% of students reported some type of frequent involvement in bullying, with 23.2% being the youth frequently bullied, 8.0% being the youth who frequently bullied others, and 9.4% playing both roles frequently.
- ***Types of Bullying***
 - The most common types of bullying are verbal and social. Physical bullying happens less often. Cyberbullying happens the least frequently.
 - According to one large study, the following percentages of middle schools students had experienced these various types of bullying: name calling (44.2 %); teasing (43.3 %); spreading rumors or lies (36.3%); pushing or shoving (32.4%); hitting, slapping, or kicking (29.2%); leaving out (28.5%); threatening (27.4%); stealing belongings (27.3%); sexual comments or gestures (23.7%); e-mail or blogging (9.9%).

- **Where Bullying Occurs**
 - Most bullying takes place in school, outside on school grounds, and on the school bus. Bullying also happens wherever kids gather in the community. And of course, cyberbullying occurs on cell phones and online.
 - According to one large study, the following percentages of middle schools students had experienced bullying in these various places at school: classroom (29.3%); hallway or lockers (29.0%); cafeteria (23.4%); gym or PE class (19.5%); bathroom (12.2%); playground or recess (6.2%).
- **How Often Adult Notified**
 - Only about 20 to 30% of students who are bullied notify adults about the bullying.

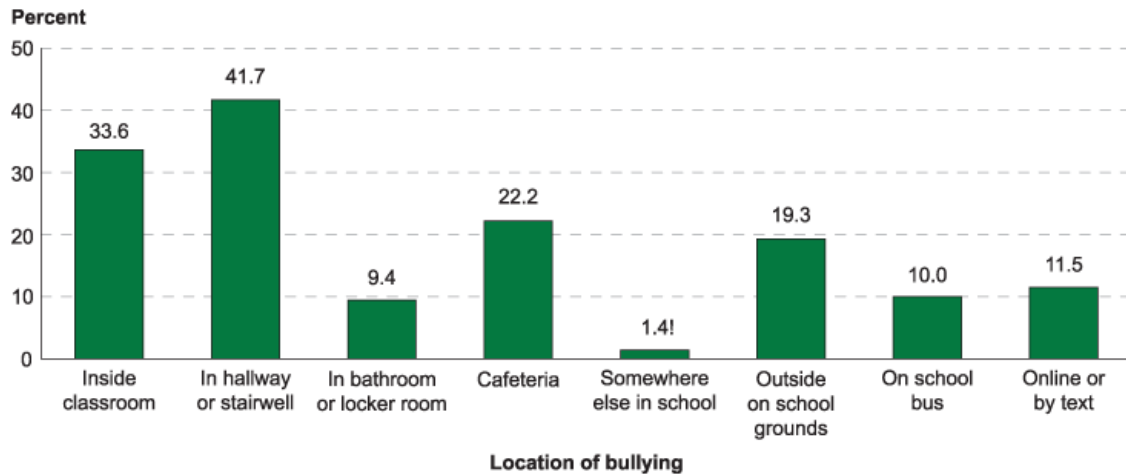
Indicators of School Crime and Safety: Bullying at School and Cyberbullying Anywhere
(National Center for Education Statistics)

Figure 11.1. Percentage of students ages 12–18 who reported being bullied at school during the school year, by type of bullying and sex: 2015



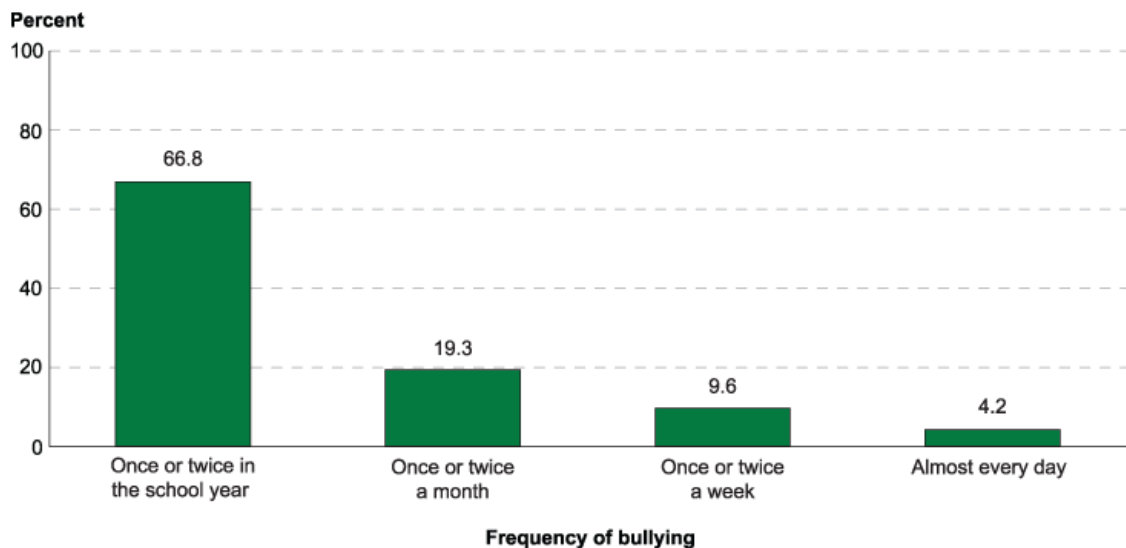
NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Students who reported experiencing more than one type of bullying at school were counted only once in the total for students bullied at school. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015

Figure 11.2. Among students ages 12–18 who reported being bullied at school during the school year, percentage who reported being bullied in various locations: 2015



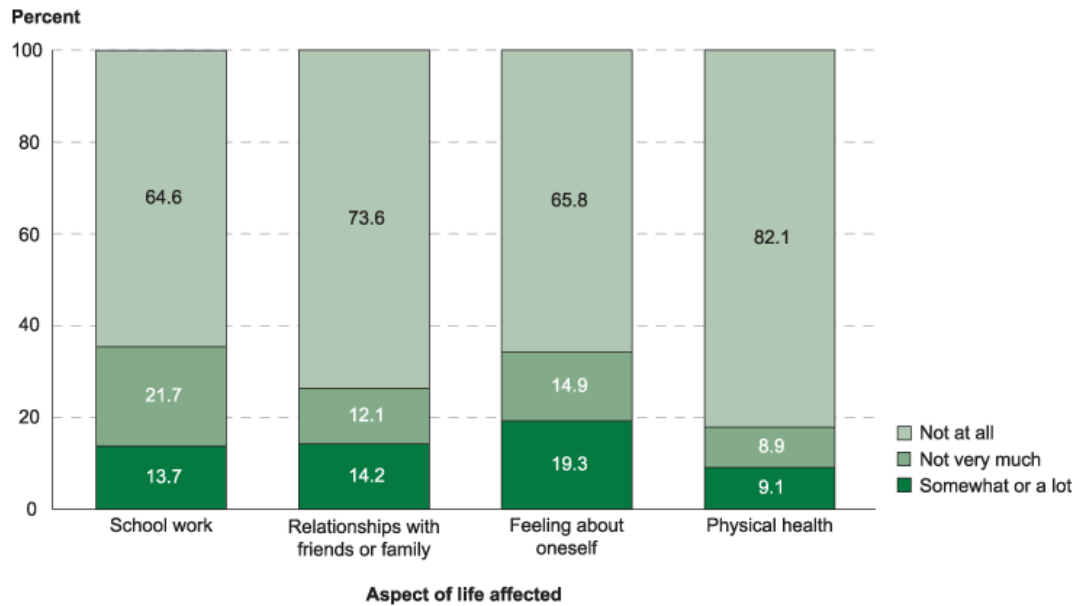
Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 and 50 percent. NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. In 2015, students who reported being bullied at school were also asked whether the bullying occurred "online or by text." Location totals may sum to more than 100 percent because students could have been bullied in more than one location. Excludes students who indicated that they were bullied but did not answer the question about where the bullying occurred. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

Figure 11.3. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting various frequencies of bullying: 2015



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

Figure 11.4. Among students ages 12–18 who reported being bullied at school during the school year, percentage reporting that bullying had varying degrees of negative effect on various aspects of their life, by aspect of life affected: 2015



NOTE: "At school" includes in the school building, on school property, on a school bus, and going to and from school. Detail may not sum to totals because of rounding. SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement (SCS) to the National Crime Victimization Survey, 2015.

Defining Five Forms of Social Cruelty

Social cruelty is antisocial behavior that serves a social purpose. It is intentionally hurtful behavior that people engage in because there is something of social value to be gained (to assert dominance, to protect against attack, or to establish standing). Social cruelty involves an imbalance of power. These five forms of social cruelty often overlap. At worst, they can all combine to extremely cruel effect – when someone is taunted, rumored, excluded from the group, ganged up on, and then bullied.

Taunting

A person can be a victim of *taunting* when called an insulting nickname, when put down for appearance or performance, when ridiculed for standing out or not fitting in, or when laughed at for what they say or don't know. *Taunting is the act of making fun of a difference in someone to criticize their traits, lessen their social standing, and set them apart socially.* The cruel message is "There's something wrong with you." Taunting is intended to humiliate with insults.

- Taunting preys on the *fear of being inferior*: "Something is wrong with me." It undermines the self-esteem of the target.

Rumoring

A person can be a victim of *rumors* when others circulate scandalous notes, make up and tell mean stories (in person, over the phone, or via the Internet) about a person to create a false impression they will have trouble living down, or reveal and distort a secret trustingly told in confidence. *Rumoring is the act of using gossip to spread lies or secrets about another person that lowers their social reputation.* The cruel message is "You can't control the bad things that people say about you that others are ready to believe." Rumoring is intended to slander with confidential truths or blatant lies.

- Rumor preys on the *fear of defamation*: "People say mean things about me." Rumoring slurs a person's reputation.

Exclusion

A person can be a victim of *exclusion* when students ignore them in class or at work, deny them a place at the lunch table, see that they are not included in gatherings outside of school or work, shun classroom or work contact so they feel isolated, or expel them from membership in their group. *Exclusion is the act of refusing to let someone associate with others or join a group.* The cruel message is “You don’t belong.” Exclusion is intended to isolate with rejection.

- Exclusion preys on the *fear of isolation*: “I have no friends.” It accentuates loneliness.

Ganging Up

A person can be a victim of being *ganged up on* when no one is on their side or when multiple people verbally or physically use any of the other four kinds of social cruelty to attack a single person. It creates a sense of camaraderie between the attackers and extreme vulnerability in the object of their attack. *Ganging up is the act of the many using their greater numbers to torment one particular person.* The cruel message is “You have no friends to support you, only enemies against you.” Ganging up is intended to pit the group against the individual.

- Ganging up preys on the *fear of persecution*: “Everyone has turned against me.” It makes a person feel like a social outcast.

Bullying

A person can be a victim of *bullying* when possessions are stolen or vandalized, when threats are made “to get you after school” in person or over the phone, when they are verbally attacked over the Internet, or when the person is routinely hit, shoved, or beaten up. *Bullying is the act of verbally or physically intimidating, injuring, coercing, or dominating another person.* The cruel message is “You can be pushed around.” Bullying is intended to frighten with threatened or actual harm.

- Bullying preys on the *fear of weakness*: “I’m unable to stand up for myself.” It increases a sense of impotence in the target.

Terms of Prejudice

Rationale: Define key terms of prejudice to develop a common vocabulary when discussing behaviors of social cruelty.

Lesson Sequence: Provide students with the definitions and then discuss them using the questions.

1) What is a Stereotype?

Definition: a simple generalization about a group of people based on an opinion, attitude, or belief; usually negative, stereotypes are often learned or culturally transmitted with no allowances for differences between individuals of a certain group.

Questions: What are some examples of stereotypes? How and why are these created?

2) What is Prejudice?

Definition: a judgment or opinion, favorable or unfavorable, formed without reason or without the basis of actual experience.

Questions: How and when have you been a victim of prejudice? How did you respond?

3) What is Discrimination?

Definition: the act of treating an individual or group differently without regard to their individual merit; generally, an act of exclusion based solely on an individual being defined by their race, religion, or nationality; it can also be based upon age, gender, sexual orientation, abilities, socio-economic status, etc.

Questions: How are prejudice and discrimination different? Is there a relationship between the two? Which one is more dangerous? Why?

Describe an act of discrimination you personally witnessed.

- a) What action did you take? How did you feel?
- b) If you did nothing, how did that make you feel?

4) What is Racism?

Definition: the assumption that traits and capacities are determined biologically; usually accompanied by a belief in the inherent superiority or inferiority of a particular "race" [note: the concept of race is a social construct; there is no biological basis for "race." Instead, most scientists refer to *ethnicity*, not race.]

Question: How are racism and prejudice related?

The HMH Triangle Lesson

Objective: Students will consider the different roles that individuals assumed during the Holocaust and relate these roles to choices people make in contemporary society, most notably in situations of socially cruel behavior.

The European Jews, along with the other victims of the Holocaust (Jehovah's Witnesses, homosexuals, Sinti and Roma, Poles and other Slavic peoples, political and ideological opponents of the Nazi regime, and those with physical and/or mental disabilities), were targeted for death or discrimination by the National Socialist regime (Nazi Germany). These people were innocent victims. Depending on time and context, citizens could choose how to respond to what they saw happening around them. They could either become a *perpetrator*, *bystander*, or *rescuer/upstander*. A small percentage of the population was comprised of *perpetrators*, while less than one percent made the decision to be *rescuers/upstanders*. Most people settled on the role of *bystanders*.

A **Perpetrator** is someone who commits or carries out a wrongdoing.

A **Rescuer** is a person who saves another person from danger or violence.

An **Upstander** is someone who doesn't stand by in the face of injustice; instead this person finds a way to make a difference.

A **Bystander** is a person who is present at an event without participating in it.

Questions:

What events during this time period influenced individuals and their decisions? What pressures and/or challenges did they face?

How do ordinary people become *perpetrators*?

What character traits do you believe the *perpetrators* possessed?

Why do you think people often assume the role of *bystander* when faced with challenging situations?

What changes do you think would have occurred during this time period if the *bystanders* had helped the *rescuers/upstanders* in the struggle against the *perpetrators*?

Why do you believe so few decided to be *rescuers/upstanders*?

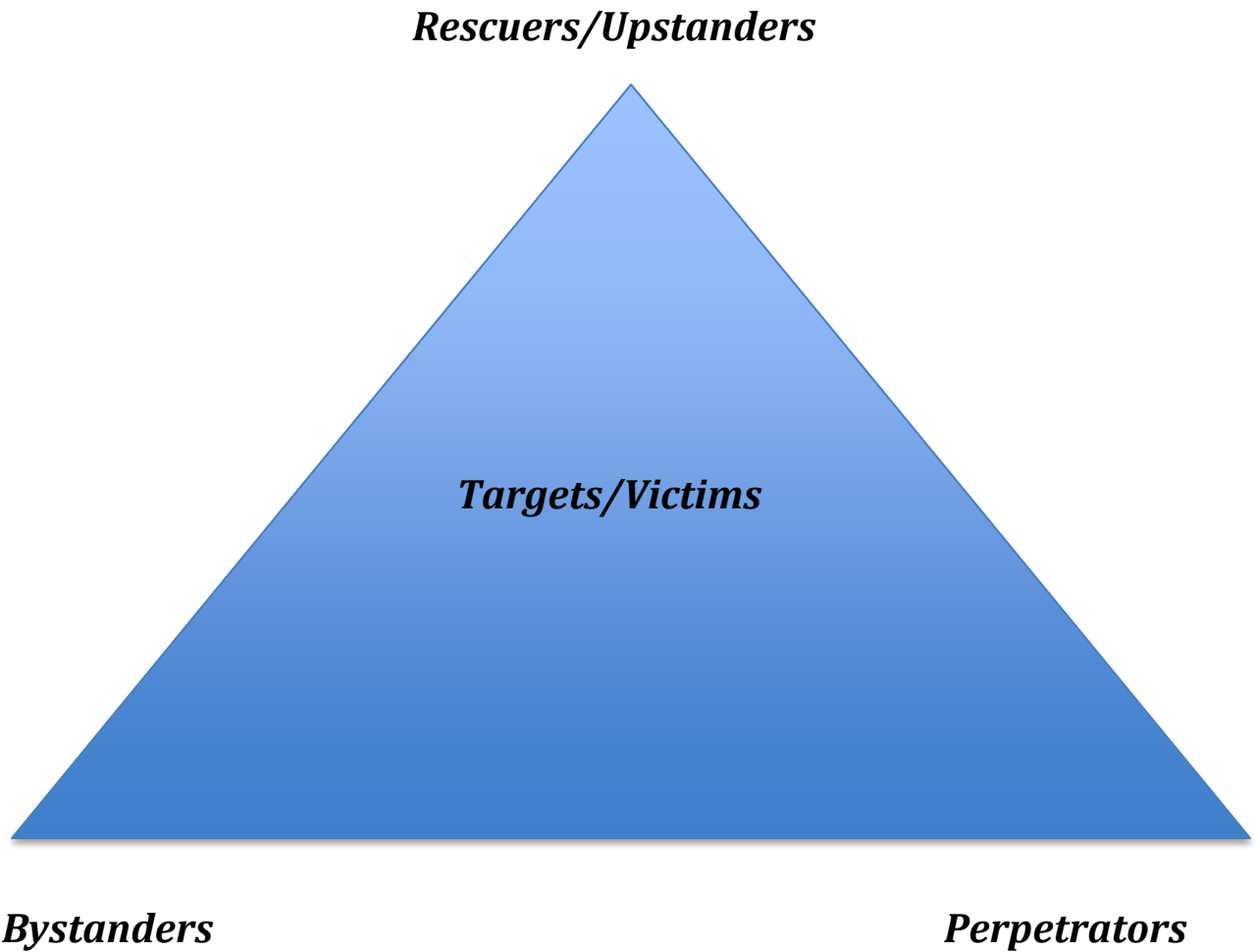
What qualities do you believe the *rescuers/upstanders* had?

Which role do you choose when facing a challenging situation? Why?

What would cause you to become a *rescuer/upstander*?

How do you think society can encourage people to take the role of *rescuer/upstander*?

The Holocaust Museum Houston Triangle



What role do you choose?

The Universe of Obligation Lesson

Objective: Students will explore the circle of individuals whom they feel responsible to protect, reflect upon the concept of “social responsibility,” and discuss how we can begin to expand our own “universes” to include others.

The “Universe of Obligation,” a term coined by sociologist Helen Fein, is a concept used to describe the circle of people whom we feel responsible to protect and care for – individuals whom we should offer help and assistance to during a time of need or when they find themselves in danger. Ask students to consider who is in their “Universe of Obligation” (family, friends, neighbors, classmates, teammates, etc.) by having them complete the “Universe of Obligation” worksheet found on page 22. Once students have completed the worksheet, ask them to consider the following questions:

Questions:

What factors influence the extent to which we feel an obligation to help others? How does the way we view others influence our feelings of responsibility toward them?

In what ways might an individual show others who is part of their universe of obligation and who is not?

Under what conditions might your universe of responsibility shift?

What is the difference between an individual’s universe of obligation and that of a school, community, or country?

What factors influence the way a society defines its universe of obligation? In what ways might a nation or community signal who is part of its universe of obligation and who is not?

What do you think might be some of the consequences for those who are not within a society’s universe of obligation?

In the 1800s, sociologist William Graham Sumner wrote, “Every man and woman in society has one big duty. That is, to take care of his or her own self.” Do you agree with Sumner? Why or why not?

How would you describe your school’s universe of obligation? Your nation’s?

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Brainstorm Activity: Have students reflect on the idea of “social responsibility.” Do we have a responsibility to protect and care for every member of society? What would a society that embodies the principle of “social responsibility” look like? What changes would occur? Have students brainstorm actions they can take to expand their universes to include others.

Social Responsibility – every individual has an obligation to protect and care for every member of society; everyone has a responsibility to act in a manner that is beneficial to society as a whole.

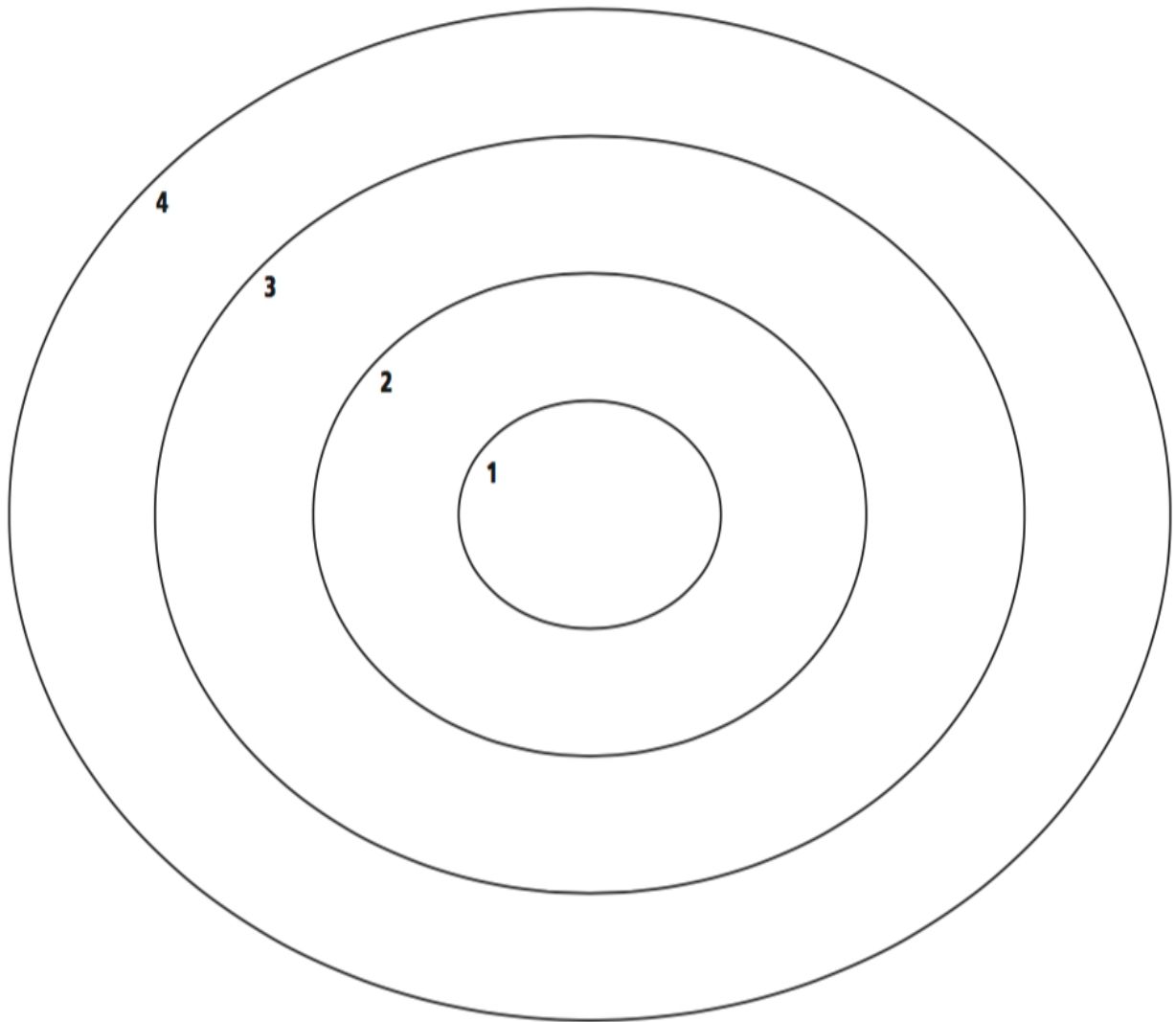
Universe of Obligation

In **Circle 1**, write your name.

In **Circle 2**, write the name of people to whom you feel the greatest obligation – for example, people for whom you’d be willing to take a great risk or put yourself in peril for (you don’t have to write actual names.)

In **Circle 3**, who are the people on the next level? That is people to whom you have some obligation, but not as great as in circle 2.

In **Circle 4**, who are the people on the next level? People to whom you have some obligation, but not as great as in circle 3.

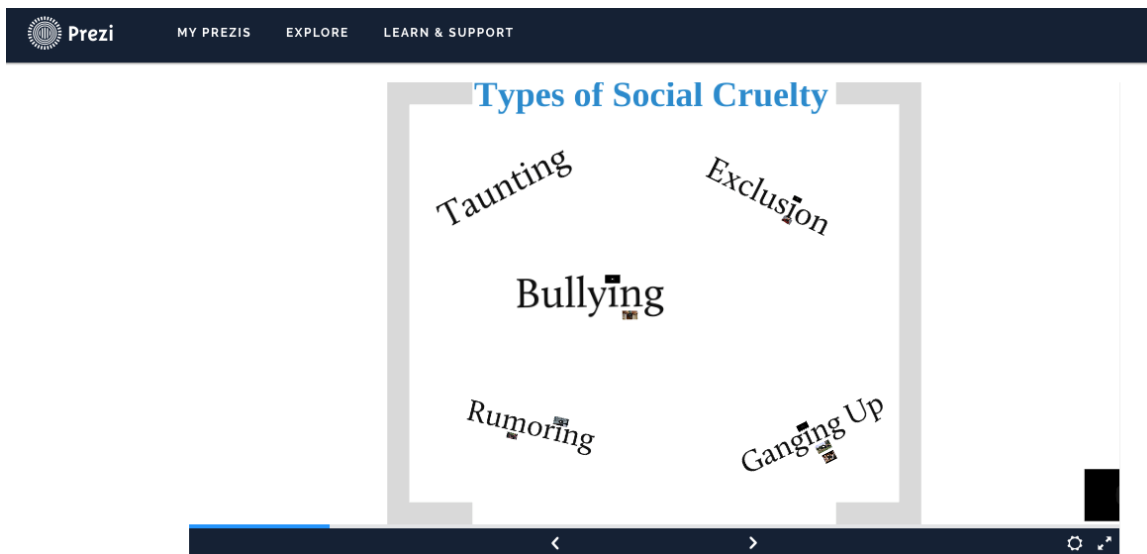
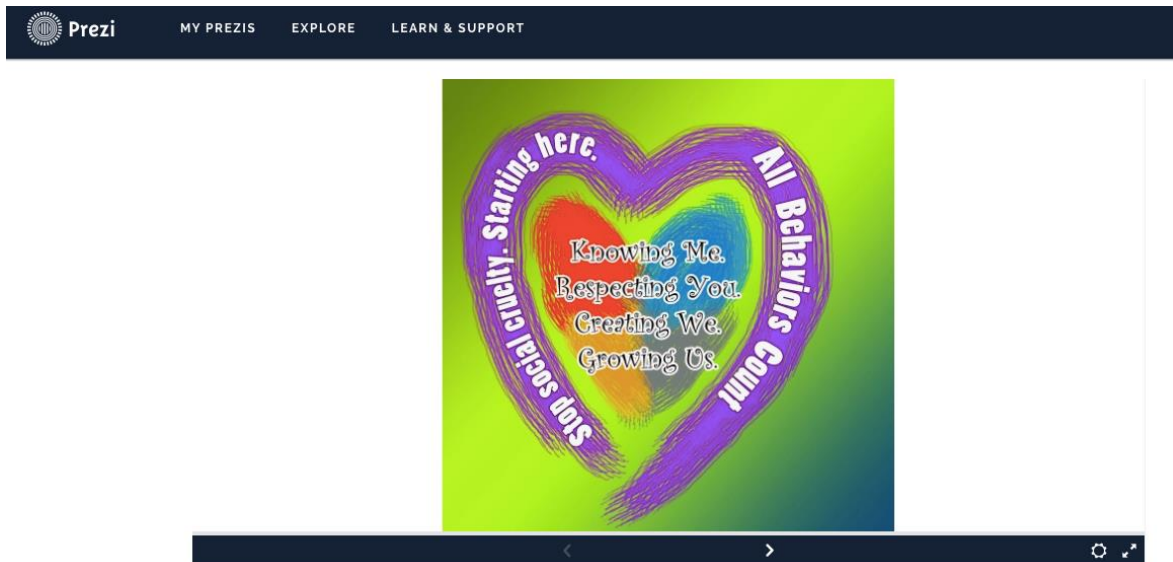


Prezi

Holocaust Museum Houston has created a Prezi platform that could be used to teach the concepts in this curriculum guide. The Prezi is located at http://prezi.com/bjlonw-mbhx/?utm_campaign=share&utm_medium=copy.

This Prezi includes the goals for the program, statistical information, content, and many videos that are referenced in the sections below.

Schools may use this Prezi in face-to-face instruction as fits the needs of the school and within the school's guidelines for education. Prezi does have an app for iPads that permits the program to be viewed on this platform.



Teaching about Taunting

A person can be a victim of *taunting* when called an insulting nickname, when put down for their appearance or performance, when ridiculed for standing out or not fitting in, or when laughed at for what they say or don't know. *Taunting is the act of making fun of a difference in someone to criticize their traits, lessen their social standing, and set them apart socially.* The cruel message is "There's something wrong with you." Taunting is intended to humiliate with insults.

Taunting preys on the *fear of being inferior*: "Something is wrong with me." It undermines the self-esteem of the target.

Goals

Through the activities listed below, students will be able to:

- Define taunting,
- Recognize taunting when it occurs,
- Examine why people use taunting,
- Differentiate taunting from teasing, and
- Develop appropriate responses to this behavior.

Holocaust Survivor Narrative

Walter Kase: "The school that I went to was across the street from a public school, and once in a while, we would have snowball fights and I would hear somebody say something discriminating [...] like "Damn Jews" or ugly things, but I didn't feel this applied to me because I was no different than they were. [...] When the war started, the change from thinking that I was just another human being and then realizing that because I was Jewish that I was really a nothing, somebody to be disposed of at other people's will."

Activities

Introductory Activities

Help students come to recognize what taunting is and how it affects both the perpetrator and the victim. In her book, "The Bully, the Bullied and the Bystander," Barbara Coloroso defines taunting as a verbal attack that is based on an imbalance of power. It is intended to harm the victim by lessening their sense of self-worth. It can bring on fear of further taunting – especially as it continues when the victim becomes distressed or objects to the taunt.

Taunting is very different from teasing. In teasing, the teaser and the person being teased can swap roles with ease. There is no intention to hurt the other person and the basic dignity of everyone involved is maintained. Both parties are meant to laugh, so teasing will discontinue when the person being teased becomes upset or objects to the teasing.

By distinguishing between taunting and teasing, the teacher or administrator is prepared to handle the common defense made by people who taunted: "I was just teasing." As Coloroso states, "Teasing is a fun thing you do with friends – with people you care about. Taunting is a choice to bully someone for whom you have contempt." This is often the difficult difference for people to make: in teasing, the behavior stops when there is an objection. It may be that the person who said the "tease" did not know it was perceived as a "taunt" – and so they stop and may even apologize. In taunting, the behavior continues precisely because of the negative reinforcement the behavior receives.

It is often helpful if the teacher models the difference between teasing and taunting with a personal story. For example, there could be examples from a person's childhood (teasing a sibling versus times when the same sibling was taunted) or from a piece of literature read that left a lasting impression.

Reinforcing the Concept with Media

By highlighting commercials that use social cruelty to market their products, students are able to identify behaviors in a safe way. The following commercials can be used to illustrate examples of taunting:

Snickers Super Bowl Ad with Betty White: <https://youtu.be/VLy4qzV1gL0>

Have students examine why relating a friend's performance to one like Betty White would be a form of taunting – especially as the friend responds, "That's not what your girlfriend told me" – and why taunting was used in this scenario. It could even be noted that the girlfriend in this clip plays the role of an upstander as she defuses the escalating anger through her interruption of what is occurring (by offering the candy bar). [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Dikembe Mutombo Geico Ad: <https://youtu.be/NO6n-aT3Fhg>

Have students discuss why his actions are more in line with taunting than teasing. Ask students to consider the reactions of the individuals being targeted with taunting. How do bystanders react to this harmful behavior? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

The First Heckler Geico Ad: <https://youtu.be/Ar0XDGNywbY>

Have students notate examples of taunting they noticed in the commercial. What harm behavior or language does the individual taunting use? Ask students to reflect on the reactions of the crowd. What role do they play in this situation? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

After viewing these clips a few times, have students discuss different ways the conversations could have gone – in other words, have them rewrite the script of the commercials to not use socially cruel behavior.

Class Activity

Break your students into small groups with each group creating two role-play scenarios. One scenario should demonstrate what teasing is, the other what taunting is. The groups should create a script that does not use real situations. It is suggested that the students adopt characters from popular TV shows and role-play *as those characters*. This prevents students from using the activity to taunt a fellow student in front of their peers. As the groups present in front of the class, reinforce the purpose of the assignment: differentiating between teasing and taunting.

After this activity, have students create a two-column sheet of paper. In one column, the students should write words or phrases they consider teasing when heard. In the second column, the students should write words or phrases they consider taunting. Use these charts to create word clouds (an excellent resource for this is www.wordle.net) and discuss where terms overlap. Page 27 has a sample wordle created from responses by students in grades 5 – 7. Ask students to select one to three words/phrases to stop using in the school setting or when with friends. Check in with them periodically to see how things are going and whether new words or phrases should be added.

Responding to Taunting

As hard as it may be, the first step in responding to being taunted is to choose to be seen as a *target* and not a *victim*. This thought process is necessary to remove the damaging loss of self-esteem that can occur as a *target* may recognize that the statements are not about them; a *victim* begins to believe the statements.

There are a variety of responses that a person can use in responding to taunting. It is important to avoid one-liners as a response as these agitate the person taunting more so than they defuse the situation. The key is to respond as an assertive, but not aggressive, person. In developing responses, consider first how the person taunting predicts their victim will respond. Then consider how one could disrupt that expectation. For example, if the person taunting seems to expect tears or to make the person upset, laugh instead and make it a joke or walk away/ignore the remark. In walking away, it must be clear that the victim isn't submitting to the person's demands, but instead making an empowered choice to not engage in the aggression. These are some other possible responses:

- Shrug it off and dismiss the insult.
- Act as if they don't understand the point.
- Call the person taunting on the taunt ("Are you finished being mean?").

Note that ignoring a remark sounds simplistic but in reality is a very difficult thing to do. Starting on page 28 is a handout you could use to review responses to taunting with your students. It would also be helpful to review the ignoring tactic from time to time with your students.

Students must know these tactics will not always work. After all, the target or victim is not to blame for the aggressive act of taunting and cannot control every instance in which it occurs. If they can take some of the power back that is being taken from them, they will increase their resiliency and be better prepared if an encounter presents itself in the future.

Curricular Connections

Social Studies: Have students analyze slogans used by candidates during political campaigns or countries during times of war. How does the taunting affect the social and political climate? How does it affect the way people view "the other?"

It might also be helpful to review some of the psychological principles of behaviorism, notably positive and negative reinforcements to behaviors.

Literature: As appropriate, have students consider the role that taunting plays in the narratives and plot lines of the novels, poems, or prose that they read.

Art: Have students create imagery or sculptures that reflect on the effects of taunting, using the Holocaust survivor narrative given above or another appropriate source.

Responses for Taunting

When confronted with taunting, stop and think about what is happening. Taunting tells more about the perpetrator than the target. The perpetrator is most likely feeling insecure and wants to make someone else feel inferior. The perpetrator may also be trying to get others to do what they are doing so they can feel popular. Remember that the perpetrator wants a reaction from you. Try to avoid giving one that reinforces the bad behavior.



1. If you are being taunted, think about what is the best response.

- Remember: you are not to blame for being taunted and should not feel ashamed, as you've done nothing wrong. You didn't ask for this; you don't deserve this. Take away part of its power to hurt you: don't take it personally.
- Ignore now (although you may want to talk to a friend about how you felt later). Note: Ignoring is one of the most difficult tools to master. Reacting is sometimes easier because it feels like instinct (natural). It will take a lot of practice to make ignoring work. You may want to think of a positive thought to have when you need to use this tool, so you can forget what you're hearing and not react to it. Don't forget – you must be constant/consistent in this response or it won't work. The person will just attack until you do react, if they think a reaction is possible.
- Block the taunt by responding calmly and assertively [boldly] to it with a statement of fact or a redirection of the taunt. Anger will most likely escalate the situation so staying calm is key. If you can't be calm, try the ignore tool.

2. If a peer is being taunted, think about how you can help. There are 4 Bystander Intervention methods you can use to offer support and assistance to someone who is being targeted. The Four D's of Bystander Intervention:

- **Direct:** When you see someone being targeted, you can confront the harasser and let them know that what they are doing is wrong. "Direct" involves direct intervention: approaching the harasser and telling them to stop what they are doing. This can be risky and is not always the safest method. The harassment may be redirected at you, so do not feel compelled to employ this method if you feel uncomfortable or unsafe.

Example: You're walking down the street and you noticed someone picking on another person. You can go up to the person who is engaging in harmful behaviors and say, "Leave them alone. That is disrespectful." When this tactic is employed, keep the message short and succinct. It's not physical; it's verbal. It's you setting the boundary and speaking up because the target might not feel comfortable doing so.

- **Distract:** This is an indirect intervention. If you witness someone being targeted, go up to the target and talk only to them. The "distract" tactic involves approaching the target instead of the harasser. There are many ways to create a distraction in a situation like this that will help de-escalate the potential for further harassment or violence.

Example: You see it happening, you go up to the person or people being targeted, and you say something general, like "Do you have the time?" "I'm a bit lost. Where's

this street?" Or pretend to be someone's long lost friend or pretend that you went to camp with them. The person who's being targeted often picks up on it very, very quickly. They'll know that when you approach them and ask them some random unrelated question that you are, in fact, intervening and helping the situation. The harasser is unlikely to engage any further.

- **Delegate:** Depending where you are when you witness harmful behavior, you can ask for a third party to help. It can be a teacher, counselor, school staff, bus driver, parent, friend, or anyone else around. To "delegate" means to call for help when you do not feel comfortable intervening yourself, preferably to an authority figure if available.
- **Delay:** If you see someone targeted with verbal harassment or non-verbal gestures such as leering/staring someone down, ask them afterward if they are okay. It's powerful. People may notice these negative behaviors but may not feel like they are able to do anything in the moment. Asking the person being targeted if they are okay after the harassment occurs helps them feel less alone. If bystanders do or say nothing, the targeted individual will be even more traumatized. In this climate, this is needed more than ever. This tactic should be used in situations when it feels like you can't do anything else.

Example: Check in with the targeted person after the harasser has moved on. Even just asking "Are you okay?" "Can I get you some water? Can I do something to help you? Can I accompany you to your destination?"

Being an upstander is a choice that is not always easy. Dr. Martin Luther King, Jr. said,

"Cowardice asks the question: *is it safe?*

Expedience [convenience] asks the question: *is it politic* [advantageous]?"

Vanity [pride] asks the question: *is it popular?*

But conscience asks the question: *is it right?*

And there comes a time when one must take a position that is neither safe, nor politic, nor popular – but one must take it because it's right."

It is especially important to report taunting when it is unrelenting (never stops) and when something unsafe is going on, like threats or violence.

Teaching about Rumoring

A person can be a victim of *rumors* when others circulate scandalous notes, make up and tell mean stories (in person, over the phone, or via the Internet) about a person to create a false impression they will have trouble living down, or reveal and distort a secret trustingly told in confidence. *Rumoring is the act of using gossip to spread lies or secrets about another person that lowers their social reputation.* The cruel message is “You can’t control the bad things that people say about you that others are ready to believe.” Rumoring is intended to slander with confidential truths or blatant lies.

Rumor preys on the *fear of defamation*: “People say mean things about me.” Rumoring slurs a person’s reputation.

Goals

Through the activities listed below, students will be able to:

- Define the behavior of rumoring,
- Recognize it when it occurs,
- Examine why people use rumors,
- Consider the dangerous effects of rumors, and
- Develop appropriate responses to this behavior.

Holocaust Survivor Narrative

Bill Morgan: “The churches basically preached that the Jews killed Christ, and they got the parishioners ready at the churches to hate us or whatever they could do to attack us.”

Activities

Introductory Activities

Have students consider the danger of rumoring or gossiping through a reading of “Feathers in the Wind” (see page 34). Lead a class discussion on what the parable means by comparing rumors to feathers that have scattered in the wind. It is very helpful if you have actual feathers to show students how they can scatter via a breath or fan.

The “Telephone Game” is another great activity that demonstrates the harmful impact of rumoring or gossiping. Have students form a line and whisper a message to the first person in line (for example, “I like apple pie” or “It’s raining outside”). Instruct the students to pass the message along by whispering it in the ear of the person next to them. Remind students that the message can only be repeated once and must be whispered. The message will move down the line from person to person until it reaches the end. Have the last person in line repeat the message they heard out loud and compare it to the original message. Through this activity, students can reflect on how quickly information spreads from one person to another and how these messages (rumors/gossip) change over time – information often gets distorted when people add or remove parts of the story (on accident or on purpose) and are often inaccurate because people do not hear information correctly or misunderstand what they heard.

Reinforcing the Concept with Media

By highlighting commercials that use social cruelty to market their products, students are able to identify behaviors in a safe way. The following commercials can be used to illustrate examples of rumoring:

Meerkats Spread Office Gossip Geico Ad: <https://youtu.be/vE-FRVSpRoY>

Have students discuss how quickly the gossip spread around the office. How was the information passed from one person to another? How did she react to having this private information made public? How will she be treated differently now that the office knows her personal business? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Do What's Right – Better Internet Campaign Ad: <https://youtu.be/SbB4Mo3MnVo>

Have students consider how social media was used to spread rumors and gossip. How were the targets treated as these rumors spread around? What negative impact did these online comments have on the targets in real life? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Make it Happy Coca-Cola Ad: <https://youtu.be/1AeG8tCzTGw>

Have students highlight examples of cyberbullying from the commercial. How did these online comments affect the targets in real life? What changes occurred once these negative behaviors shifted to positive behaviors? What is the significance of the statement “The World is What You Make it?” How does this message relate to the concept of social cruelty and being an Upstander? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

After viewing these clips a few times, have students discuss different ways the conversations could have gone – in other words, have them rewrite the script of the commercials to not use socially cruel behavior.

Class Activity

Ask students to provide examples from TV shows or movies that exemplify rumoring or gossiping. Using these scenarios, have students role play the actions they witnessed in the scenes and the reaction of the person being targeted. Have students relate the effects of rumoring to the parable read at the beginning of class.

Rumoring is one of the major bullying behaviors reported by students. Its prevalence has been greatly enhanced through the use of social media. Have students consider a time each has used rumoring or gossip. Using the clip art feather on page 35, have the students create a visual representation of each person's gossiping. On the front of each feather, have students briefly describe a rumor or gossip they created or repeated (without using the name(s) of the target(s)) and the impact/consequence this had on the targeted individual(s). On the back of each feather, have students write an apology to the person who was the target of that rumor. Once finished, have students deposit the feathers in a special receptacle (perhaps a decorated box) with the agreement to not create or repeat gossip/rumoring in the future.

Responding to Rumoring

This animated video helps students differentiate helpful information from harmful rumors and encourages students to stop and think before they share rumors with others: <http://www.youtube.com/watch?feature=endscreen&NR=1&v=Rj-zseUqQxk>. The “Triple Filter Test” asks students to consider the following three questions before they spread personal information about someone else: Is what I'm hearing true? Is it good? Is it useful? If the information

passes **all** three filters, it can likely be shared with others. If the information does not pass **all** three filters, it should not be shared with others. A notetaking device is included in this section for you to use while students view this film (page 36).

After viewing the video, ask students to create scenarios in which they use the “Triple Filter Test” to separate helpful information from harmful rumors. Have students provide examples of both hurtful rumors that should not be shared and positive information that can be shared with others. In the scenarios that feature harmful rumors, have students brainstorm actions they can take to stop this rumor from spreading and/or how they can help the targeted individual (they can refer to the 4 D’s of Bystander Intervention found on page 28). It is suggested that students use characters from popular TV shows or movies in their scenarios to prevent students from using this activity to target a fellow student in front of their peers. Once all of the groups have finished, have each group act out their scenarios in front of the class and discuss bystander intervention methods they can use to be an Upstander in that situation.

Example: Will Byers is waiting afterschool to be picked up by his mom – she was supposed to be there at 4 PM but it’s already 4:30 PM and she still hasn’t arrived. His friend, Mike Wheeler, checks his phone and sees that the school just posted an update on their Twitter feed – there is a traffic jam in front of the school because of construction issues so car riders can expect an hour delay in getting picked up. Mike shows the notification to Will and says that his mom is probably late because of the traffic jam and asks him if he wants to play a game of Dungeons and Dragons while they wait for her to get there.

True? Yes – the school posted a notification on their official page stating there was an hour delay because of construction issues.

Good? Yes – they aren’t spreading hurtful information about anyone; it’s just information about a traffic jam.

Useful? Yes – it’s helpful to know that his mom is running late because of construction issues; he doesn’t have to worry about where his mom is and can spend more time hanging out with his friend.

Example: Dustin Henderson and his friend Lucas Sinclair are in the AV room working on a project when a classmate walks in and says, “Did you hear that Maxine isn’t going on our field trip because she is grounded for skipping class last week?” The classmate then sees one of his friends walk by and repeats the rumor to them.

True? Not Sure – maybe Maxine isn’t going on the field trip because she is sick or going out of town. We don’t know where the classmate got this information from either – it’s possible they misunderstood what happened, received false information, or made it up because they are upset at Maxine.

But even if it IS true, is it...

Good? No – personal information is being spread about someone without their permission; it wasn't their business to share. If this rumor is spread around, classmates might start picking on Maxine.

Useful? No – people don't need to know why Maxine isn't going on the field trip.

Bystander Intervention Strategies: Direct – they can tell their classmate to stop spreading that rumor. Distract – they can change the conversation to something else while mentioning to their classmate that they shouldn't spread other people's personal business around like that. Delay – they can tell Maxine they are sorry for what that classmate said about her and can be a support system for Maxine.

It is important to stress to students that any information pertaining to the safety and wellbeing of students can be shared with appropriate authorities. If someone is in danger, their safety and health is of the highest priority.

Curricular Connections

Social Studies: Explore the use of rumors or gossip in political campaigns. There are many web resources that have links to mudslinging political ads. Have students consider what the real message of an ad is and then consider its implications in political debate.

Students can also encounter the dangers of rumoring on a large scale in terms of their use as a causal factor for war. Ask students to consider how rumoring has effected world history from specific wars to governments being overturned.

Literature: Select one of the many children's books on gossip. Have students create their own book about the dangers of rumors or gossip for the entry grade level of your school.

Art: After having students read the "Feathers in the Wind" parable, have them create an artistic rendition of the meaning of this piece. These drawings could then be displayed in the cafeteria during lunch as a reminder of the dangers of gossip.

Feathers in the Wind

There is a 19th century folktale about a young fellow who went about town slandering the town's wise man. One day, he went to the wise man's home and asked for forgiveness. The wise man, realizing that this man had not internalized the gravity of his transgressions, told him that he would forgive him on one condition: that he go home, take a feather pillow from his house, cut it up, and scatter the feathers to the wind. After he had done so, he should then return to the wise man's house.

Although puzzled by this strange request, the young man was happy to be let off with such an easy penance. He quickly cut up the pillow, scattered the feathers, and returned to the house.

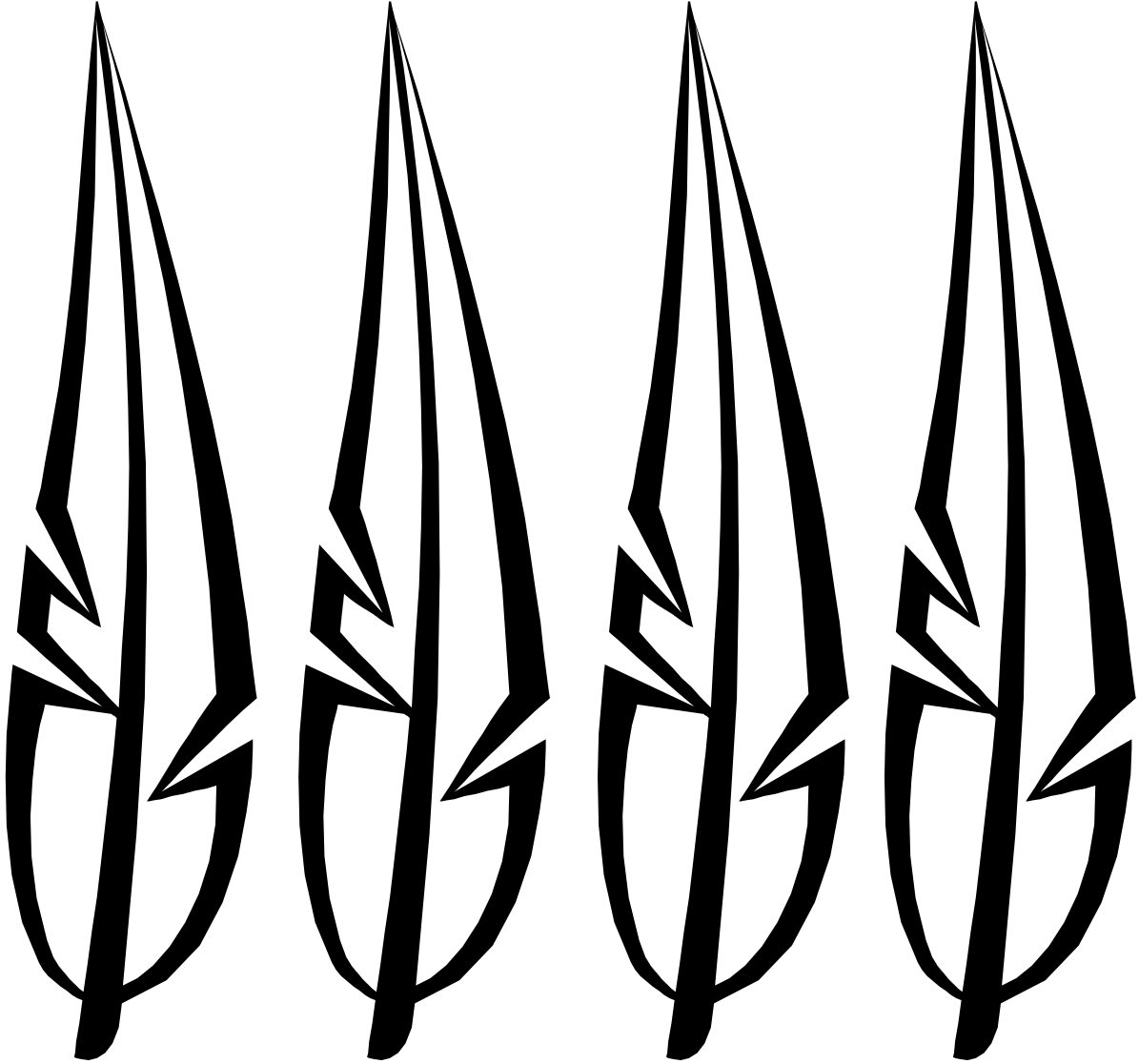
"Am I now forgiven?" he asked.

"Just one more thing," the wise man said. "Go now and gather up all the feathers."

"But that's impossible. The wind has already scattered them," he said.

"Precisely," the wise man answered. "Although you may truly wish to correct the evil you have done, it is as impossible to repair the damage done by your words as it is to recover the feathers. Your words are out there in the marketplace, spreading hate, even as we speak."

How interesting it is that we, as human beings, so quick to believe the bad that others say about someone; so accepting of the "news" contained in print and television tabloids; and so ready to assume the worst regarding another's actions actually allow ourselves to believe that the evil "we" spread about someone won't really matter. It's incredible that we can't seem to immediately and resolutely accept the fact that the gossip we speak can, and often does, cause significant damage to another person.



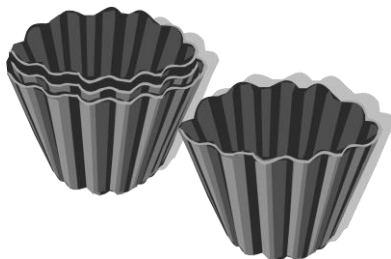
The Triple Filter Test



Truth



Goodness



Usefulness

Teaching about Exclusion

A person can be a victim of *exclusion* when students ignore them in class or at work, deny them a place at the lunch table, see that they are not included in gatherings outside of school or work, shun classroom or work contact so they feel isolated, or expel them from membership in their group. *Exclusion is the act of refusing to let someone associate with others or join a group.* The cruel message is “You don’t belong.” Exclusion is intended to isolate with rejection.

Exclusion preys on the *fear of isolation*: “I have no friends.” It accentuates loneliness.

Goals

Through the activities listed below, students will be able to:

- Define the behavior of exclusion,
- Recognize it when it occurs,
- Examine why people use exclusion, and
- Develop appropriate responses to this behavior.

Holocaust Survivor Narrative

Walter Kase: “All of the Germans that lived in my hometown [Lodz, Poland], many of them who were friends of my parents before the war, all of a sudden were even scared to talk to us and avoided us.”

Activities

Introductory Activities

This brief role play activity can help students identify the non-verbal ways in which people can feel included or excluded. Prior to the class session beginning, select playing cards to reflect the number of students in your class: choosing some low-value cards, some middle-value cards, and fewer face cards. At the beginning of class, explain that this will be a silent activity. Hand out the cards – one to each student – face down. Tell the students that they may not look at their cards. Have the students stand and hold the cards facing away from themselves, so that their peers can see the card although the card’s “owner” cannot.

Have the students walk around the room with the cards. They are to respond to their peers based only with what is on the cards. The holders of the face cards are the “elite” – they should be greeted with smiles, pantomimed joy, and attempts to join them/hang out with them. The holders of the middle-value cards are “just okay.” The holders of the low-value cards are to be frowned at or shunned. Students should try to figure out the group they belong to and continue to be with their card-assigned peer group.

After about 4 – 6 minutes, have the class stop the activity and remain in place. Have the cardholders look at their cards. Ask if they could tell what type of card they had. Follow up with what their initial reactions were based on how their peers were looking at them. Have the students note that through no verbal communication at all they managed to find their associated peer groups. Ask them how this fits into regular school behaviors – in the lunchroom, with student clubs, etc.

Allow students to return to their desks and journal about the activity and what they think it means to them personally and if there were any lessons in it for them. Finish the activity with a discussion on how to work towards being more inclusive in our peer groups and how to avoid the subtle clues of telling others, “you don’t belong.”

Note to teachers: an excellent extension to this activity is using Teaching Tolerance’s “Mix It Up” lunch activity. See <http://www.tolerance.org/mix-it-up/get-started> for more activities and resources.

Reinforcing the Concept with Media

By highlighting commercials that use social cruelty to market their products, students are able to identify behaviors in a safe way. The following commercials can be used to illustrate examples of exclusion:

State Farm Dap Ad: <http://vimeo.com/20622916>

Have students discuss how exclusion played out between these friends? Although the friends’ actions may have seemed insignificant or “not a big deal” to them, how did the friend react to being left out? Have students pay close attention to the use of the word “us” in this video. [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Ice Cream Ally Bank Ad: <https://youtu.be/TxEqmRg-YzM>

Have students reflect on examples of exclusion in this video. What was the emotional response of the boy who was being excluded? How did the message of “you don’t belong” affect the character? When the second boy is included in the group but notices that the first boy is being left out, how does he respond? Does he, the bystander, take any actions to help the boy not be excluded? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

After viewing these clips a few times, have students discuss different ways the conversations could have gone – in other words, have them rewrite the script of the commercials to not use socially cruel behavior.

Class Activity

Rumoring is often utilized to exclude another person. Follow up from the rumoring activity and ask students to again provide examples from TV shows or movies that exemplify exclusion. Using these scenarios, have students role play the actions they witnessed in the scenes and how the situation could have been altered to be inclusive.

In the second role play, students are implementing a concept that sociologist Helen Fein calls the “Universe of Obligation.” All of us have a universe of obligation: a belief that there are people to whom we should offer help and assistance when they are in a time of need. Ask students to consider who is in their own universes of obligation: family, friends, neighbors, etc. (see pages 21-22 for Universe of Obligation lesson). Students can create a chart in which they trace their hands and write the names of the individuals who live inside their universe of obligation. Then have the students consider and discuss who is not in their universe of obligation. Ask about what would be involved in extending their universe.

The following commercials can be used to exemplify the concept of extended universes that include others:

Canadian Wheels Ad: <https://youtu.be/pFuWUiHo-WI> [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Create Courage – Rogue One: A Star Wars Story Ad: <https://youtu.be/nZC4mXaosxM> [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Liberty Mutual Pay It Forward Ad: <https://youtu.be/L5ya8I-jyK4> [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Life Vest Inside Kindness Boomerang Ad: <https://youtu.be/nwAYpLVyeFU> [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Responding to Exclusion

There are often differences in how groups exclude members: some tend to be more physically aggressive while others tend to use social rejection as a method. One of the key difficulties in addressing exclusion is that adolescents strive to be popular and to achieve that can come at a cost.

Students should consider that it is okay to have a few good friends. Although not apparent while in school, this is more of the adult model of life. It is also often helpful if students are involved in multiple activities that focus on their varied interests – in this way, there is always a group to which they belong.

Help students to recognize what a good friend means – ask them,¹

- “Do you like how the other person treats you in the relationship?”
- “Do you like how you treat the other person in the relationship?”
- “Do you like how you treat yourself in the relationship?”
- “Do you like how the other person treats them in the relationship?”

It can also be helpful to ask students to consider how their behavior can lead to them being excluded: being bossy, pushy, insensitive, shy, or unresponsive can lead to others not asking them to join in a group.

If the school has the opportunity to talk with parents, they might want to explain that taking a cell phone or Internet privileges away from a student can lead to their being excluded because they will lack social information that is occurring during the time of the punishment. A difficult situation can develop if a girl asks her friend about a boyfriend, only to find out they broke up – her friend may think she was taunting her, when it was just a situation in which she didn’t know.

Have students learn about the student led initiative “We Dine Together” that was created at one Florida high school in response to exclusion. As students watch the following video, have them consider the impact this club has had on the students and ask them to brainstorm ideas on how they can combat exclusion at their school: <https://youtu.be/lfiI5Rw6dBQ> [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Curricular Connections

Social Studies: Have students examine migration patterns for groups of people and consider how the groups were either excluded from their original location or faced difficulties of exclusion when they arrived at a new location.

Students can also examine laws introduced to exclude members of a group from the rest of society (i.e. Nuremberg Laws, Jim Crow laws, etc.). Have students analyze the impact these laws had on the

¹ Pickhardt, page 133 (2010).

targeted group and the rhetoric that was used to classify the targeted group as an “other” or as “us vs. them.”

Literature: In many young adult novels and prose works, there is a theme related to exclusion. Select some short stories that relate to this topic and have students read them.

Art: Ask students to consider what exclusion looks like and then depict it with charcoal or pencil drawings. Then ask them to draw on the opposite side of their paper what inclusion looks like using colored pencils or chalks.

Teaching about Ganging Up

A person can be a victim of being *ganged up on* when no one is on their side or when multiple people verbally or physically use any of the other four kinds of social cruelty to attack a single person. It creates a sense of camaraderie between the attackers and extreme vulnerability in the object of their attack. *Ganging up is the act of the many using their greater numbers to torment one particular person.* The cruel message is “You have no friends to support you, only enemies against you.” Ganging up is intended to pit the group against the individual.

Ganging up preys on the *fear of persecution*: “Everyone has turned against me.” It makes one feel like a social outcast.

Goals

Through the activities listed below, students will be able to:

- Define the behavior of ganging up,
- Recognize it when it occurs,
- Examine why people use the behavior of ganging up, and
- Develop appropriate responses to this behavior.

Holocaust Survivor Narrative

Walter Kase: “I remember wearing my star on the front and on the back, and I was approaching two boys who were wearing the Hitler *Jugend* [Youth] bands, German boys with the swastikas on their arms, and I was crossing the street facing them; and when I passed them, one of them picked up a rock and threw the rock and hit me in the head, and I went running home crying that I didn’t do anything wrong, that I just walked by there, and why would somebody hit me with a rock? And my parents – my mother explained to me at that time how things were going to be, that when I see them I should step off the street.”

Activities

Introductory Activities

Ask students to consider the concept of personal space. One group of students could be asked to volunteer the idea that there is a distance we all wish to have between ourselves and another individual. Discuss why this space is desired and how it relates to a feeling of safety. Then ask students to consider how proximity is not the only time people need to feel safe – we need this in our social relationships as well.

Ask students to consider a time when they felt a group of people (friends, family, strangers) were picking on them, talking about them, or working together to make them feel bad. Have students journal about this or draw an image that conveys their feelings when this happens.

Reinforcing the Concept with Media

By highlighting commercials that use social cruelty to market their products, students are able to identify behaviors in a safe way. The following commercials can be used to illustrate examples of exclusion:

Don't Fight Microsoft Phone Ad: <https://youtu.be/0-U4Yr9UNBo>

Have students discuss how these two groups "ganged up" on each other. How did they create an "us vs. them" environment? What other forms of social cruelty were used throughout the video? How did the bystanders react to this behavior? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Hyundai Santa Fe Ad: <https://youtu.be/XWbJK7eY51o>

At the beginning of the commercial, how was the young boy "ganged up" on? How did the dynamics change once the boy arrived with his group of friends? How did they respond to the initial injury? Did they end up using social cruelty to respond to this situation? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

Rattlesnake Travelers Insurance Ad: <https://youtu.be/FeJwuOhprt4>

How did the rattlesnake "gang up" on the rabbit at the beginning of the video? How did their roles reverse? What was the rattlesnake's reaction to being "ganged up" on? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

After viewing these clips a few times, have students discuss different ways the conversations could have gone – in other words, have them rewrite the script of the commercials to not use socially cruel behavior.

Class Activity

Have students research TV shows, movies, and music videos that show examples of ganging up and have them present these clips to the class. (For example, this lunch scene from the movie "Mean Girls" - <https://youtu.be/hcwyrLDwFSM>; this prom scene from the movie "Never Been Kissed" - <https://youtu.be/yksOJ29LZvk>; this school hallway scene from the movie "I Am Number Four" - <https://youtu.be/AlPRgegf7Zo> *if the links become inactive, try Google searching the clips.)

Ask students to rewrite the scene so the characters respond to "ganging up" as an active Upstanders. Students can act out the scene, create their own video, or use storyboards that can be displayed in their classroom or school.

Responding to Ganging Up

Often when a friend or child reports the experiences of ganging up, they will say things like, "I have no friends" or "Nobody likes me." These are dangerous comments that need to be addressed to remind the person of the dangers of internalizing the behaviors of others as true. A person does not have to treat themselves badly just because others do so. Another danger is to be aware of revenge fantasies.

Ask students to state exactly who is involved in the ganging up. It is often a few people who speak and a larger group of onlookers. Also, not everyone joins in – note who does not join in. Return to the responses for exclusion – selecting true friends and expanding universes of obligation.

It can be difficult for some to break away from a group and help a child who is being targeted by a group. After all, it is breaking unwritten social rules (social obedience and social conformity) and can make the helper a future target. By role playing how to help, it may help to build empathy for targets and strengthen the likelihood that people will step in.

Curricular Connections

Social Studies: Alliances between nations are often developed out of security or economic needs. There have, however, been many times when alliances have led to one group feeling threatened by another. Explore these issues as they relate to the history being studied during the time period you are presenting this topic. You could also examine attempts to lessen the effects of alliances through international organizations.

Literature: Have students consider novels in which gangs are central to the narrative – for example, “The Outsiders” by S. E. Hinton. Discuss with students how identifying with one group and participating in that group’s behaviors against another group can escalate into violence.

Art: If your school does not require uniforms, have students create paper dolls of the different cliques at your school. These can be completed collage style using magazines or print outs from the Internet. Have students use these dolls to discuss the ways groups gang up on individuals and others. Then have them design a “universal look” that exemplifies the movement to get along with others and include them in a universe of obligation.

Teaching About Bullying

A person can be a victim of *bullying* when possessions are stolen or vandalized, when threats are made “to get you after school” in person or over the phone, when they are verbally attacked over the Internet, or when the person is routinely hit or shoved or beaten up. *Bullying is the act of verbally or physically intimidating, injuring, coercing, or dominating another person.* The cruel message is “You can be pushed around.” Bullying is intended to frighten with threatened or actual harm.

Bullying preys on the *fear of weakness*: “I’m unable to stand up for myself.” It increases a sense of impotence.

Goals

Through the activities listed below, students will be able to:

- Define the behavior of bullying,
- Recognize it when it occurs,
- Examine why people use bullying, and
- Develop appropriate responses to this behavior.

Holocaust Survivor Narrative

Bill Morgan: “We were perhaps a group of Jewish kids that went to school. And during the religious hours, they had a Catholic religious hour, we stayed out, naturally, and I recall when the bell rang and they were out of the religious hour, they attacked us constantly. We dreaded to see that religious hour because we knew we had to be on our feet then and run.”

Activities

Introductory Activities

Review the introductory survey with your students once again. Identify the top three to five behaviors the students feel are the most serious at their school or within their community. Using chart paper, have students write actual examples of these behaviors using pseudonyms or initials. Lead a discussion on what behaviors should be expected and how they feel the negative behaviors identified can be altered through policy.

Reinforcing the Concept with Media

By highlighting commercials that use social cruelty to market their products, students are able to identify behaviors in a safe way. The following clip from the TV series “Glee” exemplifies the actions of bullying:

“Glee” Bully Scene: https://youtu.be/XCK6hxed_Kg

Have students discuss the power dynamic involved between the target and perpetrator. How did the perpetrator elevate herself above the target? Did the perpetrator use threatened harm to frighten the target? [Note: if the link becomes inactive, try Google searching the name of the commercial.]

After viewing each clip a few times, have students list the different behaviors of bullying they seeing in this and other TV shows that use school settings. Ask students to discuss why these behaviors are so important in the plot lines of each TV series and how they could change some of the episodes to be just as good without the bullying behaviors.

Class Activity

Ask students to review their school handbook and align those policies with the behaviors they have identified in the introductory activity section. Break the students into three to five groups (depending on the number of behaviors identified) and have students draft expectations that could be added to the handbook or review the “punishments” to identify if they meet criteria to reduce those behaviors. The groups should then draft a formal request to the school leadership (student government or principal) for a consideration of revisions to the handbook to address bullying.

Have students watch and reflect on the spoken word poem by Shane Koyczan called “To This Day:” <https://youtu.be/ltun92DfnPY> **if the link becomes inactive, try Google searching the name of the video.* Have students discuss the types of social cruelty they noticed in the video and the impact these behaviors had on the targeted individuals – how did they react as it occurred and what were the lasting impacts even after the bullying was over. Ask students to consider what would have happened differently had bystanders spoken out when they saw these harmful behaviors happening. Students can create their own poem in response to what they learned and can perform it in front of the class or animate their poem through media (i.e. music, video, or film).

Responding to Bullying

In each section of this guide, there have been ideas about how to respond to bullying. It may be helpful to review many of the skills or concepts previously discussed. Students are often at a loss as to how to express when bullying occurred so that they feel understood. By teaching or reinforcing past lessons of using “I” messages, students can develop or master the skill of communication. The information that follows is designed to help teach about “I” messages.

Start using “I” messages. Take a moment to organize your thoughts, feelings, and needs before you talk to someone. It also helps if you pick a time when you and the person(s) with whom you’re having a conflict can all have time to respond. And, of course, practice really helps with this type of conflict management.

Sometimes conflicts – minor and major – begin because of misunderstandings. So if you start from a place of what you heard or saw, it can help the other person understand your position. Here is a basic formula:

**“I feel (insert feeling word) when (tell what caused the feeling).
I would like (tell or ask for what you want to happen instead).”**

For example: *I feel angry and taunted when I hear you continue to tease me after I have asked for the comments to stop. I would like for you to stop teasing me and instead focus on other aspects of our friendship.*

Here are some other “I” sentence starters:

I want...
I feel...
I would appreciate it if ...
I think...
I need...
I wish...
I understood you to say...
I thought you said....
I guess I misheard. Please...
I would like it very much if ...

Responding to an “I” message. What if you are the person to whom the I-message is being directed? The most important thing you can do is listen to what the person is saying. Remember, the person who is talking to you is trying to explain how they feel. It isn’t a direct attack – try to not feel defensive. Listen to how the person feels, think about why the person feels as they do, and consider what they are asking you to do instead. You might want to consider repeating what you heard to be sure you do understand the situation:

“You sound (insert the same word for they felt or use a synonym if you are confused) **because** (describe what caused the person to feel as they did). **Next time I will** (list what you are able to do that reflects what the person requested from you). **Does this work for you? Is there anything else I should know?”**

Curricular Connections

Social Studies: Have students study about conflict mediation as a career. What skills are suggested for this field? What organizations are significant in the field? Why is conflict mediation important?

Literature: Discuss the use of voice in narratives. How would a narrative about bullying be altered if the voice was of the target? If the voice was of the bully? If the voice was of a bystander?

Art: Many classrooms have bulletin boards that are changed by the teachers. Ask for a few teachers to volunteer a bulletin board in their classroom to this project. Have students create a drawing of a bulletin board they would create on defining and stopping bullying. Hold a contest in which the teachers who volunteered select the drawing they would like in their classrooms and then assist as the students create those bulletin boards as groups. Have students create motivational posters that encourage students to be Upstanders when they see social cruelty happening around them. Host a Chalk Art Festival at your school to raise awareness about bullying and bullying prevention. Develop PSAs/Commercials on bullying prevention that can be broadcast during school announcement – students can write, design, set up, shoot, and edit the video themselves. Have students create graphic novels to discuss social cruelty. Have students write and perform a play about bullying. Students can compose and perform music about bullying and being an Upstander or can choreograph a dance performance about an experiencing with bullying (from the perspective of the target or the bystander). Students could design a website highlighting the five forms of social cruelty, its impact on students, and actions students can take to combat social cruelty.

Teaching about Social Resiliency

Psychologist John Cacioppo wrote in *Psychology Today*, “Resilience as a property of a substance refers to its ability to recoil or spring back into shape after bending, stretching, or being compressed. People can also be more or less resilient, and in this context resilience refers to a person’s ability to withstand or recover quickly from difficult conditions.”²

Goals

Through the activities listed below, students will be able to:

- Define social resiliency,
- Identify ways to develop social resiliency,
- Examine when to use the behavior of social resiliency, and
- Practice behaviors of social resiliency.

Holocaust Survivor Narratives

Bill Morgan: “You know, that was an interesting life that I had to endure just because of being a Jew. The world, frankly, is not fair; and speaking to children in schools, some of them ask pretty smart questions. They ask me do I hate the Germans or do I hate the Pollacks, do I hate the Russians. You know, I have a problem giving them a truthful answer because my mind and heart are sort of in conflict. How can you not hate when they have killed you, and then on the other had, I say to myself, what do I gain by hating, to carry hate in me? I made history, I have to forgive and carrying hate in me will take some of the pleasure and happiness that I can pass on to my children. I am a great believer that hate is counterproductive, and that we definitely need to get along and blend and do a little better job in communities to promote unity and mix and tell them that we are an asset to a country or a community.”

Celina Fein: “But somehow I feel that when you go through hell in life, you gain something by it as well. You gain tremendous appreciation of life which other people don’t have, and no matter what the circumstances were, nothing seemed bad enough to discourage us, nothing seemed bad enough to give up, and therefore when we often were faced with news that people in the United States are giving up so quickly and sometimes young people are committing suicide, this was to us so shocking and so unbelievable because that appreciation of life, just breathing the air, the free air in the United States was like smelling the best French perfume. This was something that we just never ceased to appreciate.”

Activities

Introductory Activities

Teach the concept of “then versus later.” Sometimes to ward off socially cruel behaviors, the target/victim must act as if it does not affect them at the time – the “then.” Remind students that they can talk about what happened “later” when they are in a safe space and with friends, family, or other people who encourage them. Knowing that there is an eventual outlet will strengthen the ability to handle the situation while it is occurring and address it as needed later.

Reinforcing the Concept with Media

Not all commercials engage in social cruelty to market their products. Examine this commercial for Traveler’s Insurance that uses the concept of getting along and avoiding conflict as a way to a better

² Source: <http://www.psychologytoday.com/blog/loneliness/201003/build-your-social-resilience>

life: <http://www.youtube.com/watch?v=PzrhMkUq-48>. Also, view this LG commercial as an example of how to use cell phones and social media to achieve a positive difference: http://www.youtube.com/watch?v=-RiCbfxla_w. [Note: if the links become inactive, try Google searching the commercials].

Ask students to consider other ways that social resiliency and positive messaging could be used to market products for teens. Have them write 30 second commercial spots for products they use regularly.

Class Activity

Have students create a list of commercials that use social cruelty and a separate list of commercials that use social resiliency. To practice formal advocacy letter writing skills, have students draft letters to either the marketing firm responsible for the ad or to the company who approved the ad. In these letters they should either censure what is occurring (social cruelty) or commend what is occurring (social resiliency). They may wish to remark personally as to whether they will continue to use products from that company.

Responding with Social Resiliency

Evelyn Field has done much research in the field of social resiliency. A handout (page 49) follows below in which she has identified six “secrets of relating.” Discuss the statements with students and have them list for each “secret” a resource they have. Then, using the social resiliency butterfly handout (page 50), have students create butterflies that identify the resiliency skills they already possess (side one) or wish to add to their skill set (side two).

Curricular Connections

Social Studies: The class activity is designed to reinforce citizenship skills.

Literature: The class activity is designed to reinforce media literacy skills.

Art: Have students create a marketing campaign for their school mascot that uses social resiliency skills. In this campaign, they should create models, storyboard video commercials, and create a branded slogan.

Evelyn Field's "Secrets of Relating"³

Feelings

Your feelings influence how you behave and what you say and do. You need to identify, quantify, and release your feelings so that you can become assertive, not aggressive or passive aggressive. You can also use your gut instinct to protect yourself.

Reasons

You need to understand why things happened and perhaps why the other person treated you in the way they did. You don't have to blame yourself or anyone else, which makes you powerless – instead, work out what you need to change to become empowered.

Self-Esteem

Everyone needs good self-esteem to be valued, motivated, and successful. If you are affected by bullying, your self-esteem will be low. You need to build your self-esteem so that you have the energy to protect yourself and make a group of good friends who will protect you from difficult people and obtain help from others.

Communication Skills

The communication recipe involves using your body language, voice, and the right words. When you use these skills, you can block bullies, obtain respect, and make real friends.

'Power Pack'

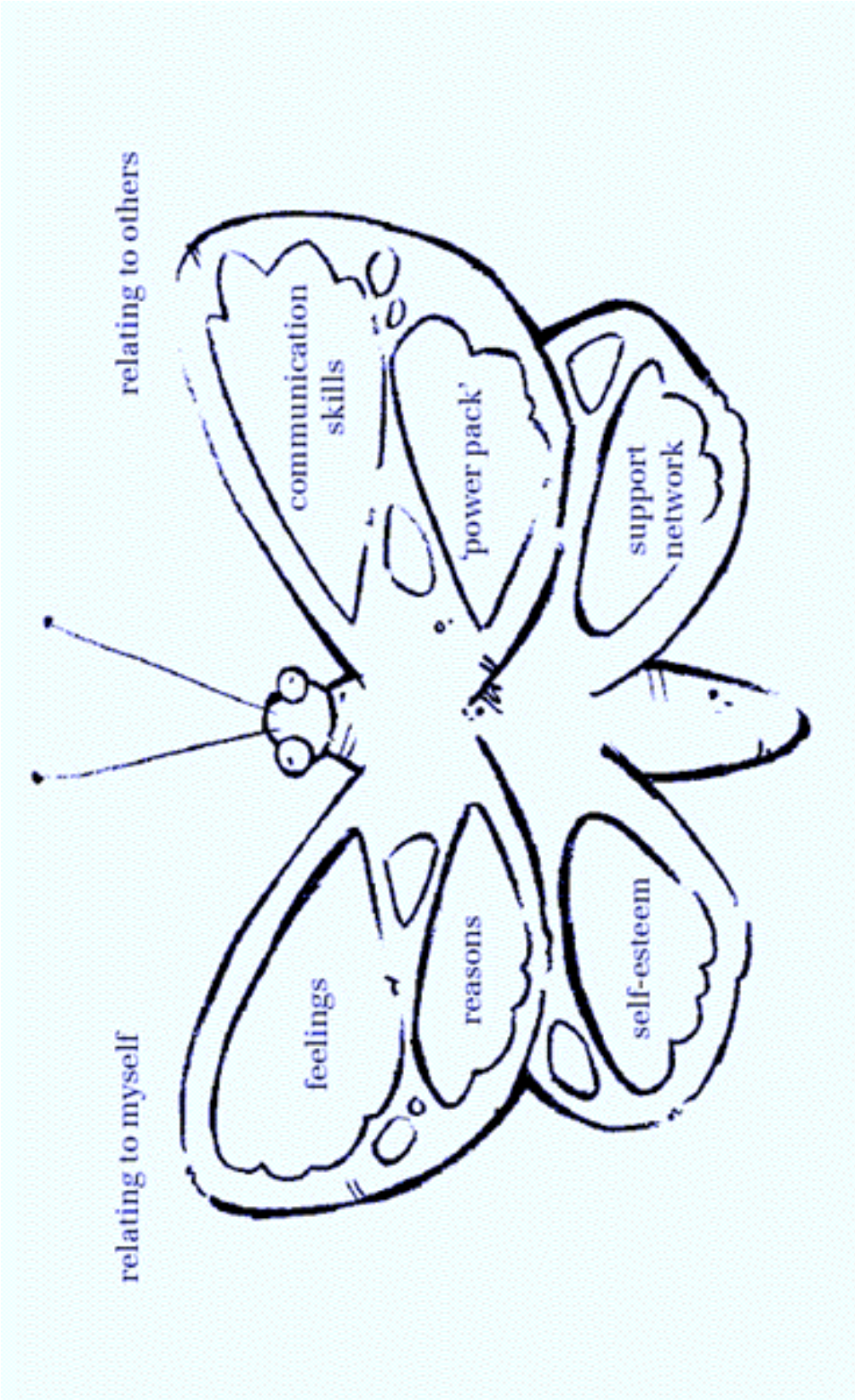
There are difficult and mean people around, but there are even more who are just having a bad day. Despite what someone told you, even if you are nice to everyone, they won't always be nice to you. You need to protect yourself and block meanness and bullying.

Support Network

Like the animal world, everyone needs intimate and wider networks to give them support and protection. You need a close group of good friends and you need to know who else can help you.

³ Source: <http://www.bullying.com.au/social-survivor-skills/index.php>

Social Resiliency Butterfly



Across Grade Level Considerations

This program is suited for grades 5 – 12. The authors of the program believe that by implementing the program each year, there could be a cumulative effect from one grade level to the next. To avoid students from feeling as if they are repeating the same material each year, it is suggested that different parts of the HMH Triangle be the focus for each grade level and that different literature connections be incorporated to support the program. Below is a possible vertical implementation:

| GRADE LEVEL | HMH TRIANGLE FOCUS | LITERATURE CONNECTIONS |
|-------------|--------------------|--|
| 5 | Upstanders | <i>Number the Stars</i> by Lois Lowry |
| 6 | Targets/Victims | <i>Benno and the Night of Broken Glass</i> by Meg Wiviott and Josee Bisailon <i>Best Friends</i> by Elisabeth Reuter |
| 7 | Bystanders | <i>Terrible Things</i> by Eve Bunting <i>The Hangman</i> by Maurice Ogden |
| 8 | Upstanders | <i>The King of Children: The Life and Death of Janusz Korczak</i> by Betty Jean Lifton and Elie Wiesel <i>Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High</i> by Melba Beals <i>Elizabeth and Hazel: Two Women of Little Rock</i> by David Margolick |
| 9 | Targets/Victims | Non-Jewish Victims Brochures (see https://www.ushmm.org/learn/students/learning-materials-and-resources) Genocide Accounts (http://www.hmh.org/ see Resources tab) |
| 10 | Bystanders | Pastor Niemöller quote (see https://encyclopedia.ushmm.org/content/en/article/martin-niemoeller-first-they-came-for-the-socialists) Kitty Genovese (use as search engine item; see also school's psychology textbook) |
| 11 | Perpetrators | Christopher Browning's work (see http://www.facinghistory.org/resources/hhb/reservepolicy) |
| 12 | Upstanders | Not in Our Town (see https://www.niot.org) <i>Shadow of Hate</i> (see http://www.youtube.com/watch?v=-7uJaMqafX4) |

A Word about Assessment

This curriculum was designed without formal assessment suggestions. This was done intentionally as one primary goal of the program is to open dialogue between students, teachers, administrators, and counselors.

Informal assessment is the recommendation of the authors of this curriculum. As discussions, activities, role playing, and viewing of media occurs, teachers can gauge by student responses how learning is occurring. From these observations, the teacher should then adjust the program as needed.

It might also be helpful to periodically repeat the survey suggested at the beginning of the program to see what behaviors students see changing within their peer groups and across the school's student body. Ask the students what they think is working and what they think may need to change. Their feedback could be very important in creating a program that is designed with your community's needs in mind.

It is hoped by the authors that students will eventually take ownership of this program, especially as it is introduced across grade levels and repeats year-to-year. We think this could occur through students suggesting new media to use in the program, creating a student pledge to behave in ways that show dignity and respect when online, or even making the connections to the subject curriculum before the teacher does so.

Feedback form

This curriculum is designed to be one that evolves over time. Please take a few moments to respond to this form and email the form to the attention of education department at education@hmh.org

School Name: _____ City/State: _____

Number of students who were affected by the curriculum: _____ Grade level(s): _____

Place a check in the appropriate column in order to rate each item on a scale of:

1 (definitely no), 2 (somewhat/maybe), 3 (okay), 4 (most likely, pretty well), 5 (absolutely), or N/A

| Areas of Evaluation | 1 | 2 | 3 | 4 | 5 | N/A |
|---|---|---|---|---|---|-----|
| This curriculum was relevant to the needs of my school's population. | | | | | | |
| This curriculum was easily implementable with the programming my school does. | | | | | | |
| The media connections were useful for us in implementation. | | | | | | |
| The content area connections were useful for us in implementation. | | | | | | |
| I plan to use this program in future academic school years. | | | | | | |
| The time used to implement the program was well spent for our school. | | | | | | |
| The school has noticed a drop in behaviors related to social cruelty. | | | | | | |
| The school has noticed an increase in behaviors related to social resiliency. | | | | | | |

Please comment below as to how your school implemented the program, what was successful, what you'd change, and suggestions for future editions.

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