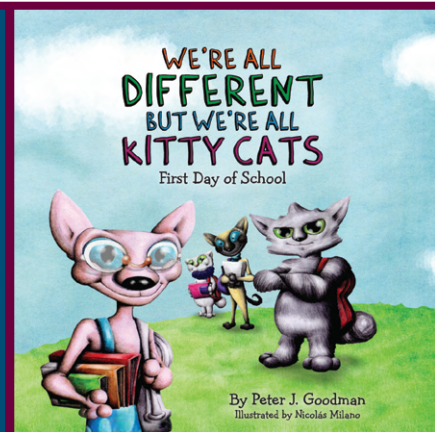


BULLY FREE students make **BULLY FREE** classrooms



Five Lesson Plans and a Teacher's Guide
For K to Grade 2 Students



Published by dreamBIG Press LLC
Washington, DC

Copyright © 2023 Stand for the Silent, Inc.

All rights reserved.

No part of this book may be reproduced, stored in a retrieval system, or transmitted by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission from the copyright holder.

For ordering information or special discounts for bulk purchases, please contact Stand for the Silent at www.standforthesilent.org or email contact@standforthesilent.org

Design and composition by Gut Instinct Creative LLC

Publisher's Cataloging-In-Publication Data
dreamBIG Press

Bully Free Students Make Bully Free Classrooms/ by Peter J. Goodman, Karen S. Goldberg, LCSW-C, Licensed Clinical Social Worker/Psychotherapist; illustrated by Nicolás Milano.

Summary: Bully Free Students Make Bully Free Classrooms is composed of a series of Five Lesson Plans and a Teacher's Guide, each of which focuses on an aspect of bullying, developing awareness/understanding and building skills. These Interest age group: 004-008.

ISBN: 978-0-9850683-2-5

1. Elementary education. 2. Early childhood curriculum. 3. Bullying--Prevention.

I. Title: Bully Free Students Make Bully Free Classrooms

Manufactured by iPrinting on acid-free paper
Manufactured in the United States in January, 2023.
Batch No. 1

13 14 15 16 17 10 9 8 7 6 5 4 3 2 1

Third Edition



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

To Our Users,

Designing, writing, editing and illustrating *We're Different But We're All Kitty Cats* has been an exciting journey for all of us at Stand for the Silent. Sharing it with children and adults, in a variety of settings, inspired us to create a curriculum so that the kitty cats and the wisdom they bring to children can be used readily in your classroom. Inside you will find five complete lesson plans, with embedded information, as well as a teacher's guide to assist you in reading the book with your class and in presenting a series of hands-on social/emotional learning experiences to your students. We are planning to write an accompanying curriculum for each of the books in our series, and we welcome your reactions and suggestions through our website at learn2g.com. In the meantime, please use these materials to enrich the teachable moments for your students and to enhance your experience in teaching them.

Sincerely,

Peter J. Goodman

Author, Director of Partnerships & Technology, Stand for the Silent

Karen S. Goldberg, LCSW-C, BCD

*Licensed Clinical Social Worker, Psychotherapist
Board Certified Diplomate*



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

TABLE OF CONTENTS

Teachers' Guide.....	4
Introduction.....	4
Use Of The Kitty Cats Curriculum	5
Fast Facts About Bullying	5
Letter To Parents.....	10
Lesson Plan 1: What Is Bullying?	11
Lesson Plan 2: Feelings And Bullying.....	22
Lesson Plan 3: Teaching Bystanders To Be Upstanders.....	31
Lesson Plan 4: Protecting Myself And Protecting Others	36
Lesson Plan 5: Let's Make Our Classroom Bully-Free.....	43
Sources And Resources.....	50
About The Authors	51



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

TEACHERS' GUIDE

for *We're All Different But We're All Kitty Cats* By Peter J. Goodman

INTRODUCTION

Stand for the Silent published *We're All Different But We're All Kitty Cats* by Peter J. Goodman in 2012. It's the first in a series of children's books to bring adults and kids together to talk about important social/emotional issues at the early elementary school age range of development.

The release of the book has coincided with the increased awareness of bullying's destructive impact on the lives of children and teenagers. The book's kitty cat characters create a safety zone for children and adults to explore, understand and respond to the challenges of bullying and its accompanying emotions.

While formerly viewed as a common rite of passage in the lives of youth, physical and emotional aggression by peers toward one another leaves scars that impose lifelong consequences on self-esteem, self-empowerment and social relationships. Because bullying behavior shows itself in young children, as early as Pre-K and kindergarten, and frequently occurs in connection to school settings, which can become further entrenched without intervention, Stand for the Silent decided to develop a ready-to-use curriculum to accompany the book. Identification with the kitty cat characters allows young children to learn, in a non-threatening way, about bullying and about effective responses through a thoroughly planned series of five lessons, including discussion points and activities.

The teacher guideline provides additional background information to further assist with bullying awareness and intervention. The curriculum is designed for use by teachers and in other settings: for example, after school programs where adults are supervising children. In connection with Learn2Gether's mission, the book augmented by the curriculum, can serve as an effective tool to accomplish the overall objectives of preventing, reducing and eliminating bullying as a hindrance to the healthy growth and development of children.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

USE OF THE KITTY CATS CURRICULUM

The curriculum is composed of a series of five lesson plans, each of which focuses on an aspect of bullying, developing awareness/understanding of social/emotional issues, and building skills. These teaching units center on the kitty cat story's themes, which include bullying, differences, emotions, fears, empathy, self-assertion and friendship. Each lesson plan contains an overview, objectives, listing of required materials, discussion points and activities. Teachers can implement the curriculum as it is presented or adapt it to fit specific classroom needs and available time. In addition, the teacher's guideline offers basic facts about bullying, including warning signs and general bullying intervention techniques.

In order to maximize students' awareness about bullying and to expand effective skills to deal with bullying situations, students require repeated exposure to information and reminders throughout their years of schooling. The intention of Stand for the Silent is that students' relationships to the kitty cat characters will pave the way for increased resilience and tolerance, as well as teaching effective coping skills as a replacement for bullying behavior now and in the future.

FAST FACTS ABOUT BULLYING

Basic premises:

1. No child deserves to be bullied.
2. Bullying occurs as early as ages 3-4 and occurs in all grades. (Byrne, 1994 a,b)
3. Every 7 minutes, a child is bullied on an elementary school playground. (Pepler, Craig, and Roberts, 1998)
4. Studies have shown that between 15-25% of US students are bullied. (Melton et. Al, 1998, Dansel et al., 2001)
5. Research has demonstrated that bullying can interfere with students' involvement and learning in school.(NEA Today, 1999)
6. Bullied youth are more likely than other children to be depressed, lonely, anxious, suffer low self-esteem, report feeling ill, and consider suicide. (Limber, 2002, Olweus, 1993)



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

7. Both boys and girls bully. Boys may use more direct behaviors and physical aggression, while girls may rely on more indirect means aimed at damaging relationships.
8. Children cannot be expected to prevent and/or stop bullying without the assistance of adults. Effective prevention and protection results from the combined efforts of parents, teachers, counselors, and school administrators working together in support of the children.
9. Most bullying occurs at school, on the school bus, and at times when there is little adult supervision.

Warning Signs Indicating A Child Is Being Bullied or At-Risk*:

1. Sudden change in school attendance.
2. Frequent complaints of stomach aches, headaches, loss of appetite, etc. especially before going to school and returning.
3. Avoids recess.
4. Declining school work/participation or overinvestment in academic performance and/or becoming the teacher's pet.
5. Has a learning disability or obvious difference from other students.
6. Appears pre-occupied and has difficulty concentrating.
7. Insufficient social skills, inadequate self-assertion skills and socially isolated.
8. Body language reflects low self-esteem or appears physically smaller/ weaker/ clumsier than other students.
9. Irritates other students.
10. Passive, withdrawn, overly sensitive.
11. Displays signs of anxiety.
12. Displays signs of depression.
13. Presents injuries/upset with explanations that do not seem to fit.
14. Talks about running away or suicide.

* Please Note: This list is not intended to be all inclusive with regard to bullying, and indicators included may also signify other mental health and/or school related concerns.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

Warning Signs Indicating a Child is At-Risk for Displaying Bullying Behavior*:

1. Appears to enjoy feeling powerful, in control, dominating, or manipulating classmates.
2. Equates being powerful and respected with fear.
3. Skilled at sneaky behavior
4. Blames others.
5. Exhibits little compassion.
6. Frequently on the defensive.
7. Behaves in defiant and oppositional manner toward adults
8. Seeks unusual amount of attention and attracts it through negative behavior.
9. Displays impulsivity and lack of coping skills.

Bullying Intervention in School Settings:

1. Establishment of school-wide policies and classroom procedures pertaining to bullying that are distributed to students, parents, and teachers.
2. Depiction on bulletin boards and in hallways that school and classrooms are bully-free zones, and that students treat each other with respect.
3. Develop strategies to recognize and reward positive social behavior.
4. Speak with ALL involved in a bullying situation separately and in private.
5. Refrain from using peer mediation, as bullying involves an unequal power balance.
6. Develop separate intervention plans for children who are bullied, children who participate as bystanders, and children who bully others. Some intervention plans may need to include steps to address circumstances where a student who has been bullied also bullies others or vice versa.
7. Be mindful of class seating arrangements to promote positive role models and limit access.
8. Hold periodic class meetings and assemblies to remind children of bullying prevention.

* Please Note: This list is not intended to be all inclusive with regard to bullying, and indicators included may also signify other mental health and/or school related concerns.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

9. Contact parents of all students involved in a bullying incident; meet separately with parents of each student to provide information about bullying; explain school's bullying protocol; and address the specifics of the situation. Do not identify names of other students. Provide support and clarifications to address parents' emotional reactions, as well as solicit parent input and review intervention plan. Assess extent of social/emotional/family problems in conjunction with the school counselor and ensure that appropriate referrals are given to parents.
10. Establish procedures for documenting episodes of bullying and intervention.
11. Assign all students classroom allies/buddies and periodically re-arrange the assignments.

Helping the Bullied Child:

In addition to strategies mentioned in the curriculum:

1. Immediately stop any bullying incident you witness.
2. Refrain from implying in any way that the bullied student is to blame and do not minimize the incident.
3. Establish a safety plan with the bullied child that uses skills and intervention found in the curriculum as well as identifies staff who will be available to provide ongoing support.
4. After a period of calming, listening to feelings and reassurance, engage child in tasks he/she can likely accomplish or play with welcoming children.
5. Notify parents when appropriate.

Helping the Child Who Bullies Others:

1. Identify and describe the bullying behavior in private, without hesitation and in a firm voice.
2. At same time, communicate compassion and avoid bullying the child who bullies.
3. Teach anger management/relaxation skills, competition skills, and social skills.
4. Provide opportunities for child to shine and/or experience success.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

5. Use consequences that include opportunities to practice new, more appropriate coping and social skills.
6. Provide private recognition of improved behavior.
7. Help student to identify strengths, interests and ways to pursue them.
8. Seek input from parents.

Helping Bystanders to Become Upstanders:

In addition to the strategies identified in the curriculum:

1. Remember that almost all children have the occasion to choose whether to be an upstander or a bystander.
2. Identify teachable moments for recognizing upstander behavior.
3. Help students label and differentiate among specific feelings.
4. Facilitate the development of empathy by using reading material, classroom interaction, and other lessons to ask students how they might feel and how they think others feel, particularly where differences exist.
5. Look for opportunities in instructional material or lessons to reinforce the notion that the majority can often stop a minority who are acting in harmful ways.
6. Prepare students to welcome newcomers and students who have been out of school for extended periods.
7. Identify teamwork skills and promote teamwork in classroom activities.
8. Teach students to compliment each other.
9. Take steps to monitor and ensure that students who stand up for others are protected from retaliation.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

LETTER TO PARENTS

Date:

Dear Parent/Caregiver,

At _____ (name of school), we are committed to creating a safe and friendly environment for learning, where children can feel positive, valued, and connected to our school community. As part of our commitment to this mission, your child's classroom will incorporate a variety of opportunities for social-emotional learning to support their academic instruction.

One of the social-emotional learning teaching tools we will be using in our classroom is a children's book titled *We're All Different But We're All Kitty Cats* by Peter J. Goodman, published by Stand for the Silent. The book, which is endorsed by PACER's National Bullying Prevention Center, is used in conjunction with its specially designed and professionally written curriculum to convey information in an experiential format, so that the children in our class can learn about bullying prevention, handling their feelings, developing empathy for others, and learning appropriate assertiveness skills. We will be using this book and its curriculum on the following dates: _____.

Please encourage your child to share his or her recollection of the story and our classroom activities with you. The repetition will enhance recall and learning. You may even want to borrow the book from the library or purchase it online through the interactive website for children and adults at www.learn2g.com, which also offers additional social-emotional learning resources.

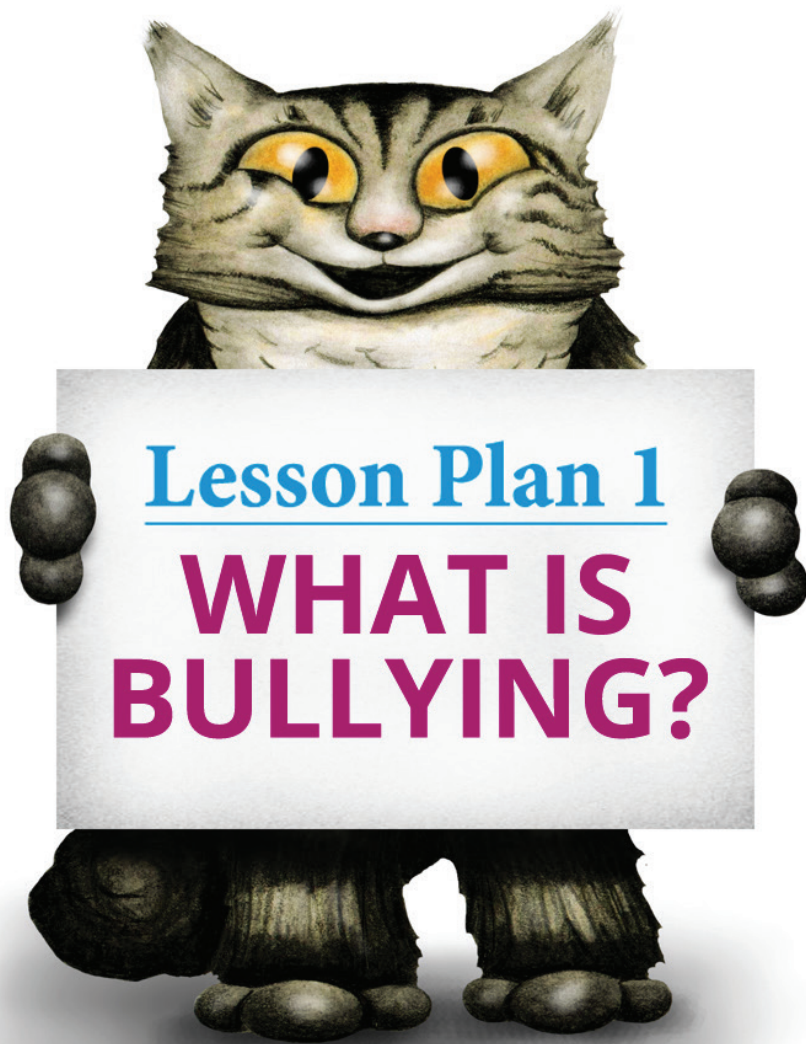
Please contact me personally if you have any questions, concerns or feedback about the lessons.

Sincerely,

Teacher's name

Email

Phone number



Lesson Plan 1

**WHAT IS
BULLYING?**



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

OVERVIEW

Elementary school age children learn through pairing information with experience. This first lesson uses Peter J. Goodman's book, *We're All Different But We're All Kitty Cats* to introduce the meaning of bullying and to identify the circumstances under which it occurs.

The bullying information for students is conveyed through reading the story, discussing the kitty cats' encounters, and participating in activities that provide "hands-on" practice.

Grades: Kindergarten through Grade 3

Time: 45 min. + depending on number of exercises chosen

Materials: Kitty cat coloring sheets, crayons, glue, scissors, tongue depressors/popsicle sticks, white board, chalkboard or easel with large paper, *We're All Different But We're All Kitty Cats* by Peter Goodman, Definition of Bullying Behavior

Relevant Subjects: Bullying Awareness, Tolerance for Differences, Expressing Feelings, Empathy, Self-Esteem, Assertiveness

OBJECTIVES

1. Students will be able to recognize bullying behaviors.
2. Students will be able to identify the participants and the roles they play in an episode of bullying, including upstanders and bystanders.
3. Students will be able to identify common places where bullying occurs.

MATERIALS NEEDED

1. Definition of bullying can be written or posted on board. Could provide it along with pictures of the kitty cats.

Bullying – Bullying is when a person who seems more powerful hurts someone's body, feelings, belongings, or scares them on purpose. Questions that children can ask themselves to help differentiate bullying:

- Did one child seem to hurt you on purpose? Did one child hurt the other child being bullied on purpose?
- Did you or the bullied child feel bad or angry?



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

- Did the child, who hurt you or another seem more powerful or scarier?
 - Did the child, who hurt you or the other child, seem to know that what he or she was doing that caused pain to others?
2. *We're All Different But We're All Kitty Cats* by Peter Goodman.
 3. Picture reproductions of kitty cat character outlines for coloring, popsicle sticks/tongue depressors, crayons, glue, and scissors.
 4. White board, chalkboard, or large paper with easel.

DISCUSSION POINTS

1. Prior to reading the book, review the definition of bullying, and ask students to look for examples as they listen to the story.
2. Which kitty cat got bullied in the story, and what did other kitty cats do that hurt him?
3. Which kitty cat kept on bullying Carlos, and why or what might have caused him to hurt another kitty cat?
4. What are examples of other kinds of bullying behavior that students know about or have seen? (Name-calling, put-downs, threats, pinching, hitting, shoving, rejection, humiliation, mean jokes, rumors, turning friends against each other, repeated teasing of the same person, insults, destroying or stealing possessions).
5. Who else was involved with Carlos around the bullying, and what did they do to help or hurt? (Introduce terms upstander and bystander here).
6. In what places does the bullying occur?
7. What places does bullying occur that students know of?

SUGGESTED ACTIVITIES:

1. Using kitty cat bookmarks (or poster of bookmark), ask students to identify each one by name from the story, summarize what happened in the story and then raise the discussion points.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

2. Using Kitty Cat Stick Puppets (popsicle stick/tongue depressor puppets) of Carlos, Mom, Teacher, Vinny, Dylan, Marla, Flo, Sammy and Allie), explain that puppets will be used today and during other lessons, so they will be saved in a folder or large envelope for each child. Have students color, cut out the cats and then paste on the sticks. Set aside to dry. If there is any extra time, they can also decorate or put names on the folders or envelopes.
3. With the whole class or in small groups, have students brainstorm lists of kind words/behavior and hurtful words/behavior and put them up on the blackboard. If the activity is done in small groups, have each group share their lists and compile into kind and hurtful lists on the board.
4. Along with the puppets, students break into small groups. Have each student in the group pick a puppet character to be, and then ask the group to engage in a pretend conversation that could occur in a classroom, where they can practice using kind words to each other.
5. Break the class into small groups for a role play exercise. Teacher provides each group with one of the following scenarios, which can be written or orally explained depending on the age group:

Scenario 1: The Kitty Cats are sitting together in a group listening to Ms. Bobsie read a story. Vinny is sitting next to Carlos and starts poking him in the side. Carlos suddenly gets up from the group and moves away. Ms. Bobsie asks what he is doing, and Vinny blurts out “Of course the kitty cat with no fur can’t sit still.” All the other kitty cats start to laugh and chant “Carlos can’t sit still.”

Scenario 2: Sammy, Ally, and Vinny are playing together at recess. Carlos comes up to them and asks to join their play. Vinny says to Sammy and Ally that if they let Carlos join, he is not going to invite them to his birthday party or be their friend anymore. The other kitty cats gather around to watch what is happening.

Scenario 3: It is lunch time and all the kitty cats are sitting at their desks eating. Vinny looks over at Carlos and sees that he has a chocolate candy bar in his lunch.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

He goes over to Carlos and tells him that if he does not give him the candy bar, he is going to get other kitty cats to gang up on him when he gets off the school bus.

Scenario 4: The kitty cats are choosing partners to sit with on the bus for a field trip. Dylan asks Carlos to sit with him. Vinny blurts out, “Dylan, why would you want to sit with a kitty cat who has no fur.”

Scenario 5: The kitty cats are coloring pictures at their desks. While Ms. Bobsie is helping one of the kitty cats, Vinny gets up from his seat, grabs Carlos’ picture, drops it on the floor and steps on it, while saying “Oh well, Carlos you can always draw another one.”

The teacher instructs the students to:

- Pick a student who will act as the group’s reporter to the class
- Pretend with the kitty cat stick puppets to act out their scenario
- Come up with as many reasons as they can for why the scenario is about bullying.
- Propose ideas for what could happen next in the scene

After each small group has had time to enact the role play, the teacher gathers the class back together and has the reporter tell why the group decided the scenario involved bullying and what they thought should happen next. Teacher uses the reports to clarify bullying criteria further, highlight that students who witness bullying are also part of the situation, and to use the groups’ suggestions for what happens next to illustrate some of the issues the class will be learning about in the future (i.e. How it feels to be bullied or watch, how students can assist in keeping the classroom safe, what a student who is bullied can do to protect him/herself, etc.).



LESSON PLAN 1: KITTY CATS MATCHING WORKSHEET

Instructions: Unscramble the names of each kitty cat and match with its picture and correct spelling of name.

Scrambled Names

Kitty Cats Names

LRMAA

VINNY



MYMAS

CARLOS



YMOMM

MARLA



SOESBIBM

FLO



YNDLA

ALLIE



OFL

SAMMY



OICASRL

DYLAN



LLAEI

MS. BOBSIE



NVNIY

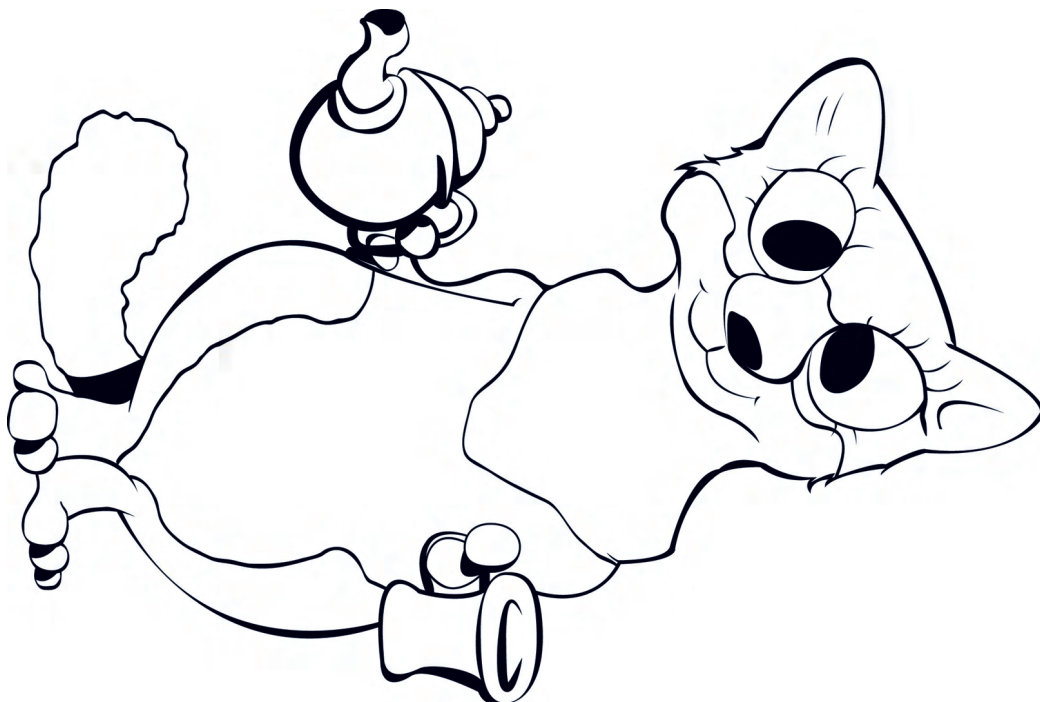
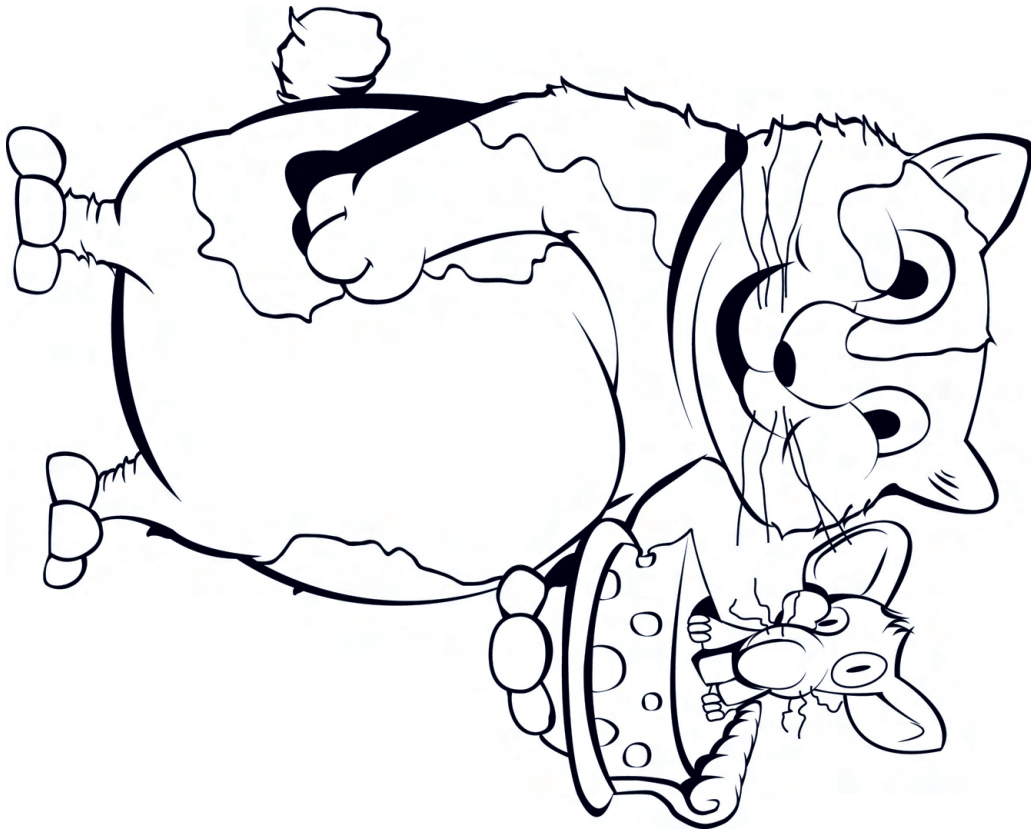
MOMMY

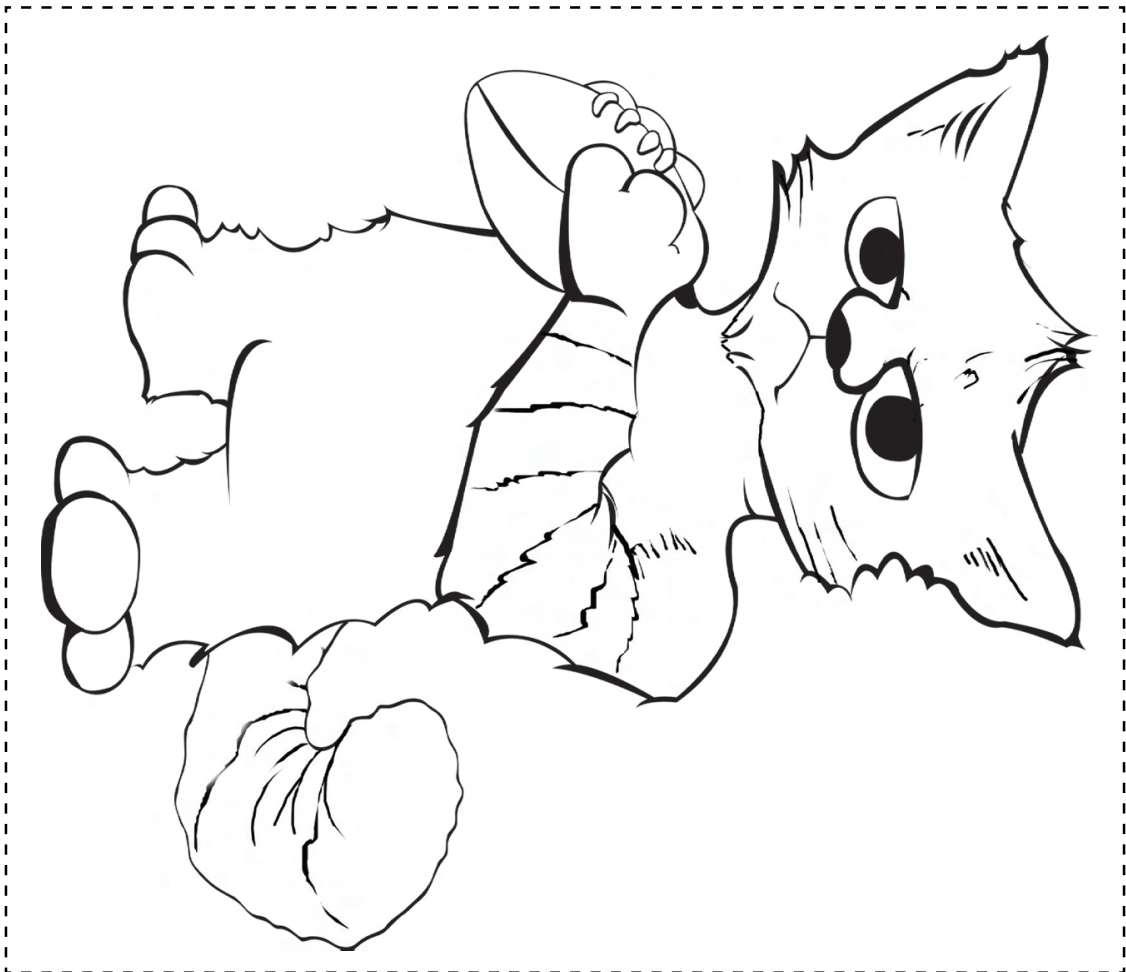
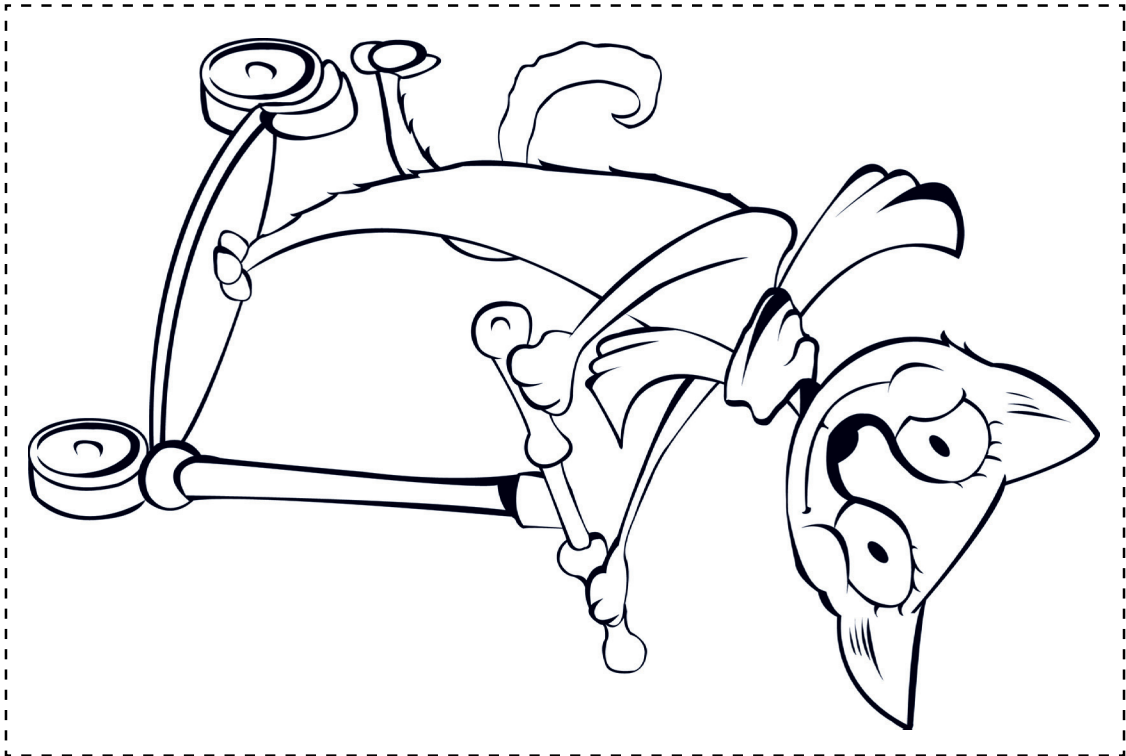


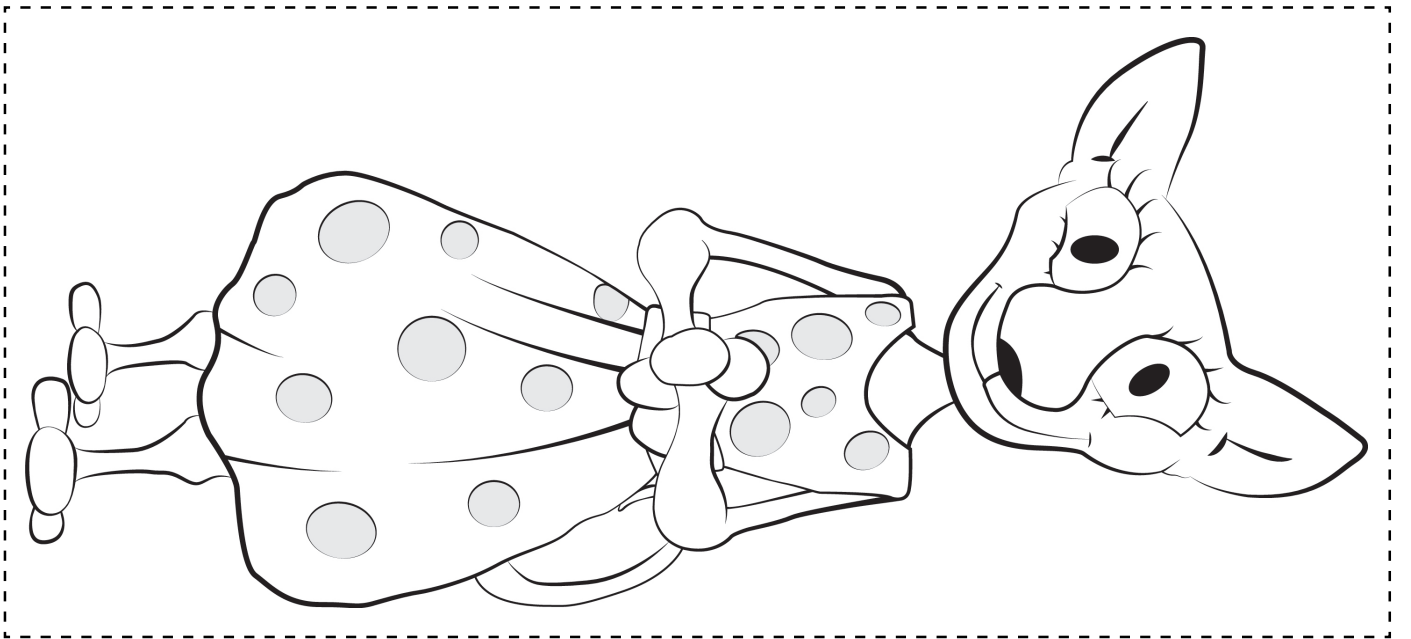
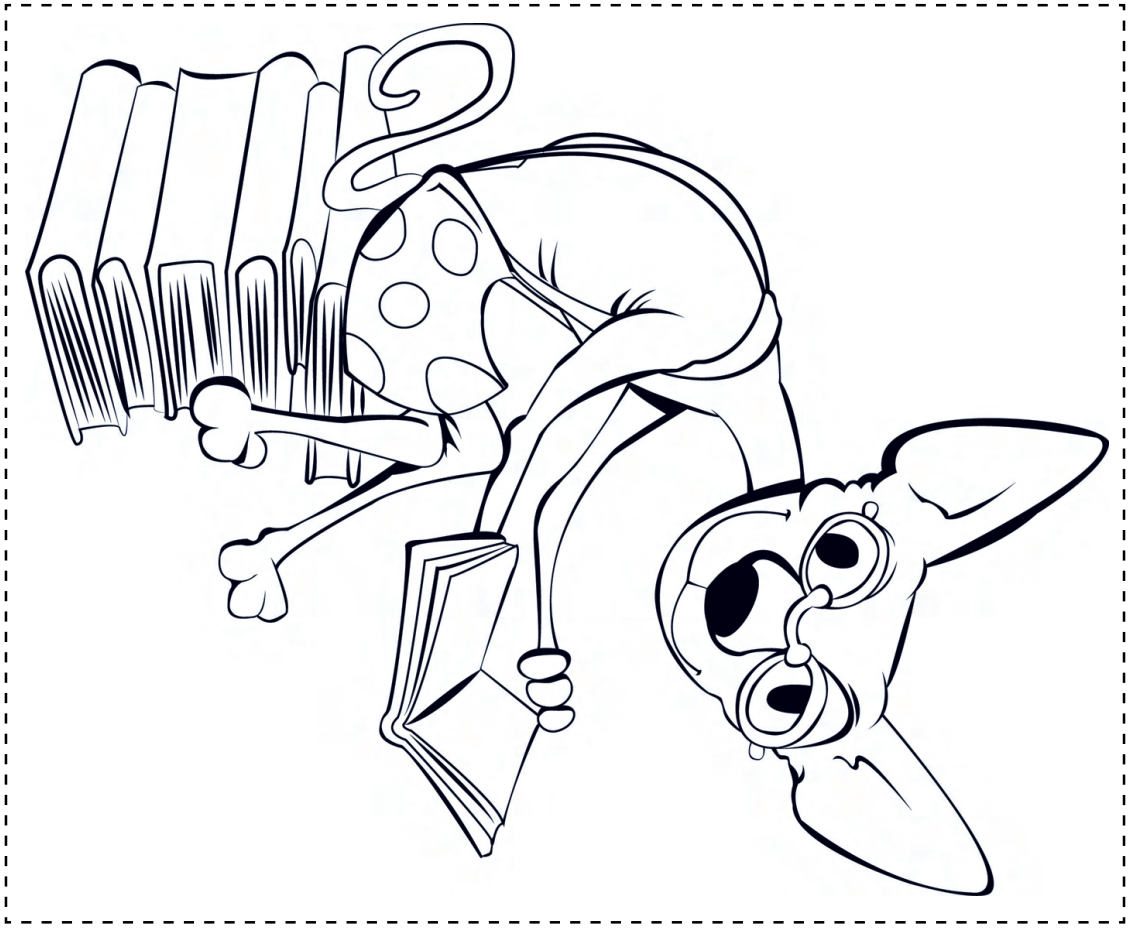


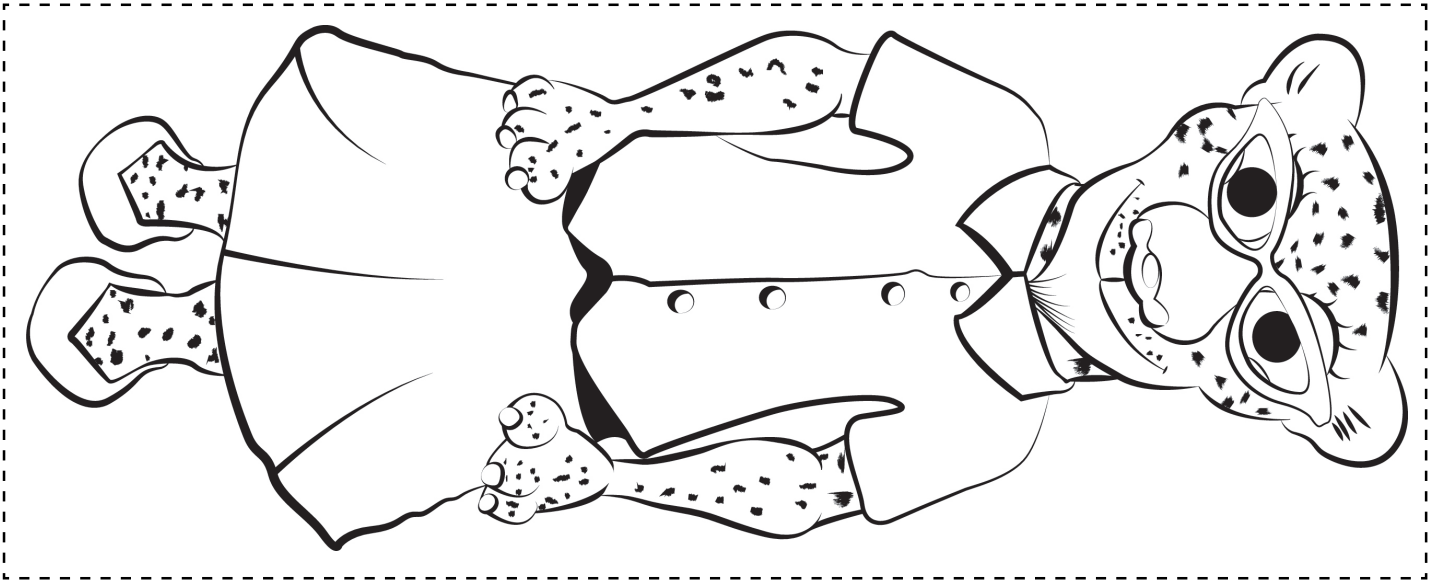
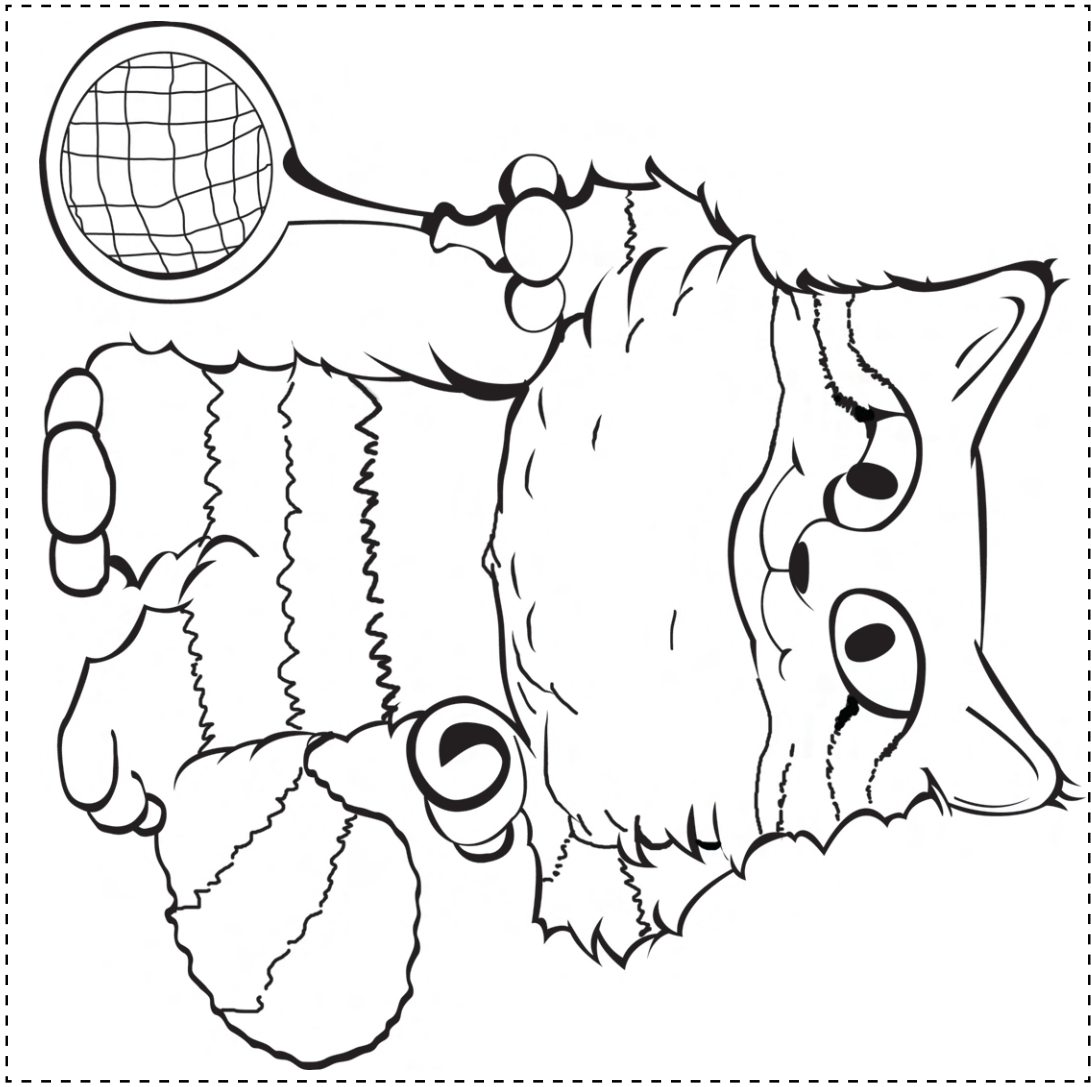
LESSON PLAN 1: KITTY CAT STICK PUPPETS

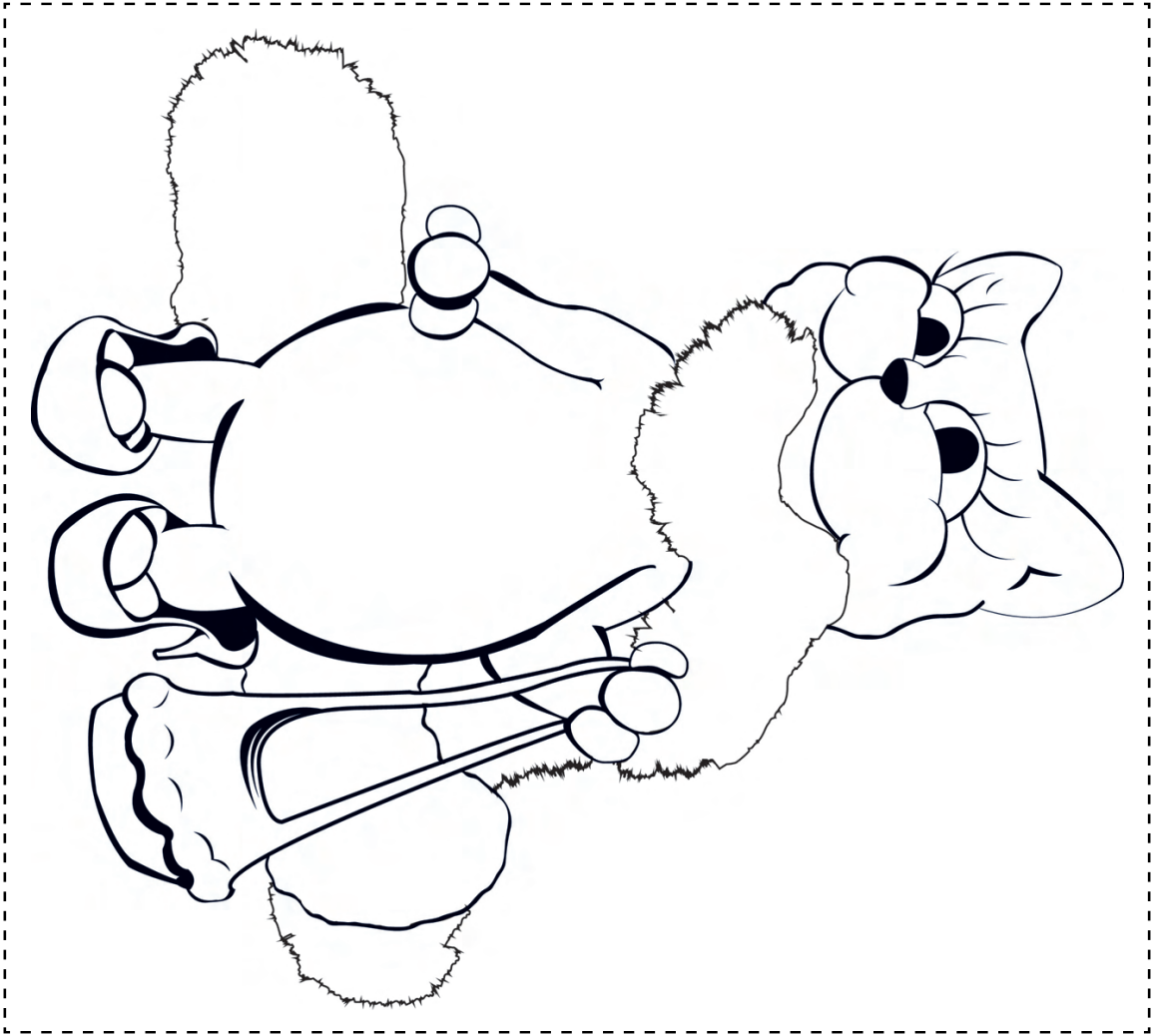
Instructions: Color each Kitty Cat. After coloring, use scissors to cut out along the dotted lines around each kitty cat character.

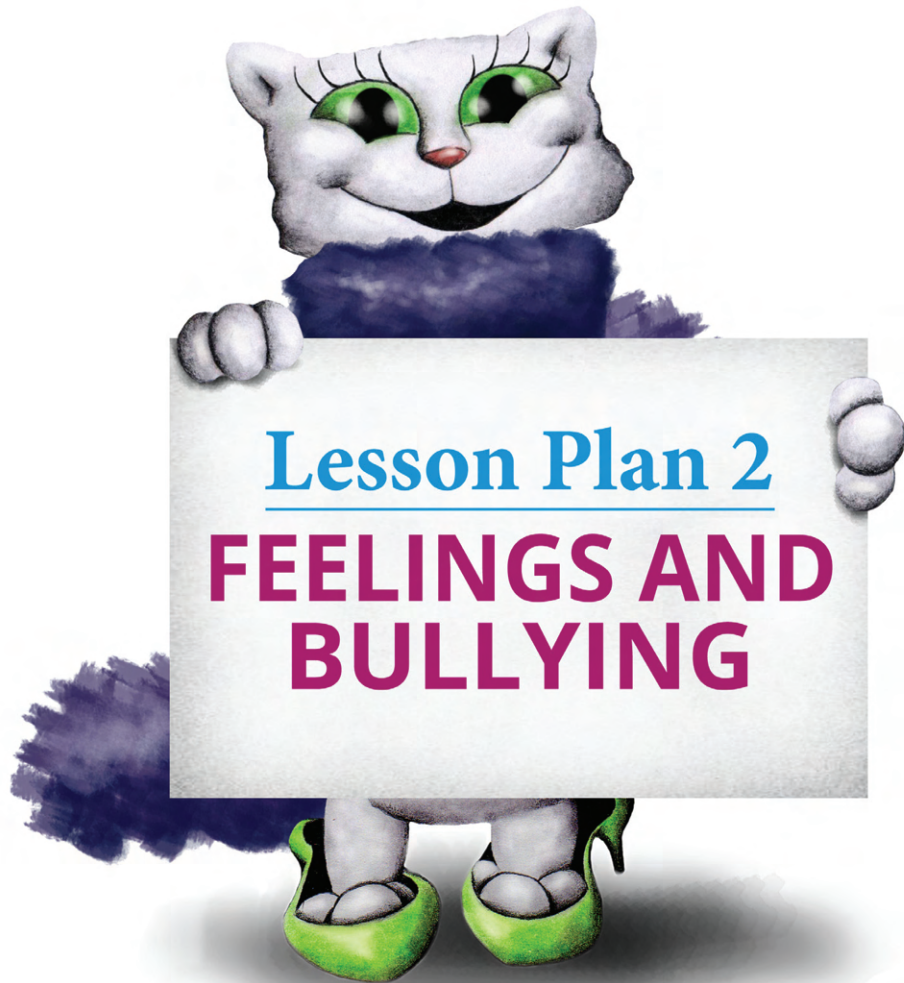












Lesson Plan 2

**FEELINGS AND
BULLYING**



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

OVERVIEW

Whether a child has been bullied, witnessed bullying or bullied others, bullying behavior stirs strong emotions, such as fear, powerlessness, shame, hopelessness and rage. The ability to attach words to intense feelings contributes to the foundation for building coping skills. Translating experiences into language, whether in the form of self-talk or talking to others, allows children to begin organizing and channeling the energy generated by emotions. Children, who are able to regain and maintain an inner sense of emotional coherence are more likely to learn, achieve goals, and interact effectively with others. This second lesson plan uses *We're All Different But We're All Kitty Cats* by Peter J. Goodman to help children recognize and label feelings, as well as practice expressing and responding to them.

Grades: Kindergarten through Grade 3

Time: 45 min. + depending on number of exercises chosen

Materials: Kitty cat puppets from Lesson Plan #1, *We're All Different But We're All Kitty Cats* by Peter J. Goodman, Bowl Decorated with Kitty Cat Cutouts, Whiteboard, Chalkboard, Easel with Large Paper, Kitty Cats' Matching Feelings To Faces Worksheet, Find the Feelings Word Search Worksheets

Relevant Subjects: Feelings Awareness, Bullying Awareness, Empathy, Coping Skills, Self-Esteem

OBJECTIVES

1. Students will be able to label emotions experienced in association with bullying.
2. Students will be able to verbalize their feelings to others.
3. Students will learn skills for dealing with their own feelings.
4. Students will learn to respond appropriately to the feelings of others.

MATERIALS NEEDED

1. *We're All Different But We're All Kitty Cats*.
2. Kitty Cat Stick Puppets from Lesson #1.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

3. White board, chalk board or large paper with easel.
4. Bowl decorated with kitty cat cut-outs for use as FEELINGS BOWL containing folded pieces of paper with feeling words on them.
5. FIND THE FEELINGS WORD SEARCH WORKSHEETS.
6. KITTY CATS' MATCHING FEELINGS TO FACES WORKSHEET.

DISCUSSION POINTS

1. Feelings are ways our bodies and mind tell us about how we are affected by our experiences.
2. All feelings provide important information about experiences. The feelings are neither right nor wrong. People are neither good nor bad because of the feelings they experience.
3. Feelings can help us make choices about what we say and do.
4. We can tell what feelings we have by noticing how our bodies feel inside, by looking at facial expressions/posture, listening to what we say to ourselves, and through tone of voice.
5. What feelings are the kitty cats experiencing during the story and how do we know? Let's look through the book and see if we can tell how they might be feeling in connection to the first day of school, being asked to tell about themselves, about Ms. Bobsie as their teacher, when Carlos was laughed at, when Carlos cried, when Vinny confronted Carlos, when Marla and Flo approached, and when everyone clapped for Carlos. How did Carlos feel when he was laughed at? How did Carlos feel when Vinny approached him on his way home from school? How did Carlos feel when Marla and Flo invited him to come with them? How did Marla and Flo feel? How did Carlos' mother feel when she heard what happened at school? How did Carlos feel when his mother helped him to remember how he is special? How did Carlos feel when he was able to say the next letter of the alphabet?

(For the youngest children, the teacher can just go through the pages of the book with the children and point to a kitty cat and ask what they are feeling.)



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

6. What might Vinny have been feeling when he told Carlos he was not a kitty cat? What might the other kitty cats have been feeling when they laughed at Carlos? How might Vinny have felt when Carlos was able to name the next letter of the alphabet?
7. How does it feel to see someone getting physically hurt or getting their feelings hurt?
8. Did Carlos do anything in the story to try to help himself feel better? What are ways we can help ourselves feel better when we are scared or hurt?
9. Which kitty cats in the story helped others to feel better and what did they do or say? What are other ways we can help someone to feel better?

SUGGESTED ACTIVITIES:

1. Ask each student to pick a kitty cat character that they would like to be for the activities with this lesson.
2. Kitty Cats Breathe to Feel Better-- Have students place their “right paw” on their stomachs and their “left paw” on their hearts. Then ask students to close their eyes and listen very closely with their kitty cat ears to see if they can hear the sound of their breathing. Then ask the students to see if they can feel with their paw that their tummies get puffier when they breathe. Next ask the children to see if they can feel the warmth of the paw that is sitting over their heart. Finally, have the children slowly breathe in through their nose to the count of four as if they were a kitty cat smelling their favorite food or flower, pause for two counts, and then exhale for four counts. Practice the breathing for three rounds with the teacher counting out loud. For three final rounds, teacher continues the counting out loud, while children say to themselves “I am special just like Carlos.” After the last three rounds, ask the children to open their eyes and suggest that they practice this breathing every day, so that they will be ready to use it when they want to feel better.
3. Have students brainstorm a list of phrases to say to someone to help them feel better, i.e. I am sorry that happened to you, I am sorry you are feeling sad, Would you like to come and sit with me until you feel better, etc.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

4. **FEELINGS BOWL** – Have children pick up their kitty cat character puppet. Divide the children into smaller groups. Have the children in each group approach the bowl and ask each child to pick a folded paper with the name of a specific feeling. Feelings on folded paper can include:

Angry	Sad
Disappointed	Scared
Proud	Surprised
Calm	Happy
Excited	Safe
Afraid	Worried
Peaceful	Lonely

5. Instruct the students in each group to take a turn saying the name of their character puppet and then tell of a situation the character experienced that illustrates the emotion. The remainder of the group is to guess the emotion from the student's description of the situation and then use their kitty cat puppets to say something caring or complimentary. With younger children, the teacher can have a student pick a feeling from the bowl, let the teacher see it, the teacher then describes a situation and asks the students to name the emotion.
6. Have students work in groups to solve the **FIND THE FEELINGS WORD SEARCH WORKSHEETS** and to complete the **KITTY CATS' MATCHING FEELINGS TO FACES WORKSHEET**.



LESSON PLAN 2: KITTY CATS' MATCHING FEELINGS TO FACES

Instructions: Match each feeling word with the kitty cat whose facial expression shows the emotion. Draw a line between the word and the matching kitty cat.



Happy



Mad



Scared



Surprised



Sad



Calm



Annoyed



Worried



LESSON PLAN 2: FEELINGS WORD SEARCH

Instructions: Find the feeling words listed at in the Word Search puzzle.
Draw a circle around each word.

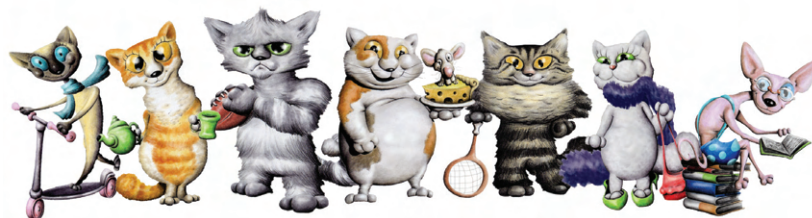
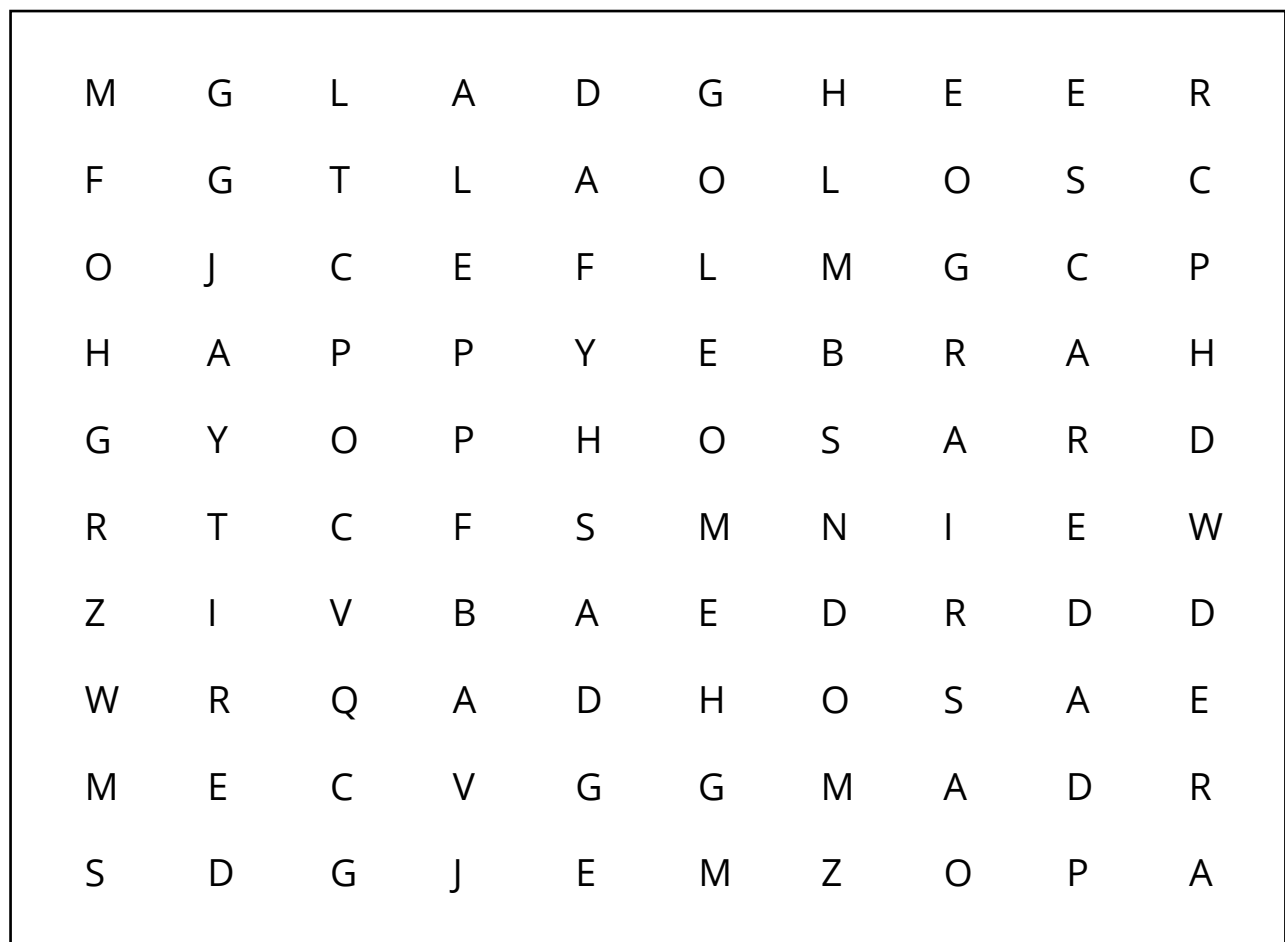
(K—GRADE 1)

See if you can find these words!

Glad
Scared

Happy
Mad

Sad
Tired





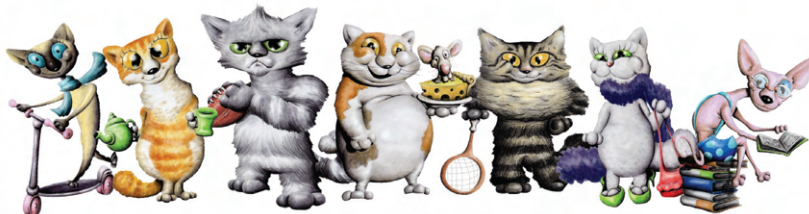
LESSON PLAN 2: FEELINGS WORD SEARCH

Instructions: Find the feeling words listed at in the Word Search puzzle.
Draw a circle around each word.

(GRADES 2- 3)

See if you can find these words!

Safe	Glad	Happy	Calm	Excited	Mad
Tired	Scared	Sad	Hopeful	Brave	Proud

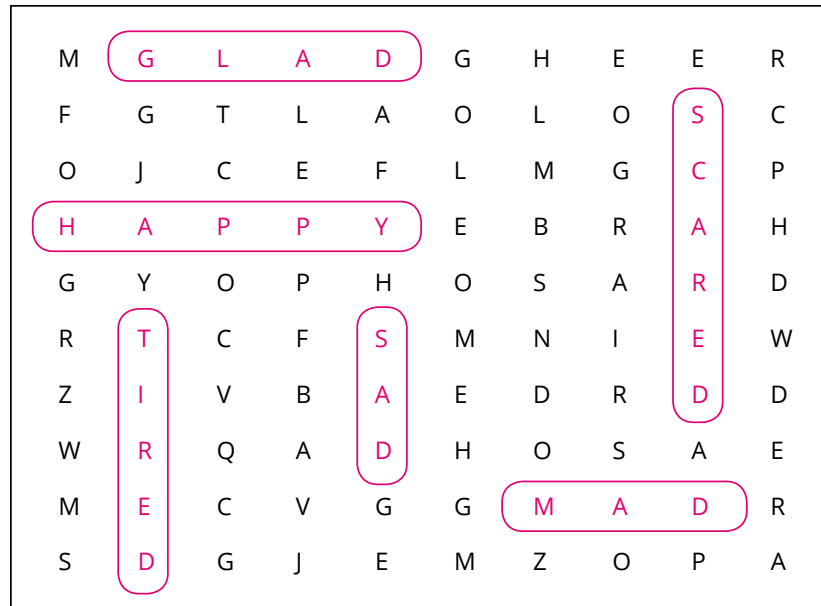




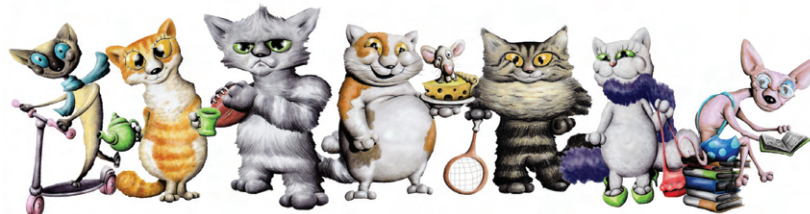
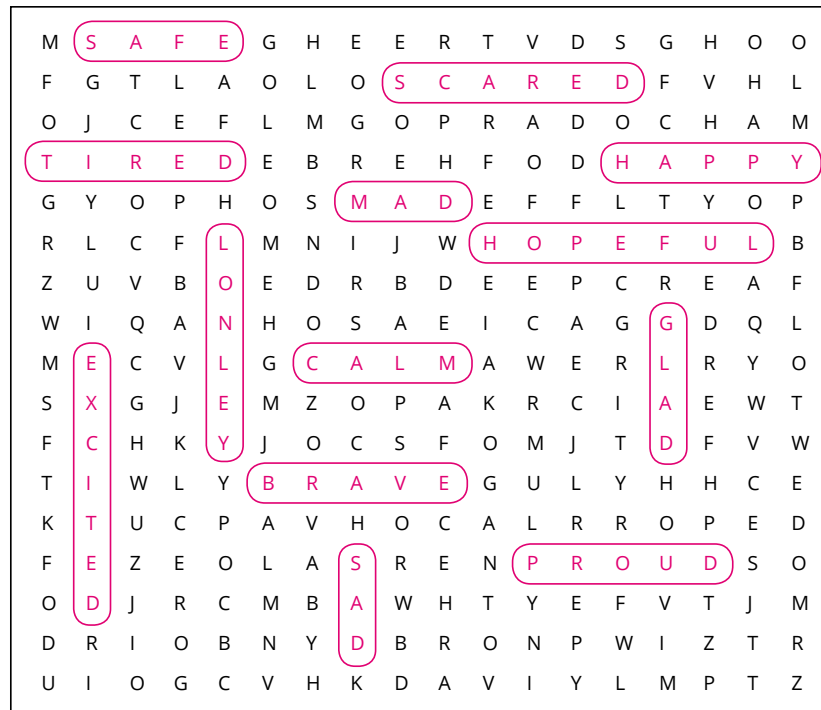
LESSON PLAN 2: FEELINGS WORD SEARCH

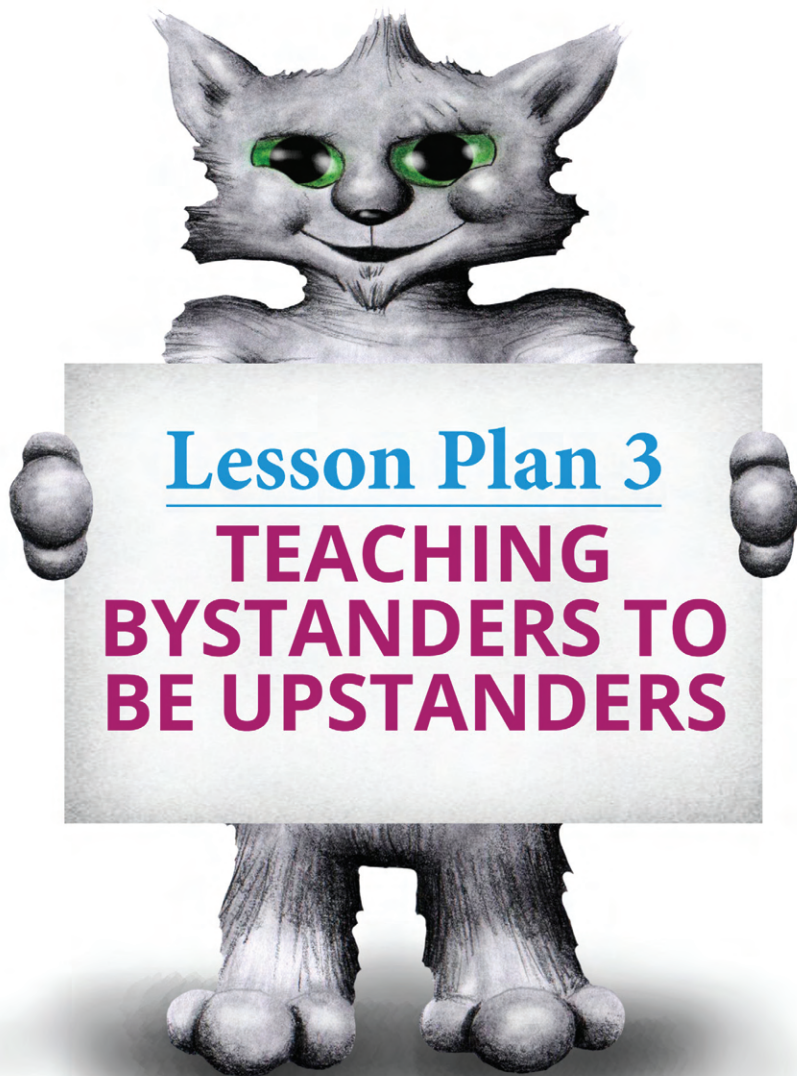
Answer Sheets

(K—GRADE 1)



(GRADES 2-3)





Lesson Plan 3

**TEACHING
BYSTANDERS TO
BE UPSTANDERS**



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

OVERVIEW

In bullying situations, attention often focuses primarily on children who are bullied and children who bully. The role of children, who are witnesses (bystanders), is often overlooked. However, the attention that bystanders provide reinforces bullying behavior. Instead, these bystanders can learn skills to become “upstanders.” As upstanders, children are empowered to contribute to the prevention, reduction and cessation of the negative effects of bullying. This third lesson plan builds on children’s understanding of friendship and uses the kitty cat characters to develop skills to overcome fear and to take constructive action when bullying occurs.

Grades: Kindergarten through Grade 3

Time: 45 min. + depending on number of exercises chosen

Materials: Kitty Cat Puppets, *We're All Different But We're All Kitty Cats* by Peter J. Goodman, Chalkboard, White Board, or Easel with Large Paper, Kitty Cat Puppets from Lesson Plan #1, Kitty Cats Say Kind Words Not Hurtful Words Worksheet, Bullying Scenarios to use for role-plays

Relevant Subjects: Self-assertion, Empathy, Friendship, Bullying Awareness, Self-Esteem, Differences, Overcoming Fears

OBJECTIVES

1. Children learn the difference between acting as a bystander and acting as an upstander.
2. Children learn that acting as an upstander is part of the meaning of friendship.
3. Children learn language and behavior to use when they witness the occurrence of bullying.
4. Children experience less fear and less damage to self-esteem in connection with witnessing and responding to bullying.
5. Children experience a positive connotation to difference.

MATERIALS NEEDED

1. *We're All Different But We're All Kitty Cats*.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

2. Chalkboard, white Board, easel with large paper.
3. KITTY CAT STICK PUPPETS from Lesson Plan #1.
4. KITTY CATS CARE WORKSHEET.
5. Bullying Scenario to use for role-play.

DISCUSSION POINTS

1. What does it mean to be a friend? Include discussion of being helpful to one another.
2. How are each of the kitty cats different in the story, but still kitty cats. How are they different and still special? How are they different and still able to be helpful to one another?
3. Introduce terms bystander and upstander and their meanings. Ask students to explain what it feels like to witness someone being hurt. Which kitty cats in the story act as upstanders and what do they do? Make sure that all children are sitting down for this part of the discussion. Explain upstander, and then have each child stand up and say “My name is Sue, and I am learning to be an upstander.”
4. Has anyone ever acted like an upstander or seen others in this role? What did they do?
5. What would cause someone to hesitate to act like an upstander? What could help the person to become more prepared to be an upstander?
6. Remind children that upstanders keep themselves safe while trying to help.
7. Summarize discussion with “Kitty Cats take a stand and lend a hand.”

SUGGESTED ACTIVITIES:

1. At the beginning of class, break the students into small groups to complete KITTY CATS CARE WORKSHEET, which will help review the story and the ways the kitty cats act in a caring/friendly manner toward Carlos and each other.
2. Divide children into small groups and ask them to list three ways they are all similar and three ways they are each different. Very young children can be



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

assisted through this activity by asking questions about different characteristics and have them stand up or remain seated according to their answers (i.e. All children with brown hair stand up). After the differences, have all children stand up, and the teacher can list ways they are all similar (i.e. All of you are part of my class).

3. Upstander Role-play – Using the book and student examples, post a list and/or discuss possible upstander responses:
 - Say “STOP RIGHT NOW!”
 - Invite bullied child to join you and walk away.
 - Get help from an adult.
 - Tell the bully to get away from your friend!
 - Tell the bully to show his or her strength by stopping the behavior.
 - Tell other children to stop laughing or cheering on the bully.
 - Refuse to join in the bullying.
 - Become an ally or friend to a bullied child.
 - Distract a child who bullies.
 - Provide correct information about the bullied child.
 - Include students who are often left out in play.

For older students, break into small groups, and ask each group to re-enact, “Vinny telling Carlos that he is not a kitty cat,” and then ask students to use their kitty cat puppets to role-play, responding like an upstander using the responses listed or discussed. For younger students, teacher can hold up a Vinny puppet, voice a bullying comment and have children pick one of their kitty cat puppets to voice an upstander response.



LESSON PLAN 3: KITTY CATS CARE WORKSHEET

Instructions: Draw a line between the kitty cat and the correct description, which includes the ways he/she showed caring or friendly behavior in the story.

Dylan



A kitty cat who has a friend that is a mouse, always smiles and claps first for Carlos at the end.

Allie



Feels scared and sad, at first, knows the entire alphabet and learns that he is indeed special.

Carlos



Has a bushy tail, knows the letter "C" and plays tennis with friends.

Sammy



Likes to play dress up and tells Vinny to "Leave Carlos alone."

Mommy



Tries to make the first day of school fun and gives Carlos a chance to show the class he knows the ABCs.

Vinny



Tells Carlos "you're not a kitty cat," has a mean face but claps for Carlos at the end.

Ms. Bobsie



A kitty cat with yellow eyes who likes to make tea parties for friends.

Marla

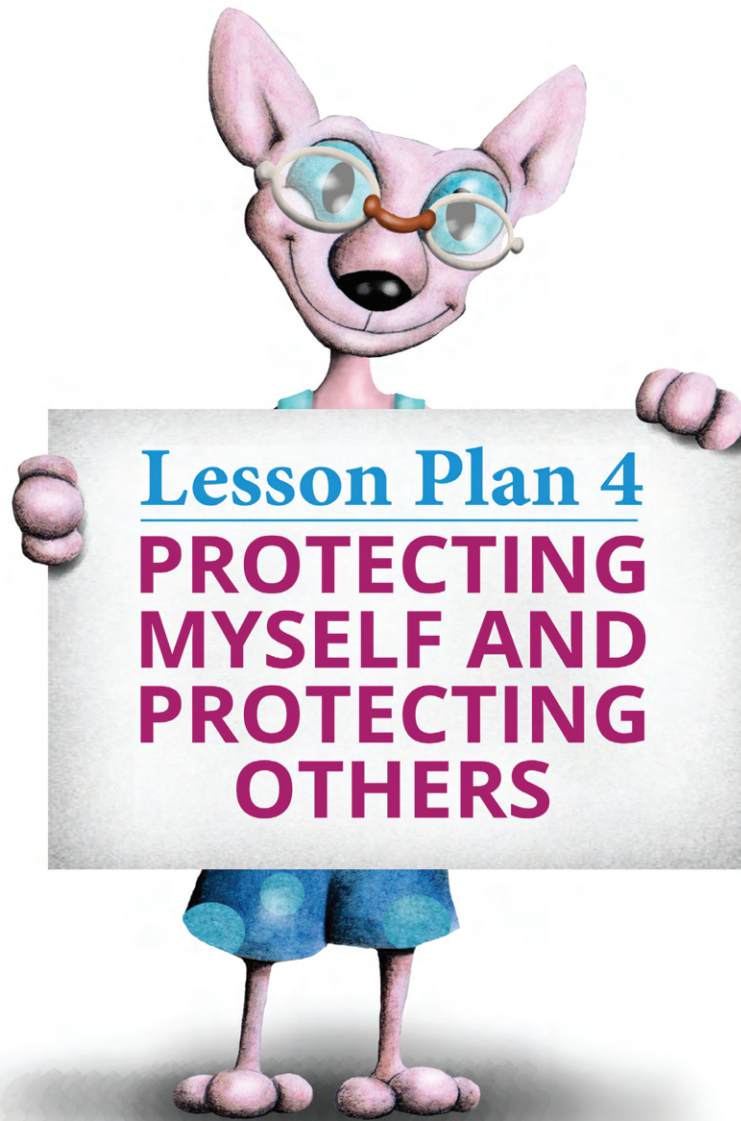


Likes to ride a scooter and tells Vinny that "he is hurting Carlos' feelings."

Flo



Tells Carlos it is okay to feel nervous about the first day of school and helps him know the ways he is special.



Lesson Plan 4

**PROTECTING
MYSELF AND
PROTECTING
OTHERS**



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

OVERVIEW

The challenge in empowering children to protect themselves and others from bullying is to teach skills and to provide tools that will help them to deal with such difficult and emotion-filled situations. At the same time, it is important to emphasize that children also require the assistance of trusted adults and are never to blame if they cannot stop the bullying behavior on their own. This lesson plan uses and expands on the Kitty Cats experiences, in order to convey to children the tools they can use to strengthen and assert themselves, as well as to seek adequate assistance from others.

Grades: Kindergarten through Grade 3

Time: 45 min. + depending on number of exercises chosen

Materials: Crayons, Scissors, "I Am Special" Worksheets, *We're All Different, But We're All Kitty Cats*, Kitty Cat Stick Puppets

Relevant Subjects: Self-assertion, Self-esteem, Self-empowerment, Empathy, Upstanders, Friendship

OBJECTIVES

1. Children can name different kinds of bullying behavior and recognize examples.
2. Children define help with bullying as occurring when children and adults work together.
3. Children can distinguish between telling someone and tattling.
4. Children learn tools to protect themselves from bullying.
5. Children learn skills to protect others from bullying.

MATERIALS NEEDED

1. Crayons and scissors.
2. I AM SPECIAL WORKSHEETS.
3. *We're All Different But We're All Kitty Cats* by Peter J. Goodman.
4. Kitty Cat Stick Puppets from Lesson #1.
5. Role-play scenario – provided below.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

DISCUSSION POINTS

1. Review the different kinds of bullying (verbal, physical, emotional, cyberbullying), ask for examples from the story and then ask students to describe other instances that they have witnessed.
2. Emphasize that preventing and stopping bullying works best when adults and children work together:
 - Children who are hurt use their skills and tell adults.
 - Upstanders join to protect anyone who is bullied.
 - Children who bully accept help from adults and commit to stopping their behavior.
 - Adults respond to observations and reports of bullying behavior.
3. Ask students whether they think Carlos is telling or tattling when he reports to his mother that the other Kitty Cats laughed at him and said he was not a kitty cat. Ask whether the students think it would be telling or tattling if Flo or Marla went back inside the school and reported to Ms. Bobsie that Vinny told Carlos he was not a kitty cat. Highlight the difference between telling and tattling: Telling takes courage and is done for the purpose of stopping hurtful behavior and getting help; tattling is done for the purpose of getting someone in trouble.
4. Ask students whether they think Carlos' first attempts to help himself (crying, putting his head down, sitting in the back of the classroom) were the most effective choices). Next, ask what were some of the ways he helped himself that seemed to work more effectively (raising his paw to respond to the alphabet question, asserting that he is indeed a kitty cat, telling his mother and reminding himself that he is special).
5. Ask the students to name other ways students can help themselves and/or others:
 - Observe for physical danger and leave immediately or run.
 - Stay close to groups of children and in the eyesight of supervising adults.
 - Remain calm, stand up straight, look directly at the child who is bullying, in a firm voice say "STOP!" and walk toward other children and/or adults.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

- Tell an adult and share your feelings.
- Avoid bringing money and/or valuable items to school.
- Avoid being alone in bathrooms, hallways, stairwells and hiding places.
- Watch how students who are not bullied behave.
- Remind yourself of what you are proud of.
- Imagine being smiled at by the people who care about you or imagine that you have your own special shield that surrounds and protects you (have students describe).

PLEASE NOTE: This list is intended to assist students in developing skills, not to suggest that children who are bullied are at fault.

6. Summarize discussion by reminding students that Kitty Cats say “Don’t Blame, Give Help.”

SUGGESTED ACTIVITIES:

1. Distribute **I AM SPECIAL WORKSHEETS** for students to complete and color. Younger children receive the heart shaped drawing to color and teacher helps students name how they are special. Children can cut out the heart shape when they are finished.
2. Bullying Response Practice Exercise:
 - a. Ask students to stand up straight with shoulders back.
 - b. Demonstrate Sammy’s Breath of Courage – Demonstrate deep, slow inhale where stomach, chest and shoulders rise and expand, followed by slow and steady exhale; practice several times
 - c. Ask students to imagine that their “I Am Special” hearts are covering their chests (or actually tape them on each student before the exercise).
 - d. Ask students to look straight at Vinny drawing in front of them, in a firm voice say “STOP!, and then walk toward another student in the class.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

3. Role-play Scenario (for use with the Kitty Cat Puppets) – Class can be divided into small groups or a group of volunteers can be selected to perform the role-play for the remaining students. The Kitty Cats are on the playground. Carlos goes up to Vinny and says, “Will you play with me?” Vinny says, “Go away, I don’t like you. I will never play with you because you have no fur. You are not a kitty cat.” Other cats start to laugh. Flo says, “Stop that right now, Vinny! Kitty Cats who are brave and strong use kind words!” Dylan says, “ You can choose, Vinny, be kind and be our friend or be mean and be alone.” Each small group or the class can be asked what decision they think Vinny makes and create an end to the role-play.



LESSON PLAN 4: I AM SPECIAL HEART

Instructions: Write your name in the space provided. Then color the areas inside the heart. Finally, use scissors to cut around the outline of the heart.



My name is _____

and

I AM SPECIAL!



LESSON PLAN 4: I AM SPECIAL HEART

Instructions: Write your name in the blank space and list three ways you are special on the numbered lines. Then color the areas around the writing on the heart shape. Finally, use scissors to cut around the outline of the heart.



My name is _____

and

I AM SPECIAL!

| _____.

| _____.

| _____.





Lesson Plan 5

**LET'S MAKE
OUR CLASSROOM
BULLY-FREE**



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

OVERVIEW

Learning is enhanced when children are able to feel comfortable and safe in their classroom. In addition, children are strongly influenced by and learn from each other's behavior. An effort to create a classroom atmosphere that encourages kindness, while at the same time prevents/stops bullying, is most effective when the entire classroom group unites, commits, and learns the necessary skills to achieve this mission. The final lesson plan allows the teacher and students to summarize what has been learned about kindness, empowerment, and empathy in connection to bullying through exploring *We're All Different But We're All Kitty Cats* by Peter J. Goodman. This unit uses class discussion and activities to reinforce and solidify the teacher's and students' commitment to a bully-free classroom.

Grades: Kindergarten through Grade 3

Time: 45 min. + depending on number of exercises chosen

Materials: Kitty Cat Stick Puppets from Lesson #1, Markers, Crayons and/or Colored Pencils, Glue Sticks, Scissors, Poster Board or Long Rectangular Sheet of Large Paper, Kitty Cat Cut-outs, Sequins, Stickers, Feathers, and other items to decorate banner, Code of Honor Club Shield Sheet, "I Have Joined the Kitty Cats Campaign Against Bullying" Certificates, Poster Board circle cut outs (size of drinking glass circumference with Velcro glued on back, Kitty Cats in Circles Drawing sheet, Snack foods for certificate ceremony

Relevant Subjects: Classroom Atmosphere and Safety, Empowerment, Personal Accomplishment, Self-esteem, Commitment, Bully Prevention

OBJECTIVES

1. Reinforce concepts and review skills learned in previous lessons.
2. Students can identify steps to make the classroom bully-free.
3. Students make a commitment to themselves and each other to contribute to keeping the classroom bully-free.
4. Students experience a sense of satisfaction and accomplishment in learning new skills.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

MATERIALS NEEDED

1. Kitty Cat Stick Puppets from Lesson #1.
2. Markers, crayons, and/or colored pencils.
3. Glue sticks.
4. Scissors.
5. Poster Board or Long Rectangular Sheet of Large Paper, Kitty Cat cut-outs, Sequins, Stickers, Feathers, and other items to decorate banner.
6. "I Have Joined the Kitty Cats Campaign Against Bullying" Certificates.
7. **KITTY CATS CODE OF HONOR CLUB SHIELD SHEETS** and poster board circle cutouts (the size of a drinking glass in circumference) with a strip of Velcro adhered on the back.
8. Snack foods for certificate ceremony.

DISCUSSION POINTS

1. Teacher holds up each of the Kitty Cat Stick Puppets and asks what they helped the class to learn about kindness and bullying.
2. Teacher asks class the meaning of pledge or promise. Teacher asks class to identify specific ways they are going to prevent/stop bullying in the classroom and writes them as a pledge (i.e. Ms. B's First Grade Class Has Pledged To..... on the banner sheet).

Examples:

- a. Everyone has a right to be themselves and be heard.
- b. Disagreements will be handled with respectful words.
- c. We don't interrupt each other
- d. We use kind words.
- e. We don't give attention to classmates who use bullying behavior.
- f. We don't retaliate or get back at others.
- g. We will reach out to help students who are bullied.



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

- h. We will not leave other students out when we play.
 - i. We find words to tell our feelings to adults and friends.
- 3. Teacher talks with class about developing or proposing, depending on the age of the students, a bully free class room reward system. For example, teacher puts beans in a Kitty Cat decorated jar each time kind words and behavior are noticed and then short and long term rewards are decided upon for the entire class.
- 4. Teacher asks class how they will help students who violate the classroom pledge:
 - a. Provide verbal cues and reminders
 - b. Offer a quiet area to stop and think
 - c. Give compliments for positive behavior
 - d. Suggest ways a student who bullies can make amends
- 5. Teacher introduces and explains the use of the Classroom Safety Box where students can put their names on a note card and write about situations that are worrying them.

SUGGESTED ACTIVITIES:

1. Constructing the class banner – After teacher has written the pledge on the banner, each student is asked to come up and write his or her name and glue on a few decorations.
2. **KITTY CATS CODE OF HONOR CLUB** – While some students are working on the banner, the remainder of the class works on cutting out the Honor Club Shields and adhering them to the poster board circles with a strip of Velcro or glue on the back.
3. Award ceremony followed by small snack for presenting the **MEMBERSHIP CERTIFICATES** with each child's name on it. Teacher can say something like “On behalf of Stand for the Silent and the Kitty Cats, I am giving you this certificate that means you have learned the skills to be part of the Kitty Cats Campaign to Stop Bullying.”



LESSON PLAN 5: KITTY CATS CODE OF HONOR CLUB

Instructions: Cut out the Honor Club Shields around the circle and adhere them to the poster board with a strip of Velcro or glue.





KITTY CATS CAMPAIGN AGAINST BULLYING

Certificate of Membership

as of _____, _____
Date _____, _____ *Student's Name*

is now an official member of the **Kitty Cats Campaign Against Bullying**
and will forever follow the **Kitty Cat Kid Code of Honor**,
which is to: **'Say NO'** to bullying behavior; offer friendship to anyone
who is bullied and to tell a grown-up about bullying.

Peter J. Goodman, Author



Teacher



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

SOURCES AND RESOURCES

Beane, Allan L., The New Bully Free Classroom, Free Spirit Publishing, Minneapolis, Minn., 2011.

Byrne, B.J., Bullies and Victims in School Setting: With Reference to Some Dublin Schools, Irish Journal of Psychology 15, 574-586, 1994.

Limber, S.P., Addressing Youth Bullying Behaviors, Proceedings from the American Medical Association Forum on Adolescent Health: Youth Bullying, Chicago, Ill., American Medical Association, 2002.

Melton, G.B., et al., Violence Among Rural Youth, Final Report to the Office of Juvenile Justice and Delinquency Prevention, 1998.

Nansel, T. et al., Bullying Behaviors Among US Youth, Journal of the American Medical Association, 285, 2094-2100, 2001.

National Institutes of Health. Bullying. www.nlm.nih.gov/medlineplus/bullying

NEA Today, Easing the Strain of Students' Stress, Sept., 1999, NEA, Washington, DC.

Olweus, Dan, Bullying at School: What We Know and What We Can Do, Hazelden, partnership with Clemson University, 1993.

Bully Free Program
www.bullyfree.com

PACER's National Bullying Prevention Center
www.pacer.org/bullying

StopBullying.gov
www.stopbullyingnow.hrsa.gov



WE'RE ALL DIFFERENT BUT WE'RE ALL KITTY CATS

ABOUT THE AUTHORS

Peter J. Goodman

Peter J. Goodman's first book, *Win-Win Career Negotiations*, was published by Penguin Books in 2002. He has been featured in *The Wall Street Journal*, *The Washington Post*, *Chicago Tribune* and *Publishers Weekly*, among other national publications. Peter's new children's book series, *We're All Different But We're All Kitty Cats*, was published by Greenleaf Book Group in 2012. His stories have appeared in *BusinessWoman Magazine*, *ME Today*, *Minority MBA*, *Minority Nurse*, *Association Trends* and *Scanner*. He has appeared on "WNBC New York," "CBS This Morning Richmond," "FOX 5 DC," PBS and "CBS Atlanta." Peter is currently earning a Masters of Arts in Writing at The Johns Hopkins University and resides in Washington, D.C.

Karen S. Goldberg

LCSW-C, Licensed Clinical Social Worker/Psychotherapist

For the past thirty-six years, Karen has provided psychotherapy and related mental health services to children, teenagers, couples and families. She acts as the Clinical Director for Family Support Center, a non-profit agency that serves students, parents, and schools. In her role as Clinical Director for the past 21 years, Karen has provided clinical supervision to mental health practitioners in 150 schools, both public and private, in Washington, DC and the surrounding localities in Maryland and Virginia. She has also worked in a variety of settings, including child welfare, schools, hospitals, and family service agencies. Karen completed her Master's Degree at the University of Michigan and currently lives in the Washington Metropolitan area. She is also the parent of two grown children with whom she spent many hours reading stories.

EDITORIAL TEAM

Stand for the Silent would like to express special thanks to our editorial team and for their invaluable contributions to the *Bully Free Students Make Bully Free Classrooms* curriculum.

Deborah Irvin, LCSW-C

Executive Director, Family Support Center, University of Maryland, School of Social Work Masters Program.

Julie Hertzog, M.A.

Director, PACER's National Bullying Prevention Center, Appointed to Governor's Task Force for Bullying Prevention (2012), Nominated as co-chair on Task Force (2012).

Judith Nowak, M.D.

Clinical Professor of Psychiatry, George Washington University Medical Center, Weill Medical College of Cornell University.

Seema Srivastava, Ph.D.

Honored with an Excellence in Teaching Award at New York University, Earning Masters of Arts in Writing at The Johns Hopkins University.



Stand for the Silent