

Ambassador Classroom Lessons
Student Created Lessons to Address Bullying
8th Grade Presenters

Goal: Help students understand that words can have permanent damage.

Materials: Large paper heart with quote on back, tape, Band-Aid (paper).

Directions:

1. Tape the heart to the white board.
2. Talk about how saying something mean can be intended as a joke but still hurt your feelings.
3. Have Ambassadors and students provide examples of when someone has hurt your feelings, please tell them not to give names. Every example provided, make a large fold in the heart. Gradually, as the heart gets folded, you can't fold it anymore.
4. Explain to the students that all of these little comments can build up until the heart can't take it anymore. This means that someone could always be sad, down on themselves, or be self-conscious. You never know what everyone's heart looks like on the inside.
5. Have the students go around and compliment their neighbor. With each compliment, unfold the heart.
6. After the heart is unfolded, talk about how it takes a lot of work to heal a heart and hurt feelings.
7. Once unfolded, turn the heart over and read the quote "Be kind for everyone you meet is fighting a hard battle." – Plato.
8. Put the paper Band-Aid on the heart. Talk about how the kind work and compliments didn't heal the creases the made on the heart. The scars from all the mean things will never go away.
9. Talk about how at Sunset Ridge we try and stop bullying so everyone can have a good experience at school.

Ambassador Classroom Lessons
Student Created Lessons to Address Bullying
9th Grade Presenters

Goal: To explore how word choice is related to bullying.

Materials: White board

Directions:

1. Inform students that one of the presenter is going to leave the room and when he or she comes back, the students should observe his or her behavior as closely as possible OR Play a game of freeze to help students come up with the words.
2. When the presenter returns, he or she will do obviously bizarre or inappropriate things, such as swiping someone's books off their desk, interrupting another presenter loudly, eating something obnoxiously, etc.
3. Ask the students to raise their hand and list the behaviors they observed.
4. Explain the difference between factual statements and opinion statements.
 - a. Factual language is just the facts about what happened or what something/someone looked like. Example "He yelled at her."
 - b. Opinion statements are a decision about whether something is negative or positive, bad or good. Example "He was a jerk to her."
5. Go through the words listed on the board and have students stand up when they hear factual language and stay seated when they hear opinionated language.
6. Talk to students about how they need to use factual language and not opinionated language when they are talking to each other. This will help stop bullying.
7. Discussion questions:
 - a. How would you feel if someone only used opinion words to talk about you?
 - b. What are some situations where you can practice using factual language rather than opinionated language?
 - c. Why do you think opinionated language is harmful?

***Play a game of Freeze once using factual language and the second time using opinionated language. Call on the students to give situations for the game.