

Here are a few suggestions for follow-up discussion.

What did you learn today? (Be sure to specify - about the messages, not the stunts.)

How can you use one of the things you learned today to improve your own life?

How can you stand up for someone else in a safe way?

Describe a situation where you should have treated someone better than you did?

What activities do you participate in that you would consider yourself part of a team?

If someone is teasing you, what should you do?

If you witness an incident of "bullying" what should you do?

How can what you learned today help you help others?

Why should you do well in school?

If you are not treating others well, what can you do to change that?

THE COURAGE TO BE AN UPSTANDER

Look up Miep Gies. She was a courageous upstander. What did Miep Gies do?

What might stand in your way of being an upstander for someone who's being mistreated? What can you do to overcome whatever might be in your way?

Chris lives his life in a very specific way. Chris does the following 5 things everyday.

“Chris’ Daily-5”

- 1. Do something to IMPROVE YOURSELF MENTALLY everyday.**
- 1. Do something to IMPROVE YOURSELF PHYSICALLY everyday.**
- 3. Do something to IMPROVE THE ENVIRONMENT you live in everyday.**
- 4. Do something to IMPROVE SOMEONE ELSE’S LIFE everyday.**

REAL STORIES OF CYBERBULLYING

Amanda

“I had an argument with these girls who used to be my friends. That night they text'd each other saying all these mean things about me. Someone forwarded one took a screen shot, printed it, and brought it to school. She started passing it around to other people, making it sound like everything was my fault. I was so upset. But I didn't know what to do.”

Jay

“One day I woke up late and couldn't find any clean clothes. I threw on a dirty sweatshirt and some old jeans that were too short. There wasn't time to comb my hair, and I didn't realize there was jelly on my face from a donut I ate on the way to school. I looked like a mess. When I got to school some kids started laughing at me and saying mean things. I didn't know it right then, but one of them took a picture of me with his iPhone. Then he and his friends posted the picture on Instagram. They called the picture 'Jay's a Loser.' The next day all the kids were talking about it and laughing at me. It was horrible. I wanted to hide.”

Have you ever used the computer or cell phone to hurt someone or get even? If so, you're cyberbullying.

Why is it wrong to cyberbully?

What can you do if cyberbullying happens to you?

What can you do if someone you know is about to cyberbully someone else?

Below are some fun and easy follow-up activities your students will enjoy doing and sharing.

Create A Work Of Art

Have the students (either individually or as a group) create something special for someone that they don't usually show appreciation to, like a lunchroom staff member, teacher, secretary, custodian, bus driver, etc. They can draw a picture, write a letter, or think of something else creative. Let the students deliver their creation personally. This will let them experience the joy of giving first hand. It will help them to see the value of being a thankful and giving person.

Act Out A Scene

Have each student think of a situation where they would feel uncomfortable, embarrassed, bullied, etc. Assign two or more students (depending on the scenario) to act out the situation in a mini-play lasting for a minute or two. Let the other students give advice as to whether their actions were appropriate or not, and give suggestions for improvement. This activity will give the students ideas on how to act in (and avoid) certain situations. It will also give the students an opportunity to see what certain situations look like from a different perspective.

Make A New Friend

This activity can be done within one classroom or it can be made even more fun by mixing two different grade classrooms together. Have each student partner up with someone they don't know (or don't know very well). Have each student shake hands and take a few minutes to introduce themselves to the other person and find out some basic information about their partner. They can ask name, age, favorite hobbies, dislikes, etc. You can take this activity a step further and have each student tell the group a little about their new "friend". After this activity, the students will have made a new friend and gained a little more self-confidence speaking to others. You can tell this was a successful activity when the students become more "chatty" with each other because their comfort level will increase significantly when they get to know each other better.

PERSEVERANCE QUOTE DISCUSSION

- **Post these five quotes.**
 - **Ask the students to identify which quote they like the best and share why.**
1. Football is like life - it requires perseverance, self-denial, hard work, sacrifice, dedication and respect for authority.
Vince Lombardi
 2. I do not think that there is any other quality so essential to success of any kind as the quality of perseverance. It overcomes almost everything, even nature.
John D. Rockefeller
 3. The difference between perseverance and obstinacy is that one comes from a strong will, and the other from a strong won't.
Henry Ward Beecher
 4. Perseverance is the hard work you do after you get tired of doing the hard work you already did.
Newt Gingrich
 5. Perseverance is not a long race; it is many short races one after the other.
Walter Elliot

Reading / Writing / Drawing Activity

- Have the students read one or more the three stories below and have a discussion about perseverance and challenge.
- Use the discussion questions below to guide a group dialogue.
- Have the students draw their own web of perseverance and share as a group.

1. The Crow and the Pitcher, Aesop's Fables

A Crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it.

He tried, and he tried, but at last had to give up in despair.

Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life.

2. Frogs in Cream

Two frogs fell into a deep cream bowl. One was an optimistic soul. But the other took the gloomy view. "We'll drown," he lamented without much ado, and with a last despairing cry, he flung up his legs and said "Goodbye." Quote the other frog with a steadfast grin, "I can't get out but I won't give in, I'll just swim around till my strength is spent, then I'll die the more content." Bravely he swam to work his scheme, and his struggles began to churn the cream. The more he swam, his legs a flutter, the more the cream turned into butter. On top of the butter at last he stopped, and out of the bowl he gaily hopped.

Reading / Writing / Drawing Activity (Continued)

3. The least likely winner

Steven Bradbury, age 28, of Australia hasn't always been known for his prowess on ice. In fact, you might say he is an accident waiting for a televised event to happen.

In 1994, Bradbury cut his leg in a World Cup skating competition and almost bled to death, losing four liters of blood and receiving 111 stitches. Just a year and a half ago, he crashed headfirst into the boards while training and broke his neck. He chose to defy doctors, who told him that if he skated again he risked permanent paralysis. He staged a comeback in time for the 2002 Winter Olympic Games in Salt Lake City.

Steven Bradbury was, in many commentators' opinions, the least likely skater to win a medal--any medal--at the games. And yet he won gold.

Bradbury's victory is remarkable not only because he had encountered so many setbacks and defeats, but because he won it after the other four skaters in the event fell down just before the finish.

You could almost see Bradbury thinking, "I'm still standing up. I'm crossing the finish line. I just won the race!"

He skated from last to first in a split second.

QUESTIONS

1. How does the story show perseverance and triumph?
2. Is there a clever twist to the story that makes the story better? What is it?
3. Describe a time in your life you worked especially hard to accomplish a goal.
4. Why was it important for you to keep working toward that goal?
5. Describe the times when you felt like giving up.
6. What motivated you to keep going?
7. Which people or events helped you?
8. How did it feel to continue your work when it was difficult to do so?
9. How did you feel when you had accomplished your task?

Reading / Writing / Drawing Activity (Continued)

Have the students draw their own web of perseverance.

Example “Web of Perseverance”

