



1: EMPATHY

1: Empathy

empathy | 'empəTHēl, noun

the ability to understand and share the feelings of another.

The origin of the word empathy dates to the 1880s, when German psychologist Theodore Lipps coined the term “Einfühlung” (literally, “in-feeling”) to describe the emotional appreciation of another’s feelings. Empathy has further been described as the process of understanding a person’s subjective experience by vicariously sharing that experience while maintaining an observant stance. (Zinn W. 1999)

It seems that empathy plays an important role in a therapeutic relationship (Wiseman T. 1996). Empathy means to recognize others’ feelings, the causes of these feelings, and to be able to participate in the emotional experience of an individual without becoming part of it (Keen S. 2007). Gagan (1983) indicates that empathy is the ability to perceive one’s feelings on one hand, while transmitting them on the other.

Empathy and emotion-management are essential to a child’s success in school and in life in general. Paul Ekman established the six basic emotions as anger, disgust, fear, happiness, sadness, and surprise. Though there are theorists who propose varying models, most psychologists and many in the social and emotional learning community accept these as the basic emotions through which all others emerge as nuances of.

When speaking about empathy to children, it is crucial that they are guided through these basic feelings that they may or may not share with another person. It is harmful to classify some emotions as positive and others as negative because realistically, nearly every day, humans feel all six of the basic emotions. No one emotion is right or wrong or should be looked down on. For example, anger can be positive in that it drives people to action, to see what is wrong with any given situation and change it. In fact, the suppression of emotions leads to several adverse outcomes, and contrarily to that, emotional expression results in a host of beneficial outcomes. Unsurprisingly, emotional intelligence, “someone’s ability:

- to understand his feelings,
- to listen to others and to feel them, and
- to express his emotions in a productive manner,” can be strengthened through social and emotional learning which results in greater empathy, the cornerstone of emotional intelligence.

Unfortunately, our culture does not support boys and girls equally when it comes to their ability to express themselves openly, or process emotions and experiences through healthy means. This contributes to harmful behavior such as over-aggression, self-harm or emotional stoicism that is often characterized as “toxic masculinity” in men. Assisting boys and girls in first isolating, understanding, and then processing their emotions is a critical

step toward developing a healthy psyche and a positive relationship with themselves and with others. When an individual is presently incapable of comprehending the experiences, actions or emotions of another, the likelihood of gender-inequitable relationships increases substantially.

It is in part an ability to relate with others through empathizing which forms a foundation of appreciation and value for them:

Empathy on the other hand, is a skill learned or an attitude of life, which can be used to try to encounter someone, to communicate and understand others' experiences or feelings.

However, when empathy is diminished, there is a greater likelihood that acts of objectification, exploitation and aggression will follow. The Committee for Children notes "Social awareness develops perspective about, and empathy for, others; an understanding of social and ethical norms for behavior; and a recognition of resources for support from family, home, and community."

This section of the Project ROOTS curriculum offers skill-building activities for self-control, self-awareness, social awareness, and empathy, "a skill that yields better choices and decisions—based on the needs of others and the needs of the community."

Cross the Line

CASEL Core Competencies: Self-awareness, social awareness, relationship skills

State Health Standards: Standard 4, Standard 5, Standard 7

Learner/Participant Objectives: Accurate self-perception, self-efficacy, empathy, appreciating diversity, respect for others

Content Warnings: Hardships within family structure

Facilitator Tips: Feel free to get creative and use “cross the line if...” examples based on community and cultural relevancy! This doubles as a great getting to know you.

Key Terms: Empathy, connectedness

Time: 45 minutes

Materials: Tape or string to divide the room in half

Background: Empathy means being able to put yourself in other’s shoes. The more we can find common understanding—especially amongst those who seem different than us—the more we’re able to understand and support those around us. This exercise is a visually powerful way for Participants to recognize both similar and unique life experiences with their peers.

Resources:

[20 Questions to Get Kids Talking & Build Community](#)

Procedure

- Create a line in the middle of the room and ask Participants to stand behind the line, so that everyone starts in the same place.
- Explain that you will read a question starting with, “Cross the line if...” and if the statement applies to them, they should step to the other side of the line. Remind Participants that ROOTS about the Rule of Roots, and they should only share experiences they feel comfortable disclosing.
- Inform the group that this is a silent exercise and there should be no talking, except for the person asking the questions. Ask if there are any questions before beginning.
- Begin the game. Read a question beginning with, “Cross the line if _____.” Participants step across the line if it applies to them and remain on the starting side of the line if it does not. Pause and ask the Participants to silently look around and observe who is standing with them.

The following is a list of sample questions. The questions should be tailored to meet the needs of your group i.e., age, ethnicities, interests, hobbies.

“Cross the line if...”

- You have brown hair
 - You have a sister
 - You have a brother
 - You have a lot of chores at home
 - Your parents do not speak English
 - Your parents speak another language
 - You speak another language
 - You are African American
 - You are Mexican
 - You are Asian
 - You are Jewish
 - You are Muslim
 - You have experienced discrimination (race, ethnicity)
 - You have ever been told you are ugly
 - You have ever been teased/bullied
 - You have ever made fun of someone because of how they look
 - You have ever travelled outside of California
 - You are in foster care
 - You wish you could change something about your body
 - You have ever been told you could not do something
 - You are expected to succeed at everything you do
 - You have ever been told that you were not going to make it in life
 - You know anyone who has been in jail
 - Sometimes you deal with difficult situations at home
 - You made a bad decision because of peer pressure or fear
 - You have ever had someone you did not know help you
 - You have ever helped someone you did not know
 - Someone you care about has been mean to you
- After asking several questions, ask if anyone else in the group has a question they would like to ask.
 - After several rounds of questions and crossing the line, have Participants sit comfortably. Have Participants reflect on the activity by asking the following questions:
 - How did it feel to cross the line?
 - How did it feel when you did not cross the line?
 - What surprised you the most during this activity?
 - What did you learn?
 - What lessons can you take away from this activity?

Culture is Everywhere

CASEL Core Competencies: Self-awareness, social awareness, responsible decision-making

State Health Standards: Standard 4, Standard 5

Learner/Participant Objectives: Helping young people recognize ways cultural influences can help gain a deeper appreciation for their own culture and the cultures of those around them.

Facilitator Tips: Encourage participants to appreciate the uniqueness in each culture by reminding youth that although a particular tradition may be different than their own, it does not make it weird or strange.

Key Terms: Culture, clothing, food, traditions, ceremonies, spiritual practices, religious beliefs, language, family structure, communication styles, identity, empathy

Time: 45 minutes

Materials: Writing utensils, paper, string, hole punch, index cards/small squares of paper, crayons/markers

Background: Culture plays a large role in individual identities

Resources:

- [Top 10 Ways to Teach Culture \(busyteacher.org\)](http://busyteacher.org)
- [Cultural Awareness for Kids | PBS KIDS for Parents](http://pbskids.org/parents/cultural-awareness)
- [Teaching Teens to Respect Diversity \(today.com\)](http://today.com)

Procedure

- Begin by explaining that culture is a shared set of practices and traditions that characterize a society or group of people. Culture can include clothing, food, traditions, rituals, ceremonies, spiritual practices and beliefs, language, family structure, and communication styles. Explain that culture can influence who we are by directly shaping our personalities and ways culture influences our lifestyles and decisions
- Have Participants brainstorm a few examples of culture and record their responses on a board or large paper. (ex: speaking English, speaking Spanish, wearing a blue and white school uniform, celebrating Ramadan, celebrating Hanukkah, celebrating Christmas, wearing your hair in braids, using American money, wearing flip flop, kinds of food you eat, going to church/temple/mosque, music your family listens to, foods your parents make, instruments you play, etc.)
- Challenge participants to go on a cultural scavenger hunt: they should look for examples of culture in their lives and all around. Ask Participants to write examples of their culture on index cards and draw a corresponding picture for each example. Challenge participants to find at least **six examples of culture** around them. Have

participants walk around and explore their surroundings (whether this be in the ROOTS space or outdoors/on a playground). Participants may walk alone, in pairs, or in groups.

An example of six cards:

- Speaking English represented by a drawing of the A, B, Cs
 - Using American money represented by a drawing of a dollar bill
 - Going to church on Sunday represented by a picture of a decorated pine tree
 - Having long hair represented by a drawing of a boy with long hair
 - Going to church on Sunday represented by a drawing of a cross
 - Eating a specific food represented by a drawing of that food
- When Participants have completed six cards, punch two holes on the top of each card and string all index cards together
 - Ask Participants to share what they found on their scavenger hunts and explain what each example of culture means and the role it plays in their lives
 - Hang the cultural scavenger hunt art projects in the room. Ask Participants to share something new they learned about a different culture around them

Labeling Feelings: Managing Emotions

CASEL Core Competencies: Self-awareness, self-management, responsible decision-making

State Health Standards: Standard 4, Standard 5, Standard 6

Learner/Participant Objectives: Understanding and regulating emotions

Content Warnings: Feelings of adversity

Facilitator Tips: The Facilitator should go around the room and ensure each Participant has identified five feasible and healthy coping skills.

Key Terms: Emotional awareness, feelings, self-awareness, coping skills

Time: 60 Minutes

Materials needed: Paper, writing utensils, dice, paint or crayons/markers (for Participants 8–11 years old), Participant scenarios (for Participants 12–15 years old)

Background: Emotional self-awareness is the ability to recognize one's feelings. Once the six basic emotions/feelings have been discussed with your group, it is equally as important to identify emotions that extend anger, disgust, fear, happiness, sadness, and surprise, and to recognize that one situation can trigger a variety of feelings, not just one. It is important that Participants know that their emotions are important and valid and should not be hidden or suppressed, rather they should be expressed and managed in a healthy manner that does not inflict harm on others or leads to other maladaptive behaviors (i.e. isolation, overeating). Paul Ekman established the six basic emotions as anger, disgust, fear, happiness, sadness, and surprise. Psychologists of all fields have recognized and accepted these as the foundation of all emotions since the 20th century and will be utilized for the sake of this lesson.

Resources:

- [30 Games, Activities and Printable to Teach Emotions to Young Kids](#)
- [Childhood101.com](#)

Discussion Questions

With your group, identify various emotions that one may experience (anger, disgust, fear, happiness, sadness, and surprise). Other examples may include:

- | | | |
|-------------|----------------|---------------|
| • Annoyed | • Curious | • Envious |
| • Bored | • Depressed | • Excited |
| • Cold | • Determined | • Exhausted |
| • Confident | • Disappointed | • Frustrated |
| • Confused | • Embarrassed | • Hurt |
| • Content | • Energized | • Indifferent |

- Interested
- Jealous
- Lonely
- Loved
- Nervous
- Paranoid
- Proud
- Regretful
- Relieved
- Satisfied
- Sick
- Silly
- Worried

To further the discussion, ask participants the following about expressed emotions:

- I felt this way because...
- This is what I did about it...
- Something I can do or say better next time is...
- How can I have avoided the situation in the future?

Procedure

- Begin today's session by writing the following questions on the board or other visible location.
 1. I am most happy when _____
 2. I feel embarrassed when _____
 3. I think negative thoughts about myself when _____
 4. I get nervous when _____
 5. I get mad when _____
 6. Things that surprise me are _____
- Instruct Participants to sit in a circle. Then have Participants roll the dice one-by-one and fill in the blank to the corresponding number that they rolled (refer to the fill in the blanks numbered 1-6 above). You can then read them aloud to the group without stating who wrote it. This may validate a Participant's own feelings by realizing that others in the group have or currently feel similar emotions.
- Remind your group that there may be various situations that cause them to feel more than one emotion. Stress the point that each situation may trigger a very distinct emotion depending on the person; for example, while one person may feel excited about riding a rollercoaster for the first time another person may feel completely scared and worried. Emotions are subjective, and they are neither "wrong" or right."
- **Emotional Charades—for Participants that are 8-11 years of age:** have one Participant act out one scenario to the group. Select a few volunteers to act out the same scenario, then compare the different way Participants reacted. For example, one Participant may physically express excitement when acting out "riding a rollercoaster for the first time" while another expresses fear.

- The scenarios are as follows:

- Hitting a baseball through a car window
- Fighting over a toy with your brother or sister
- Saying goodbye to someone you care about
- Riding a rollercoaster for the first time
- Eating a cake
- Falling off a bike
- Breaking your favorite game
- Losing a competition
- Holding a baby
- Speaking in front of the class
- Taking out the trash
- Not getting invited to a friend's party
- Drinking spoiled milk

- **Reflection—for Participants 12+ years of age:** discuss the physical, emotional, and behavioral consequences of not managing emotions in a healthy manner. Ask for examples, and guide them with the table below:

Physical	Emotional	Behavioral
Chest pains	Mood changes	Smoking
Dizziness	Inability to concentrate	Nail biting
Excessive fatigue	Nightmares	Tapping
Excessive sweating	Panic attacks	Pulling hair
Headaches	Anxiety	Grinding teeth
High blood pressure	Aggressive behavior	Excessive use of alcohol
Inability to sleep	Irritability	Misuse of Prescription drugs
Joint pains	Excessive crying	Compulsive dieting
Nausea	Thoughts of suicide	Hair chewing
Oversleeping	Depression	Nervous laughter
Rapid or difficulty breathing	Confusion	Pacing
Skin problems	Feelings of helplessness	Procrastinating
Stomach aches	Restlessness	Not caring about personal hygiene/appearance
Stomach problems (ulcers)		Overeating
Twitches (eyes, face)		
Weakness		
Weight gain or loss		

- Now shift the conversation and brainstorm healthy ways in which Participants can manage their emotions. A few examples are listed below:
 - Ask for a hug
 - Call a friend or loved one to ask for their opinion or help
 - Close your eyes and take 10 deep breaths
 - Cooking
 - Crafting
 - Dancing
 - Draw a picture or color
 - Exercising/Playing a Sport
 - Gardening
 - Go outside and play
 - Listen to music or sing a song
 - Paint
 - Read a book
 - Talk to a friend
 - Write a letter, story, or song
- **High Five—for Participants that are 8–11 years of age:** have them trace their hand on a sheet of paper. Then help them brainstorm a few ideas on how they can personally manage their emotions. Once they have traced their hand, have them write down their 5 tools for managing emotions.
- **Reflection—for Participants 12+ years of age:** ask for volunteers to identify a previously acted scenario, whether it be anger, disgust, fear, happiness, sadness, or surprise. Then have the Participant answer the following questions.
- If Participants don't volunteer, ask them to reflect on one of their six scenarios by answering the following questions directly on their paper. Help Participants identify the different components to their scenarios such as the trigger, initial response, alternative response, and how they may be able avoid the trigger/situation in the future.

Trigger	I felt this way because...
Initial Response	This is what I did about it...
Alternative Response	Something I can do or say better next time is...
Avoid Trigger	How can I have avoided the situation?

Acts of Kindness

CASEL Core Competencies: Relationship skills, self-awareness, social awareness

State Health Standards: Standard 4, Standard 5

Learner/Participant Objectives: Respect for others, impact of acts of kindness, empathy

Facilitator Tips: Find relevant examples of recent acts of kindness within the community, local news or pop culture. Having real life examples can support youth in putting the impact of kindness into perspective.

Key Terms: Kindness, egalitarian

Time: 30 Minutes

Materials needed: White board/sticky notes, (optional) TV/table/phone to show videos of Random Acts of Kindness

Background: Being kind is the opposite of being cruel, because it helps another person feel good instead of bad—it gives a person a good feeling rather than takes away a good feeling. Sometimes an act of kindness can be as simple as a compliment. Stress that acts of kindness are selfless. That is simply, “It’s not all about you.” Exchanging an egocentric mentality for an egalitarian one is a key step towards empathizing with others.

Resources:

- [101 Of The Best Random Acts of Kindness Ideas](#)
- [Random Acts of Kindness](#)
- [101 Random Acts of Kindness – Simple Ideas to Make a Difference](#)

Discussion Questions

Use the discussion questions below to open conversation.

- Have you ever shown someone else kindness for no reason?
- Has anyone ever done something nice to you without receiving anything in return?
- How did it make you feel?

Procedure

- What are examples of acts of kindness? Ask Participants to describe one nice thing they did for someone else, an act of kindness, how it made the other person feel, and how it made them feel. Ask Participants to share times someone was kind to them.
- Write the feeling words on the whiteboard/sticky notes to reinforce the positive impact of an act of kindness

- Have each Participant plan one act of kindness that they will do that day for someone else in the group or in their family
- At the end of the day, or the following day, have Participants report on their acts of kindness. Have them answer the following questions:
 - How did this act of kindness make you feel?
 - How did the person receiving the kindness respond?
 - How do you think you would feel if you had done the opposite to an act of kindness and bullied someone instead?
- Conclude the activity by pointing out that an act of kindness is not only a great thing to do for someone else, but it makes you feel good too and that is a bonus.

Bullying

CASEL Core Competencies: Relationship skills, self-awareness, social awareness, self-management

State Health Standards: Standard 4, Standard 5, Standard 6

Learner/Participant Objectives: Responsible decision-making: ethical responsibility, identifying problems, analyzing situations, evaluating, reflecting

Content Warnings: Bullying, suicide, physical abuse, mental abuse, discrimination

Facilitator Tips: Bullying can take many different forms based on platforms, context and relationships i.e. social media, during school or within families. Encourage youth to recognize the various ways that bullying occurs by offering diverse examples or asking youth to reflect and share.

Key Terms: Bullying, bystander, upstander

Time: 60–90 minutes

Materials: Writing utensils, whiteboard/large paper

Background: Statistics show bullying is on the rise both in-person and online. According to isafe.org, reports of cyber bullying is the primary form of bullying as opposed to physical bullying. Cyber bullying can include rumors, hazing, singling students out, harassment, stalking, catfishing and more.

Resources:

- [Bullying Statistics – Bullying Statistics](#)

References: This activity was adapted from Monique Burr Foundation for Children, Inc.

Prevention Education Programs: <https://mbfchildsafetymatters.org/resources/>

Source: <https://www.buckfirelaw.com/library/student-bullying-in-united-states-statistics-and-facts.cfm>

Procedure

- Inform Participants that today you will spend some time discussing an important topic. Bullying is wrong, and we want to teach all Participants about bullying and how to prevent it or stop it
- Many times, when people think of bullying, they think of fighting, arguing (drama), teasing, or acting mean. These are not acceptable behaviors, but they may not be bullying. An easy way to remember what bullying means is by using the acronym, or by thinking of the letters **RIP** (write RIP on the board):
 - **Repeatedly:** This means it happens over and over again, NOT just one time.
 - **Imbalance of Power:** This means someone who is bigger, stronger, and/or more popular than another person is using the imbalance of power to bully. It

- can include telling them to do something and even if the person does not want to do it, they do not have the courage or confidence to say “no.”
 - **On Purpose:** This means it happens on purpose. It does not happen by mistake, but instead it is done intentionally.
- Bullying occurs face-to-face, while cyberbullying occurs through electronic devices like computers or cell phones. How could cyberbullying happen? (Elicit responses such as texting, posts on social media, online gaming chats, etc.)
- Explain that some participants may have experienced bullying or cyberbullying or have seen it happening. Neither form of bullying is ever safe. Let’s talk about what to do if you see bullying and how to stay safe.
- Explain to Participants that there are **five different forms of bullying**. Write each form of bullying on the board and go through each one. Ask Participants to think about what that form of bullying looks like, feels like, sounds like, and why someone might bully someone in that manner.
 - **Physical bullying**
 - *Looks like:* shoving, hitting, pinching, punching, kicking, slapping, bruises, scratches
 - *Feels like:* pain, hurt, injury, sadness, anger, fear
 - *Sounds like:* yelling, slapping, broken bones
 - **Verbal bullying**
 - *Looks like:* name calling, teasing, gossiping, spreading rumors, telling lies, telling secrets, sexual harassment, threats
 - *Feels like:* pain, hurt, sadness, anger, fear
 - *Sounds like:* “stupid, nosey, nerd, geek” (remind Participants that saying “just kidding” after calling someone a name is still bullying)
 - **Social bullying**
 - *Looks like:* verbal or physical bullying in front of others, betrayal, silent treatment, spreading rumors, excluding, ditching
 - *Feels like:* pain, hurt, sadness, anger, fear
 - *Sounds like:* silent treatment, “stupid, nosey, nerd, geek”
 - **Intimidation bullying**
 - *Looks like:* a look, gesture, physical bullying, threats
 - *Feels like:* pain, hurt, sadness, anger, fear
 - *Sounds like:* verbal bullying, “I’m going to get you;” “you better watch out”
 - **Cyberbullying**
 - *Looks like:* mean comments or posts about someone else on social media, starting an argument or spreading rumors in messages or online videos, posting embarrassing or hurtful pictures or videos against the will of the person being shown
 - *Feels like:* pain, hurt, embarrassment, sadness, anger, fear
 - *Sounds like:* hurtful words in videos, yelling in video chats

- Remind Participants that different kinds of bullying often happen at the same time (calling someone a name while hitting them) and bullying often gets worse if it is not stopped right away (ex: a look or gesture could turn into shoving or hitting). Point out that all bullying causes pain, hurt, and fear. Explain that being bullied can play a role in sadness, loneliness, feeling bad about your body, skipping school, getting bad grades, headaches, stomach aches, trouble sleeping, and thinking about or trying to kill yourself.
- Write each rule on the board as you introduce it.
 - **Safety Rule #1 is Know What's Up.** This means you are aware of what bullying is in your environment and who you are talking to, online and offline. It is knowing what websites are appropriate or inappropriate. This also means that you are aware of the social interactions that are occurring around you, and you know what bullying behaviors look like. Raise your hand to tell us some behaviors of a bully. (Elicit responses)
 - **Safety Rule #2 is Spot Red Flags.** Think of a traffic light. When you see a traffic light that is red, what does the driver do? (Elicit responses)

Spot Red Flags means you STOP and use your awareness to determine if someone's behavior or social interaction online or offline is bullying or unsafe. This could be someone trying to control someone else or saying hurtful things to them on purpose. What are some Red Flags you should be aware of? (Allow Participants to offer suggestions, then follow up with these suggestions if they are not offered by Participants):

- A student or group of students picking on someone else.
- A student who does not have any friends.
- A student who sits alone.
- A student who never has a partner.
- A student who is always made fun of.
- Texting or typing on social media about someone in a hurtful way.

If you see Red Flags, you can then use the other Safety Rules you will learn today to avoid those bullying behaviors and dangers.

- **Safety Rule #3 is Make a Move.** This rule involves making a good decision when you see a Red Flag and getting away from an unsafe situation or staying away from those who are making a poor decision. Bullying behaviors are Red Flags. If you see bullying occur, you can choose to get away and stay away from the situation and spend your time with people who are going to make good, safe decisions.
- **Safety Rule #4 is Talk It Up.** With this rule, you can use an assertive voice to say NO to Red Flags, such as bullying. An assertive voice is when you say something

confidently, like you mean it, to make sure the listener understands. It's not yelling or being mean.

You can also be an **Upstander**, who is someone who sees the bullying occur, stands up to the bully, and helps the person being bullied. You can be an Upstander alone, or with a group of other people. The Upstander can use their assertive voice tell a bully to STOP, and that their behavior is hurtful. Unlike an Upstander, a Bystander sees bullying occur, but does nothing about it.

You can also be an Upstander by getting help from a safe adult. A safe adult is a trusted adult that you know well and that will listen and help you if you go to them to talk about an unsafe situation.

- Raise your hand to name one safe adult at our school. (Elicit responses, such as the teacher, the principal, a school counselor, etc.)
- Raise your hand to name a safe adult you know and trust outside of school. (Elicit responses)

If you see Red Flags, you can then use the other Safety Rules you will learn today to avoid those bullying behaviors and dangers.

You can also talk to a Safe Friend if you do not feel comfortable talking to a safe adult. Sometimes it is easier to talk to an adult if you have someone with you for support. If you have a good friend that you trust, they can go with you to go talk to a safe adult.

It is important to remember that telling is not snitching. Telling a safe adult will not only help you but will also help the person who is hurting you and it may also prevent them from hurting others in the future.

Now, I want you to imagine how you would feel if it were you being bullied. Trying to understand how another person feels is called having empathy. It might be easier to stand up for them and be their friend if we know how they might be feeling. Sometimes people refer to empathy as "putting yourself in someone else's shoes."

- **Safety Rule #5 is No Blame | No Shame.** This rule says that if you are ever hurt or bullied, you are never to blame, and you should never be ashamed to tell a safe adult.

Now that we have talked about what bullying is and is NOT, we are going to practice empathy.

- Give each Participant an activity sheet. Instruct the group to put themselves in the Upstander's shoes. Ask:
 - If you saw bullying happen, what could you do?
 - How could you show empathy?
- To get your brain thinking in the Upstander mindset, an example might be that when a bully makes fun of someone, an Upstander would NOT laugh at the joke.
- Take 5–10 minutes to write/draw what an Upstander would think/say/do if they saw bullying happening. Upstanders can also do the following to help the person being bullied:
 - Change the subject
 - Start a new conversation
 - Invite other people to walk away from the bully, including the person being bullied
 - Tell them objectively with your assertive voice that their behavior is bullying and say STOP
 - Tell a safe adult you trust about the bully's behavior, so they can help him/her
 - Model/show the bully positive skills about how to be a friend
- Many people have seen or have either been an Upstander or someone being bullied. But what do you do if you realize YOU are a bully? Here are a few things you can try:
 - Stop the bullying behavior immediately. People will see a new side of you.
 - Acknowledge that you might have hurt someone. Apologize to the person because we all make mistakes. If you own the mistake, you can move on faster.
 - Plan to change your behavior with the help of a safe adult or safe friend.
 - Engage in new behaviors and start to create positive, healthy relationships.
- Ask Participants to share stories of bullying if they want to.
- Acknowledge the group's effort! When we understand the feelings of someone else, we are being empathetic. Explain that each of the participants thought about how it might feel to be in someone else's shoes as a way of understanding another's point of view. Bullying is a serious topic that unfortunately affects many children every day. Be part of the solution by being empathetic to everyone!

Mindfulness

CASEL Core Competencies: Self-awareness, self-management, social awareness, relationship skills, responsible decision-making skills

State Health Standards: Standard 4, Standard 5, Standard 6

Learner/Participant Objectives: Apply skills to become self-aware leaders in their communities, making thoughtful and unimpulsive decisions.

Content Warnings: There is no definitive religious or spiritual connotation and no underlying agenda other than to simply help calm the mind if participants so that we may have more productive sessions

Facilitator Tips: This activity includes multiple mindful tools that can be used as ice breakers or brain breaks for other sensitive topics and as coping tools beyond the group time. Because scents or eyes closed can be traumatic, you may also consider prompting “if it’s comfortable look downward or maybe close the eyes” and “if there’s a comforting scent, consider smelling that scent...”.

Key Terms: mindfulness, concentration, making better decisions, self-awareness

Time: 5–10 minutes each

Materials needed: Each activity varies

Background: Mindfulness is noticing our thoughts, our sensations and being grounded in the present moment. Becoming aware of our thoughts and external and internal environment can help participants focus, concentrate, and simply make better, more conscious decisions by not allowing every urge and impulse to take precedence.

Resources:

- <http://leftbrainbuddha.com/10-ways-teach-mindfulness-to-kids/>
- https://www.youtube.com/watch?v=scqFHGI_nZE

References: <http://kidsrelaxation.com/uncategorized/spider-man-practicing-mindfulness-and-increasing-focus>, Adapted from: Willard, Christopher, 2010, A Child’s Mind: Mindful Practice to Help Our Children Be More Focused, Calm, and Relaxed, Parallax Press,

CASource: <http://blog.atriushealth.org/2013/04/smart-kids-practice-mindful-eating>

List of Mindful Activities

Listen To the Bell

An easy way for children to practice mindfulness is to focus on paying attention to what they can hear. You could use a bell, a set of chimes, or a phone app that has sounds on it. Tell your participants that you will make this sound, and they should listen carefully until they can no longer hear it (which is usually 30 seconds to a minute). This exercise has a calming effect, and it is a fun way to teach participants to pay attention to their surroundings.

Mindful Walks “Noticing Walk”

Stroll through the neighborhood, nearby park or open field and have the participants notice things they haven’t seen before. Designate one minute of the walk to being completely silent and simply attention to all the sounds they can hear—birds, wind, cars, a lawnmower etc. Come back to the room and have the participants write and discuss any new sensations which may have emerged.

Gratitude Practice

Gratitude is a fundamental component of mindfulness, teaching participants to appreciate all that they do have instead of what they do not. Have the participants share one thing they are grateful for after writing their list down on a piece of paper. Let them sit with that for a moment and remind them how fortunate they and we all are to be here, to have family, friends, and food etc.

Meditation

Materials needed: Relaxing sounds on a CD or video, writing utensils, flashcards, screen with audio

Relaxation of the body is important to maintaining wellness. When your body is tense or tired, problems appear to be magnified and decisions can be made without proper thought. Relaxation enhances clear thinking. Brainstorm with the group stressful situations that may make relaxation breaks useful. Come up with multiple quick ways to relax.

- Start by explaining how crucial a clear mind is to decision making, problem solving, and learning throughout the school day. Although we get busy or there are times when our minds are on multiple things, it is important that we take time out of our day to relax and refocus. This time can be as quick as 2 minutes and can be practiced in various methods. Today we will be listening to calming music to reflect and clear our minds.
- Prompt the group to find a comfortable space in the room to sit or lay down with their eyes closed in silence. Provide water or calming scents to relax the Participants.
- Play the relaxing recording and read the prompt softly: Sit back and make yourself comfortable. Allow your eyelids to close. Become conscious of your body's growing relaxation. Imagine yourself as a leaf floating peacefully to Earth. Feel the muscles relaxing in your scalp ... your face ... your neck ... shoulders ... arms ... and hands. Continue floating to Earth. Breathe easily, with each breath becoming relaxed and free of tension. Relax your chest ... stomach ... abdomen. Be calm and comfortable. Let go of all your problems. Continue floating to the ground. Relax your legs and feet. Drift comfortably ... deeper ... deeper ... until you rest gently on the ground. Enjoy the calmness ... enjoy the quiet ... enjoy the peace.
- Allow the recording to finish playing.

- When the Participants arise from reflection, ask them to jot down some things that they thought about, how they felt, empowering words, or other relaxation methods that might be helpful to them.
- Have each Participant display their cards in a space where they may be reminded to take a relaxation break. For example, in a binder or inside their desk or locker.

This activity was adapted from the 2016 Girls Only! Toolkit created from the San Diego County District Attorney's Office and Project Concern International.

Spider-Man Meditation: Practicing Mindfulness and Increasing Focus

Materials needed: Bell, flower, small food item (such as a berry, piece of cereal, or raisin)

- Prompt the group to find a comfortable space in the room to sit or lay down with their eyes closed in silence.
- Read the prompt: One of Spiderman's superpowers was the ability to tune into his senses. Like a spider, he could hear very faint sounds. He was able to pay very close attention to them. When you pay very close attention, you can calm your mind and Jet go of all the loud thoughts in your head that can be distracting. With practice, you can improve your focus and relax right now, right where you are. Right now, we are going to learn to activate your superpowers and tune into your senses, just like Spiderman. These are your Spiderman super senses. What it takes is a little practice. Let's start with your sense of hearing.
- First let's sit down. Close your eyes and place your hands on your knees. I am going to ring a bell. When you hear the bell, pay attention to the ring until you can no longer hear the ringing sound. (Repeat 3 times). Like Spiderman, we have activated your superpower of hearing! Excellent work!
- Next, we are going to activate your superpowers of sight, touch, and smell. I'm going to give each of you a flower. Hold your flower gently in your hand. When I ring the bell, I want you to close your eyes and gently touch the petals. Feel what each petal is like beneath your fingers. Is the petal soft, rough, wet, furry, smooth, or prickly? Pay attention to other things that you may feel. As I ring the bell next, I want you to keep your eyes closed and smell the flower. Is it sweet? Maybe it has very little smell at all? What do you smell? Now, finally, as I ring the bell, I want you to open your eyes and look very closely at the flower. Pay attention to the lines on the petals. What does the center of the flower look like? Is it bumpy? Smooth? Silky? What color is it? Is there powdery pollen in the center? See what details you can notice in the flower, what little shapes, what lines, what circles, if any. (*Ring the bell a final time to signal the end of the activity*).
- The final activation of your Spiderman super senses is to practice your sense of taste. We are going to activate our taste buds! (*Please feel free to use whatever small food you like such as a piece of cereal, a sunflower seed, a raisin, etc ...*). Start

by looking at the berry and using your superpower sight, notice first what the berry looks like. Turn the berry gently between your fingers, feeling what the berry feels like. Next, place the berry in your mouth. Allow the berry to move slowly in your mouth, paying attention to how it feels on your tongue, how the juices in your mouth start to flow. Now slowly begin to chew the berry. See how slowly you can chew it. How does it taste? Sweet? Tart? Sour? Gently swallow the berry, paying attention to the taste that remains in your mouth after you swallow it.

- Now you have activated all your Spiderman super senses! Remember that when you get very quiet and focus, your body and mind can relax and take a break from the day's busy activities. You have the power to activate your Spiderman super senses whenever you want to calm down and focus for a moment.

Mindful Eating Practice

Mindful eating is an experience that engages all five senses. **Remember to look, smell, taste, touch, listen.** By using all your senses, you will appreciate all the characteristics of the food. You are more likely to really taste the bites, eat slower, digest better and enjoy the food more. Mindful eating means that one understands why he or she is eating and the 3 different triggers for eating – hunger, appetite and emotion. Walk the Participants through some scenarios to help grasp these concepts.

Prepare for Exercise – (2 minutes)

Abdominal or Diaphragmatic Breathing: Use the following script to guide yourself and the group through this exercise to prepare for a mindful eating practice.

- Let your body rest comfortably in the chair. Notice your legs and feet. Relax them. Let any tension move out of them. Close your eyes, notice your shoulders, arms, and hands. Let the tension pour out of them. Relax your hands, your arms, let your shoulders sink into a relaxed state. Place a hand on your belly so you can feel the air come in and go out. Now focus on your breath.
- Slowly breathe air into your body. First in through your nose or mouth then fill up your belly (full diaphragm) and feel your belly rise as your lungs fill with air. When your belly is full, slowly exhale: first empty the air from your belly, feel the belly get smaller. Continue to slowly move the air out through your mouth. Repeat the full breathing process one more time. Then slowly open your eyes and prepare to begin the mindful eating activity.

Mindful Eating Practice (3–4 minutes)

- Place the selected food on a plate in front of your Participants (recall the raisin example). Take your Participants through the script below, varying it as you feel appropriate.
- "Look at the (food's name). What is its shape? What size is it? What color is the (food)? What smell do you notice? What sensation do you notice in your mouth as you look at the (food)? What's the feeling in your stomach? Pick up the food slowly.

Hold the (food) in your fingers and look at it in your grasp. What does the (food) feel like in your hand: its texture, temperature?

- Bring the (food) slowly to your lips. Before putting the food to your mouth, pause and be aware of what you are experiencing in your mouth. Slowly open and place the (food) on your tongue for a moment without biting into it. Feel what your mouth wants to do with this (food). Take a few moments before you bite into it. Feel its texture on your tongue and in your mouth. What do you taste?
- Now bite into it noticing what you taste and what it feels like. As you continue to taste, try not to swallow the (food) right away. Does the taste and feeling change as you are chewing? Feel the food going down as you swallow. Refocus on your mouth. Notice your stomach and what it may be feeling. Notice what you are feeling? Now you have finished your exercise.

Adapted from: Willard, Christopher, 2010, A Child's Mind: Mindful Practice to Help Our Children Be More Focused, Calm, and Relaxed, Parallax Press, CA. Source:
<http://blog.atriushealth.org/2013/04/smart-kids-practice-mindful-eating>