



Dear Parents,

We are happy to inform you that your child's school will be utilizing *the K-5 Bullying and Cyberbullying Curriculum*, provided to all Massachusetts schools by the Massachusetts Aggression Reduction Center at Bridgewater State University. Schools in the Commonwealth do not pay anything for the Curriculum.

Please note that many schools utilize more than one resource in their quest to educate children about bullying and cyberbullying, and your child's school may be using other programs in addition to this Curriculum. The Curriculum is specifically designed to dovetail with, and not to contradict, current best practices in the field. It is a new Curriculum and is currently being field-tested.

The Curriculum is based on best practices identified through decades of research on bullying prevention, age-appropriate teaching methodologies, and recent research about the roots of cyberbullying that can be addressed during elementary school. Although most cyberbullying occurs during middle and high school, elementary-aged students are increasingly involved and the Curriculum is designed to help prevent these problems.

On the next page, we have provided basic information about the Massachusetts Aggression Reduction Center and the curriculum that your child's class will be utilizing. You will also find a Parent's Guide with a sample Lesson Plan and suggestions for family discussions about the relevant topics. We strongly encourage all parents to consider discussing some of these issues with their child. For more free resources for parents, visit our webpage at <http://www.MARCCenter.org> and click on PARENTS.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth K. Englander". The signature is fluid and cursive, with a long horizontal flourish at the end.

Elizabeth K. Englander, Ph.D.

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## **The Massachusetts Aggression Reduction Center and The K-5 Bullying & Cyberbullying Curriculum**

### **What is MARC?**

The Massachusetts Aggression Reduction Center is an academic Center located on the campus of Bridgewater State University in Bridgewater, Massachusetts. Our goal is to bring low- or no-cost services to K-12 education, law enforcement, and other professional caregivers for children in the Commonwealth of Massachusetts. Our services include school programs, conferences, workshops, consultation, and research, in the area of bullying prevention, cyberbullying education and prevention, and violence prevention. Most of our programs are available at no cost to schools in the Commonwealth.

MARC was founded and is directed by Dr. Elizabeth Englander, a professor of Psychology at the University, and an expert in the field of bullying and cyberbullying. MARC also benefits from the services of other academics and faculty members, graduate students, undergraduate students, and other support staff.

### **About This Curriculum**

The goal of this curriculum is to educate children in grades K-5 about bullying and cyberbullying, raise their awareness about how these behaviors impact children, help children identify the adults in the school they can feel safe to go to for help and support, and help children develop additional strategies to deal with all aspects of bullying. It utilizes both Teacher-As-Educator and Peer Learning Models. Interactions between grades, intended to dispel stereotypes and promote social pressures to model appropriate behaviors, occur in the curriculum in kindergarten, first grade, fourth grade, and fifth grade. The curriculum also teaches about bystander behaviors and how these can unwittingly contribute to bullying in school and how online bullying feels and can lead to more problems in school as well. Bullying and cyberbullying are not treated separately or even as though they are significantly different. In fact, one of the goals of the curriculum is to underscore the idea that positive social behavior is important in *all* realms – online and offline.

**For more information about the Massachusetts Aggression Reduction Center, please visit our website at [www.MARCCenter.org](http://www.MARCCenter.org).**



## Curriculum Objectives for Third Grade

### Curriculum Objectives

- Learn the difference between bullying and equal-power conflict.
- Learn to identify the roles that bystanders and eggheads play in bullying and cyberbullying situations.
- Learn how bystanders and eggheads feel, and how their presence impacts bullying or cyberbullying.
- Learn the difference between bullying and cyberbullying.
- Continue to learn about the emotional impact of bullying and cyberbullying.
- Learn the impact of what you say and what you post/send.

### 3<sup>rd</sup> Grade Lessons include the following:

- Children are taught the difference between bullying and one time conflicts with PowerPoint
- Differences between bullying and cyberbullying with worksheet
- PowerPoint slide discussing Bullying and the different roles they play (bully, bystander, egghead, target, friend)
- Discussion about the roles of eggheads and bystanders with accompanying cartoon
- Discussion about reactions of eggheads and bystanders – effects of behavior
- Make a comic book showing how they intend to respond to bullying or cyberbullying
- Discussion on the impact of bullying and cyberbullying
- Discussion on similarities of bullying and cyberbullying



## Sample Lesson Plan and Parent Discussion Guide Third Grade Bullying & Cyberbullying Curriculum

### EGGERS & BYSTANDERS - ROLES

Goal: this lesson will teach the concepts of eggers and bystanders, and help children understand how their own behaviors may indirectly contribute to bullying and cyberbullying.

#### Activity #1: Introduction

- Pass out ROLES cartoon (next page) or project it on a screen.
- We're going to begin today by looking at this cartoon. Let's all take a minute to read it silently.
- Who would like to read the first two panels out loud to the class?  
The first panel shows the bully and the target. Which one is the bully? Which one is the target?  
The second panel shows two other types of kids –
  - Eggers – these are kids who ACTIVELY help the bully.
  - For example, they laugh along, or join in.
  - Bystanders – these are kids who are not ACTIVELY doing anything, but their presence is helping the bullying by providing an audience.
  - Can anyone point to the eggers and bystander?
- Who would like to read the second two panels out loud to the class?
  - You may wish to project these two panels for the class to see together.
  - The third panel asks, "How do the bystanders feel when they watch? Who are they helping?"
  - *Answer: the bully, because they are giving her the audience she wants. Bullies want the bullying to increase their social stature.*
  - The fourth panel asks, "How would they feel if they walked away and didn't watch?"
  - *The answer is that everyone would probably feel it was less hurtful, and there would probably be less bullying, because it's no fun without an audience.*

#### Activity #2: Discussion

- Ask the students, "**What do you feel that YOU can do if you see bullying?**"
- As the students offer suggestions, write them on a large poster board or flipchart paper. (Summarize them so you don't end up with long sentences.)
- Students may offer outlandishly brave or unrealistic options (e.g., "I would run through the hall screaming, "BULLY!").
  - If this happens, do not write down such suggestions but instead say, "That's an interesting idea but I think we should keep practical ideas only on our list. Remember: there's no running or yelling in the hallways allowed."

#### Activity #3: Post the Poster board or Flipchart page.

The poster board or flipchart page should be posted as a reminder to the kids.

## Discussions to have at home:

- I know that you've been studying bullying in school, and what is (and isn't) bullying. Can you explain it to me? I would like to know what you've learned.
- Can we talk about what to do if you SEE someone being bullied? I think that it's important to think about what to do beforehand.
- How do you think that bystanders can help?
- At your school, who the adults you would go to for help and support?
- Why do you think that it's important for bystanders to help out? Would you want bystanders to help YOU if someone were bullying you?
- Let's talk about cyberbullying. What does it mean? Tell me what you know about it.
- Why do you think that grownups are so worried about bullying and cyberbullying? How do you think that these make the targets feel? How important is it to you to be a good person who treats people nicely? It is very important to me.
- Have you ever seen someone in a computer game say something mean to someone else? Let's talk about how to handle that.
  - Most games have REPORT buttons. Show your child how to click on that button if they see someone being mean.
  - Discuss how you really want your child to talk to you if this ever happens to them.
- I know it's sometimes very hard for kids to talk to grownups about bullying and cyberbullying. Do you think it's sometimes hard to do that? Why?