



Teacher Activity Packet

Your guide in learning all about CLIMB and our goal to inspire and propel people—especially young people—toward actions that benefit themselves, each other, and the community.



Inspire. Engage.
Challenge. Change
CLIMB



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To know grade levels for post-activities pages will be marked with a:



Early Childhood/Lower Elementary



Upper Elementary



Secondary



Overview

CLIMB Theatre's mission is to create and perform plays, classes, and other creative works that inspire and propel people – especially young people - toward actions that benefit themselves, each other and their communities. Each year, professional actors from this award-winning, touring theatre visit more than 400 schools throughout Minnesota and the Upper Midwest, reaching approximately 175,000 students. Besides providing educational theatre to students on topics like bullying prevention, substance abuse, empathy, and self-control, CLIMB Theatre also produces and presents theatrical programming for elder care facilities. Additionally, CLIMB Theatre teaches English to adults who are new to America, and trains teachers to prevent bullying.

CLIMB (Creative Learning Ideas for Mind and Body) is the winner of the Minnesota Council of Nonprofits' Anti-Racism Initiatives Award for two of our plays for adults, and is the recipient the prestigious Sara Spencer Artistic Achievement Award for excellence in theatre and theatre education presented by the American Association for Theater and Education. CLIMB Theatre was founded in 1975 and continue to runs strong inspiring youth.

ARTISTIC VISION

CLIMB Theatre's artistic vision is grounded in the concept of Theatre in Reverse (TiR), a unique process for creating theatre we developed. TiR responds to needs brought to us by communities. For example, schools have told us that they need innovative and creative ways to address bullying. In collaboration with our school partners and through careful research, CLIMB Theatre has written various anti-bullying plays that help schools create safer, more positive cultures.

This model is sustained by the high artistic quality we attain year-in and year-out. Michael Booth, Twin Cities director and Guthrie actor said of our work, "The openness and simplicity of these performances really allow the characters' humanity and situation to take priority. This is artful work."

Who We Are

CLIMB Theatre is a touring educational theatre that produces and customizes plays, classes, and other creative works for organizations. For over 40 years we have been igniting people to make the world a better places.

MISSION: To inspire and propel people toward actions that benefit themselves, each other, and the community through plays, classes, and other collaborative works

VISION: A growing number of people are better stewards of their own behavior as a result of CLIMB's excellent programming

VALUES: At CLIMB we value being creative, collaborative, and trustworthy.

Creativity. We believe creative, purposeful play is a vital component of a healthy, successful life.

Collaboration. We value our partners and seek to create a community of artists, audiences and supporters.

Trust. We recognize that trusting and being trusted are core to all we do.

We gratefully recognize the following

Allianz Life Corporate Giving Program, Hugh J. Andersen Foundation, Xcel Energy, SCORE grants, Marbrook Foundation, Archie D. and Bertha H. Walker Foundation, Choose Not to Use, Individual Contributions, and the Minnesota State Arts Board. This activity is made possible by the voters of Minnesota through a Minnesota State Arts Board Operating Support grant, thanks to a legislative appropriation from the arts and cultural heritage fund and Wells Fargo.

How we Work We

CLIMB has two ways that we educate and entertain: plays and classes. Plays are performed for a mass amount of students and teachers in gyms, auditoriums, and even cafeterias. While classes are more intimate and our actors travel class to class doing programming. All of our programming is developed using one of our CLIMB Five. The CLIMB Five are five skills we identified as the base of our issue-based programming. The CLIMB Five are Accountability, Advocacy, Empathy, Resiliency, and Self-Control.

Classes

We use theatre in the classroom to teach all kinds of important skills. Theatre is a powerful way to engage students with their minds, emotions, and bodies.

Skilled Actor-Educators come into your classroom and facilitate interactive classes with relatable characters, games, and discussions.

Students love the chance to be active participants in the learning experience. And they get the chance to practice their new skills through the magic of theatre and role-play!

What We Need From You

- For kindergarten through second grade classrooms we ask that the students be seated in a semi circle on the floor for the program.
- For third and up classrooms the students can stay seated at their desks.

Plays

Using the power of live theatre, CLIMB's plays will teach your students valuable character building skills, inspiring them to change their behavior and improve their communities.

With memorable characters, believable dialogue, and captivating sets, CLIMB's plays help you create a more respectful school climate and achieve your character education goals.

What We Need From You

- Please escort your students to the performance space before the start time so we can start on time.
- We will set up cones where your students can sit. If performing in a gym we ask that the youngest grade sits in front and the oldest in the back.
- Our plays are very interactive and we even call on teachers to help. We ask that you be willing to participate to really help deliver the message.

CLIMB Five

Accountability is the ability to accept responsibility for ones' actions.

To help students' become more accountable for their words and actions, CLIMB's programs will:

- Define accountability
- Identify the students' community and their responsibilities within that community
- Identify reasons why people may ignore their responsibilities and not take accountability for their actions
- Explore the consequences that may occur when students' ignore, disregard, or forget their responsibilities
- Demonstrate steps to help students take accountability for their actions through role-play
- Explore the positive impact on both the individual and the community when students are responsible to the community, and take accountability for mistakes and bad choices
- Remind students that mistakes happen and it is good to forgive others when their words and actions hurt our feelings, but that forgiveness does not mean that there will not be consequences
- Empower students to talk with families and teachers when they are overwhelmed by or have trouble navigating their responsibilities

Advocacy is the ability to speak up for your beliefs and needs, and for the protection of others.

To help students' advocate for the safety and needs of themselves and others, CLIMB's programs:

- Define Advocacy
- Identify important issues affecting students and/or their community
- Learn the various viewpoints, facts, and influencing factors in regards to the issue
- Explore students' values on the issue
- Brainstorm different positive actions students can take to benefit themselves and/or their community
- Demonstrate specific steps and strategies students can take to advocate for self or others
- Explore the possible impact(s) of positive action on individuals and the community
- Empower students toward taking positive actions to benefit themselves and/or their community

CLIMB Five

Empathy is the ability to be aware of and sensitive to other people's feelings and perspectives.

To grow students' empathy, CLIMB's programs:

- Define Empathy
- Identify various emotions by learning how common emotions are expressed in the face, body, and voice
- Brainstorm times when empathy is and isn't shown
- Explore the consequences of not thinking about others' emotions
- Demonstrate through role-play how to read others emotions, imagine how that person might be feeling, and respond kindly
- Encourage students to be kind to others at all times

Resiliency is the ability to acknowledge negative situations, address them in positive ways, and find a way to keep moving forward.

To foster students' resiliency skills, CLIMB's programs:

- Define Resiliency
- Explore common scenarios that challenge students' resiliency skills
- Teach that "negative" feelings are not bad
- Teach strategies to help students identify and manage negative emotions
- Demonstrate steps students can take on their own to help them become more resilient
- Empower students to talk to their families and teachers about their "negative" feelings and struggles when they are having a hard time being resilient on their own

Self-control is the ability to consciously maintain control over one's actions and emotions.

To encourage students' self-control, CLIMB's programs:

- Define Self-Control
- Identify common emotions and triggers that cause students' to lose their self-control more easily
- Explore common situations where students may lose their self-control
- Explore the consequences of losing your self-control on both the individual and the community
- Demonstrate the self-control steps to help students keep their self-control
- Brainstorm positive ways to channel strong emotions or desires
- Encourage students to talk about their strong emotions
- Empower students to talk about ways to help them stay in control when it is hard to focus

How to use this Guide

In the following pages you will find activities you can use to follow up the programming CLIMB brings to your school! These activities are divided into three age-groups:

- Early Childhood/Lower Elementary
- Upper Elementary
- Secondary

These groupings will help you determine which activities are most appropriate for your students. However, it is possible to age-up many of the activities for higher grades. It is recommended that you select the activities most appropriate for your students!

Underneath every activity title you will see colored stars. These stars indicate which of the CLIMB Five Skills are taught through the activity. Here is guide for those stars:



Additionally, each activity can be used to address numerous issues such as bullying, acceptance of differences, and community building. On the right hand side CLIMB has suggested several issues that could be addressed during your debrief of the game. At the bottom of the page there is space to write notes such as suggested follow up questions.

If you have any questions about this guide, or want help modifying a game to address a specific issue, please contact the Director of Education:

lauren@climb.org

Early Childhood/Lower Elementary Follow-up Activities



After CLIMB's visit is a great time to lead a discussion. Here are some suggested questions to ask your students AFTER a CLIMB visit:

- What did you like best?
- How did you feel while CLIMB visited?
- What can't you wait to tell your family about CLIMB?
- What didn't you like so much?
- What was one thing that you learned today?
- If you could name the CLIMB play/class something, what would you name it?
- What do you think you can do (example: when you see bullying happen, to take care of the environment, etc) now?

Your questions:

CRUMPLE ✓



Supplies: Cut-out paper image such as heart, globe, person,

Directions:

1. The students put the cut outs in front of them, one for each student. Or, if you are only using one, have the students sit in a circle around it.

2. Ask the students what kinds of put downs they have heard at the school, without mentioning any specific names.

3. For every put down the students say, have them crumple a section of the cutout.

4. Once their cutouts are all crumpled up, ask the students to say some nice things that would build a person back up.

5. Every time the students say something nice, have them straighten out a section of their cutout.

6. Once they have straightened out the entire cutout, talk to the students about what the cutout looks like now.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Conflict Management
- Emotion Management
- Environmental Respect
- Friendship
- Sharing and Taking Turns

Teacher Notes:

MAGIC CUBE ✓



Set up: You will need some sort of “magic” object. This can be a Rubik’s Cube, a feather, a painted rock, or anything else that you have defined as special.

Directions:

1. Introduce the magic object to the class. Explain to the students that each day, you will secretly place the object inside one student’s desk.

2. The student who gets the magic object is the compliment giver for the day. They have to say nice things to other people in the class. They should NOT tell the other students that they have the magic object.

3. At the end of the day, the class can guess who had the magic object.

4. To make things trickier, other students can give compliments as well, even though they don’t have the object!

5. This activity can be done daily, weekly, or in any time frame that works for your class.

Debrief:

1. How did it feel to get compliments from other people?

2. How did it feel to give compliments to other people?

3. Why is it important to give compliments to others?

Issues this activity can be used to address:

- Friendship
- Kindness
- Sharing and Taking Turns
- Peer Pressure
- Social Skills

Teacher Notes:

EMOTION MASKS



Supplies: Give each student a paper plate and crayons/markers.

Directions:

1. Ask students to recall what emotions a character in the CLIMB Show and/or another story was feeling.
2. Say to students, "I would like you to choose one of those emotions and create a mask that shows that emotion. You are free to use words, symbols, or drawings to show the emotion."
3. Give them 5-10 minutes to create their masks.

Debrief:

1. Ask a few students to share which emotion they chose and after each one, ask the class how you can tell someone is feeling each emotion.
2. Sometimes, the emotion that people show us on the outside, their "mask," is totally different than how they feel on the inside. Why might someone pretend to be happy if they're really feeling sad, for example?3. How could you tell what number they had?
3. If you can't tell how someone is feeling just by looking at them, or you think there might be something they're feeling that you can't see, what can you do to better understand how that person is feeling?

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Conflict Management
- Emotion Management
- Friendship

Teacher Notes:

BEAR OF POITIER ✓



Set up: A large empty space

Directions:

1. Have everyone find his or her own space in the room.
2. Tell them that they are lumberjacks and have them silently act out what lumberjacks do.
3. Ask for a volunteer. This volunteer will be the bear.
4. On the facilitator's cue, the bear will roar loudly.
5. Tell the lumberjacks that when they hear the bear roar, they are to get on the floor and remain as still as they can, as if they were "playing dead."
6. The bear will then walk around to each lumberjack and, without touching or hurting the lumberjacks in anyway, attempt to get a lumberjack to move, smile, or make a noise. Be sure to tell them that you will be the judge of if a person moves, and they can't argue with you!
7. If a lumberjack moves or makes a noise, s/he becomes a bear and will attempt to make the remaining lumberjacks move.
8. Cut the game when almost everyone is a bear and they're having a very difficult time distracting the few remaining lumberjacks.

Issues this activity can be used to address:

- Bullying
- Conflict Management
- Emotion Management
- Environmental Respect
- Peer Pressure

Teacher Notes:

RED LIGHT GREEN LIGHT ✓



Objective: to provide opportunity for the students to practice following directions.

Set up: A large open space

Directions

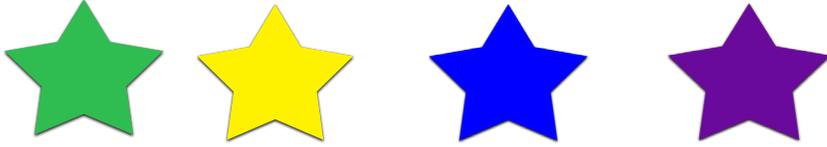
1. Have your students line up (side by side) at one end of your space facing you.
2. Stand opposite of the children and faces the children.
3. When you shout “Green Light!” The children walk quickly or run (depending on your space) towards you.
4. When you shout “Red Light!” The children stop where they are.
5. Continue to shout “red light or green light” until the children get to you and then send all the children go back to the starting line and the game starts again.

Issues this activity can be used to address:

- Listening and Following Directions
- Sharing and Taking Turns
- Sportsmanship

Teacher Notes:

REDUCE, REUSE, RECYCLE BODY SCULPTURES



Directions:

1. Let the students know that in just a moment, you'll have them create living, breathing, moving sculptures. When they hear the word "reduce," they must get as small as they can and cluster up with the other students without touching anyone.
2. Tell them, "When I say 'go,' I need you to start walking around the room silently." Have them start moving around.
3. Practice saying "reduce" and then "go" a couple times until they get the hang of stopping and starting again in the game.
4. Once they understand the concept of "reduce," have them stop and teach them what to do when you say "reuse": move in slow motion to find two other people and freeze with linked arms in whatever silly pose they want. Let them begin practice "reduce" and "reuse" a few times.
5. Teach them what to do when you say "recycle": form a large standing circle with the whole class.
6. After they have learned all three options, start to mix it up and call them out in no particular order. You can play for as long as you'd like.

Debrief:

1. Why do you think we all got as small as we could when I said "reduce?" What are some ways we can reduce in real life?
2. Why do you think when I said "reuse," you got to freeze in a very creative way? What are some creative ways that we can reuse in real life?
3. Why do you think we got in a big circle when I said "recycle?" What are some things we can recycle in real life?
4. How can we encourage other people to use the three R's?
5. What are some things you can do when you're feeling down to help cheer yourself up?

Issues this activity can be used to address:

- Acceptance of Difference
- Environmental Respect
- Teamwork
- Sharing and Taking Turns

Teacher Notes:

GLITTER



Props: Glitter

Set up: Any.

Directions

1. Discuss how many Aquatic Invasive Species are small and it is hard to see them. Use glitter to be the A.I.S's.
2. Place a small amount on one of the children's hands.
3. Have that child shake another child's hand and keep repeating around the circle.
4. By the time each child has shaken another's the A. I. S's have spread to everyone.

Debrief:

- What happened to the glitter in that game?
- What would have happened if we were to touch the desks with our glittery hands? How about the toys? (Continue asking about other objects)
- Just like the glitter (aquatic invasive species, germs, bad feelings, meanness, etc) can spread. How does (ISSUE) spread? What can we do to help stop (ISSUE) from spreading?

Issues this activity can be used to address:

- Acceptance of Differences
- Aquatic Invasive Species
- Bullying
- Community Building
- Emotion Management
- Environmental Respect
- Hygiene
- Water Conservation

Teacher Notes:

SNOWBODY LEFT BEHIND ✓



Supplies: Crayons, white paper

Directions

1. Give each student a piece of white paper or if you'd like a cut out white snowflake. You may want to put their name on the back.
2. Explain that everyone in this class has something in common – they all are in the same class with the same teacher. Everyone also has the same piece of paper. It looks exactly like everyone else's.
3. Give the students time and tell them they get to create a snowflake. This is going to be their own snowflake, so they can make it however they want.
4. Give students time to complete their snowflake. Collect them and spread them out on the floor or a table. Instruct the students to look at the snowflakes.
5. Explain that even though everyone has something in common, like using the same paper to begin with, everyone is also different. No one has a snowflake that is exactly like the other.
6. Explain that all of the different snowflakes are just like all of the different people in the classroom. There are great things about everyone in the classroom.
7. One by one, pick up each snowflake and compliment it.
8. Instruct the students to say something nice about the snowflake, as well! Pick two or three students for each snowflake.
9. Have the student whose snowflake is being presented raise their hand. Have them say something they like about their snowflake – and then have them say something nice about themselves that they think makes them special.
10. Once everyone has said nice things to one another, tape the snowflake to their desk by their name or put it on the wall. Remind all of the children that anytime they feel sad or left-out they can look at the snowflake and they can remember all of the nice things people and that it is okay to be different.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Conflict Management
- Emotion Management
- Friendship
- Kindness
- Sharing and Taking Turns

Teacher Notes:

FAMILY PORTRAITS



Directions:

1. Have the students stand in groups of four or five.
2. Say the following: For this activity, we are going to pretend that each group is one family. You are all going to get your family picture taken! So when I count to three, you are all going to smile and freeze, just like I was taking your picture. Let's try that out. One, two, three!
3. Admire each family portrait, pointing out what you like about each one. Remind the students to stay frozen if necessary.
4. Say the following: Now, instead of just taking a normal picture, I am going to give your family a name and you're going to have to show me what that family might look like! For example, I might say, "show me what the silly family" would look like! And then I would take the silly family picture. Let's try that out – Everyone show me the Silly Family! One, two, three!
5. Again, point out what you like about each portrait and remind them to stay frozen. Continue with different family names: The sad family, the angry family, the tired family, the excited family, the bored family, etc.
6. End with "the family that stands up against bullying." Be sure to praise students who stand up straight and lift their chins.

Debrief:

Possible variations:

- Have one group of students go at a time so that the other groups can point out what they observe about their body language
- Tell one group secretly what family they will be and have all of the other groups guess
- This is also just a good activity to warm up your students' creativity. You can have them be the mouse family, the giant family, the jellyfish family, the circus family...Anything fun that they can act out.

Issues this activity can be used to address:

- Acceptance of Differences
- Assertive behavior
- Bullying
- Conflict Management
- Emotion Management
- Friendship

Teacher Notes:

WHO STOLE MY CHOCOLATE BUNNY? ✓



Directions:

1. Have your students repeat the following phrase: "Someone stole my chocolate bunny." Have them say it several times to make sure they've got it.
2. Begin to layer on different emotions. For example, say: *On the count of three, we are all going to say "someone stole my chocolate bunny" as if we were very sad.*
3. Continue to guide the students to say that phrase with different emotions. You can also ask them for ideas on how they could say it and then have the whole class try it.
4. At the end, say: *Who remembers what we can say if we're ever being bullied? (call on students) I don't like what you're doing and I want you to stop. But we have to say that in a strong voice without yelling. Let's practice that.*
5. Remind the students that they can use that phrase if they see bullying happen too, and they should always say it in a strong voice without yelling.

Issues this activity can be used to address:

- Bullying
- Conflict Management
- Emotion Management
- Friendship
- Self-Esteem
- Sharing and Taking Turns

Teacher Notes:

LINE OF GOODNESS



Materials: A scarf, rope or yardstick that can be used as a “line.”

Set up: A “line” placed on the floor with a few feet of clear space on either side.

Directions:

1. Ask for a volunteer to come up to the line. Instruct him/her to stand a few feet away from the line, facing it like a finish line in a race.
2. Say to the class: *It is Volunteer’s goal to cross to the other side. We are going to help Volunteer cross this line by giving him/her compliments or saying something that he/she is good at.*
3. To the volunteer: *Every time you hear a compliment, take one step closer to the Line.*
4. Keep encouraging compliments until the volunteer makes it over the line. This process can be repeated with as many students as are in the class.

Debrief:

- *How did it feel to give a compliment?*
- *How did it feel to get a compliment?*
- *Why is it important to tell other people nice things?*

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Conflict Management
- Emotion Management
- Environmental Respect
- Friendship
- Self-Esteem

PAPER BAG



Materials: A brown paper lunch bag for each student

Set up: At the end of the school day, give each child a paper bag.

Directions:

1. Tell your students, *For tomorrow, I would like you to bring in three things that tell us more about you and who you are or what you like to do. The things you bring must fit in this paper bag. So you can't, for example, bring in your puppy, but feel free to bring in a photo of your puppy.*
2. The next day, tell your students, *Friendships sometimes start because we have something in common with another person.*
3. Divide students into groups of 4-5. Have students share each of their items with the group. Listen in on the groups to find out common interests.

Debrief:

- *Who brought things that were like someone else's?*
- *What did you both bring?*
- *How did you decide what to put in your bag?*

Issues this activity can be used to address:

- Acceptance of Differences
- Conflict Management
- Emotion Management
- Environmental Respect
- Friendship
- Self-Esteem
- Sharing and Taking Turns

Upper Elementary Follow-up Activities



After CLIMB's visit is a great time to lead a discussion. Here are some suggested questions to ask your students AFTER a CLIMB visit:

- What did you like best?
- What can't you wait to tell your family about CLIMB?
- What didn't you like so much?
- What was one thing that you learned today?
- If you could name the CLIMB play/class something, what would you name it?
- What do you think you can do differently (example: when you see bullying happen, to take care of the environment, etc) now?
- Why do you think it is important to talk about (CLIMB Topic)?

Your questions:

CROSS THE LINE



Setup: You will need an open space and something to represent the line.

Directions:

1. Before you begin, say the following: "There are no right or wrong answers in this activity. Don't make any judgments about what your classmates are doing – You'll have a chance to talk about it afterward."
2. Instruct everyone in the room to line up against one wall.
3. As the facilitator, you will stand in the opposite part of the room and make a statement starting with "Cross the line if you, like me, _____."
4. If a student fully agrees with your statement, they should move to stand in an even line with you. If they fully disagree, they should stay where they are. All of the empty space in between those two points can also be used to show a partial agreement.
5. After looking around, everyone then silently returns to the starting point.
6. You can either make another statement or choose a student to come up and make a statement.

Example Statements:

Cross the line if you, like me, _____.

1. have ever been a new kid in school.
2. are growing up with a large family.
3. have family other than your parents and siblings living with you.
4. have ever felt alone in a big group of people.
5. are being raised by someone other than your biological parents.
6. have ever felt betrayed by a friend.
7. have ever felt "unpopular" or "uncool."

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Conflict Management
- Emotion Management
- Friendship
- Self-Esteem
- Peer Pressure

Teacher Notes::

KINDNESS FEED



Materials: a large piece of paper, or section of a maker board or cork board dedicated for the “feed”

Directions:

1. In a section of your class, create a kindness feed--like a physical version of a twitter feed--by putting up a large piece of paper, or sectioning off part of the marker board. At the top of the paper write: @YOURNAME'sclass. So for example it might read like this for Mrs. Wetli's class: @MrsWetli'sclass

2. Tell the students, “Just like the CLIMB class talked about, it is would be nice to use the Internet to spread kindness, not hate. We are going to do that in our classroom. Whenever you see someone doing something kind for some one else, or if you want to say something kind about someone else to help them feel better or celebrate a success, add it to our kindness feed. Here I'll start.”

3. At this point add to the feed by writing something good about your class. It could look like this:

You all participated so nicely when CLIMB visited#myclassrocks #thankyou

Student can add their own hashtags, but should mention the persons name. For example:

Thank you @Lily M. for helping me pick up my books in the hall #lilyrocks#gravity

4. Each week, read the feed out loud, and change the kindness feed as needed, or archive it somewhere in your classroom.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Cyberbullying/Cyber-citizen-ship
- Friendship
- Self-Esteem

Teacher Notes:

FOCUS BALL



Set up: You will need an open space and five to six balls. One ball should be very different than the others.

Directions:

1. Instruct students to stand in a circle.
2. Draw students' attention to the different ball. This ball is their priority. It is the focus ball and represents students' academic achievement.
3. Pass this one ball around the circle once as fast as you can with out dropping it.
4. Once it has been passed around the circle one time, set it aside. Now use a new ball. This ball should be bounced in a pattern. Practice the pattern a few times.
5. Now add the focus ball again. Students need to make sure it doesn't drop AND need to maintain the bouncing pattern.
6. Once the above is mastered add more and more balls. Bounce them in the same patten set above. Again stress. that their number one priority is the focus ball. They mustn't let it drop. Add as many balls as they can handle.

Issues this activity can be used to address:

- Academic Achievement
- Bullying
- Cyberbullying/Cyber-citizen-ship
- Goal Setting
- Priorities
- Teamwork

Teacher Notes:

ENEMY PROTECTOR



Set up: A large Empty Space

Directions:

1. Tell everyone that in the game they will pretend to have one enemy and one protector. Their goal in the game is to keep their protector between themselves and their enemy at all times.
2. Have all of the students think of another student in the classroom, but let them know that it is a secret. Tell them that first person is their enemy.
3. Then have the students think of one different person. That person will be their protector. They shouldn't let anyone know who is their protector either.
4. Remind them to keep their protector between themselves and their enemy. Also tell them that they cannot run, touch, or talk during the game.
5. Start the game, and be sure to watch for running. If there is time, instruct the students to now pretend that the person who was their enemy is now their protector, and vice versa.
6. Stop the game, seat the students, and debrief

Debrief:

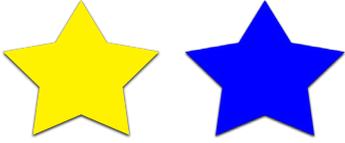
1. What was it like to play that game?
2. What did you have to do to be successful?
3. What did it feel like when your enemy got closer to you?
4. Sometimes in real life, there are people or situations that we cannot escape, and sometimes we feel scared. Now I don't want to hear any personal stories, but what are some times in real life when a person may feel like they are being chased by an enemy?

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Cyberbullying/Cyber-citizenship
- Peer Pressure

Teacher Notes:

STUMP



Set up: Place a chair, stool, or similar object in the center of the room.

Directions:

1. Discuss the chair: "What do we call this object that I've placed here" (chair) "What do we use a chair for?" (Sitting) "What other ways might we use a chair?" (get several answers)
2. Suggest that there are infinite ways we can relate to just this one chair, and tell the students they are going to show you how.
3. Demonstrate three different ways to "relate" to the chair (i.e. touch the chair with an elbow, lift it above your head, turn it on its side).
4. Ask students to come up one by one and demonstrate new ways to relate to the chair. The more students you do this with the better. There will be awkward pauses when the students are 'stumped', but encourage them to find new ways anyway. It is often after moments of frustration that the most exciting and creative ideas come about!
5. Choose an item in your classroom (piece of paper, empty bottle, etc.) That could be used in more than one way before it is disposed of, and play the same game with that item.
6. Repeat this activity with several items in the classroom.

Issues this activity can be used to address:

- Academic Achievement
- Bullying
- Environmental Conservation
- Priorities
- Problem Solving

Teacher Notes:

BARRICADE



Set up: You will need an open space.

Directions:

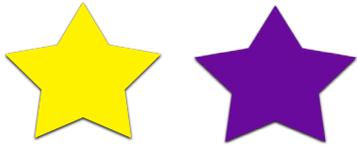
1. The students stand in two (2) straight lines facing each other. Ideally, these should be on opposite sides of the room.
2. The goal of the game is to get from one side of the room to the other without being “frozen.”
3. You will be “frozen” if you make any sound at all. (If you cough/sneeze, talk, if clothing or shoes makes noise)
4. Students begin crossing to the opposite sides on the word “go.” Teacher/facilitator “freezes” students who make any noise by tapping them on the shoulder. Be sure to tell them ahead of time that you are the judge and make the final decisions.
5. After everyone has either crossed or is frozen, the students who have been frozen have 10 seconds to form the strongest “barricade.” (Ideally, they should freeze in positions that they can hold for a long time – they should look very “wall-like.”)
6. After the barricade is frozen in place, the two lines of students try to cross again. The same rules apply; anyone who makes noise will be frozen. Also:
 - If any “barricade” student moves/makes noise, they become a “rock” (kneeling on the ground, covering their head).
 - If anyone touches the “barricade” attempting to cross, they are frozen.
7. After this second round, all students who have been frozen should become part of the “barricade.”

Issues this activity can be used to address:

- Aquatic Invasive Species Prevention
- Bullying
- Community Building
- Cyberbullying/Cyber-citizenship
- Peer Pressure
- Teamwork

Teacher Notes:

FIND YOUR MOTHER LIKE A LOST LITTLE PENGUIN



Set up: A large Empty Space

Directions:

1. Get the group into a circle and number them off as 'ones' as 'twos.' You need an even number for this game. If you have to play to make it even, that's fine.
2. Facilitator says, "Ones, turn to the person to your left. Think of a sound that you can repeat over and over again. It doesn't have to make sense, just a noise you can easily repeat; the more unique it is the better. Twos I want you to memorize your partner's sound. Ones, make your sound." After a few seconds cut them off.
3. Facilitator now has the twos follow the exact same instructions as before: "Two's turn to the person on your left. Think of a sound...Etc."
4. Everyone should now have one sound that they make for the person on his/her left, and have to listen for another sound from the person on his/her right.
5. Have everyone find a space in the room and close their eyes.
6. Say "In just a moment I am going to say 'go', and at that point, everyone will be responsible for making his/her sound. Everyone must keep his/her eyes closed as you try to find the people that were standing on either side of you. You are responsible for listening for the person that was on your right, and making your noises for the one that was on your left. Once you find one of your people, hold his/her hand on the side they were originally on."
7. "You are also responsible for taking very small steps and shuffling (kind of like a penguin) and being aware of others around you so that you don't bump into them. You are responsible for staying safe and keeping those around you safe by following instructions.
8. Say "go." Once everyone is back in the same circle (or close to it), have them open their eyes.

Debrief:

1. How did you feel when you were playing that game?
2. What did you have to do to be successful and find your neighbors again?
3. What was difficult about that game?

Issues this activity can be used to address:

- Academic Achievement
- Community building
- Goal Setting
- Responsibility

Teacher Notes:

WHO'S THAT?



Directions:

1. Call up two students to do some acting. One student will be Student A and one student will be Student B.

2. Teach Student A the line, "Who's that?" Teach Student B to respond by saying, "I don't know."

3. Explain to Student B that he should speak in exactly the same way as Student A. For example, if Student A says "Who's that?" in a happy way, then Student B should say, "I don't know" in a happy way. Have them both practice their lines with different emotions.

4. Pull up a third student to be Student C. They will walk in a straight line across the classroom, in front of Students A and B.

5. Tell the three volunteers that when you say, "Go," you need Student C to walk in front of Students A and B. Student A will say, "Who's that?" and Student B will say, "I don't know."

6. Pull Student A to the side and tell him that you want him to say, "Who's that?" in the meanest, rudest, most stuck-up way possible.

5. Say, "Go."

Debrief:

1. Say the following to Student C: "Imagine that this is your very first day at a new school. You don't know anyone at all, and as you're walking through the hall, you hear two students say that about you. How might that feel?" (They will usually say something like "sad" or "upset.")

2. Ask the rest of the class to identify why they might feel that way.

3. Ask the class to identify consequences. For example, if someone felt really upset on their first day of school, where might they choose to sit at lunch? What would they think of their new school?

4. Pull up two more students to replace Student A and B. This time, have Student A say, "Who's that?" in a way that would have more positive consequences. You can pull up as many students as you have time for.

Issues this activity can be used to address:

- Clique Behavior
- Bullying
- Community Building
- Cyberbullying/Cyber-citizenship
- Peer Pressure
- Respect

Teacher Notes:

GOAL MAPPING



Supplies: A card with a quarter taped to it and several index cards

Directions:

Split the students into groups of four. Give each group an index card. One index card should be labeled "Card 4" and say:

Card 4: Your goal is to find a hidden quarter. You will find it taped to a card that is hidden in a book on my desk. The name of the book is _____. Turn to page ___ and you will see the card with the quarter. Once you find it, give it to me.

The other groups should each be given one of the following three cards:

- Card 1 (possibly multiple copies): Something of value is hidden in the classroom. Find it and give it to me.
- Card 2 (possibly multiple copies): Money is hidden somewhere in the classroom. Find it and give it to me.
- Card 3 (possibly multiple copies): There is a quarter taped to a card somewhere in the classroom. Find it and give it to me.

Regardless of how many groups of students you have, only ONE group should have Card 4.

Debrief:

- (to the group with Card 4) How were you able to meet your goal so quickly?
- You had a very clear goal – to find the quarter taped to the card – and you had a clear plan to find that goal.
- What did the other cards say? (Have them read their cards out loud)
- What did you do to try and reach your goals? Clear plan for reaching that goal. The same is true is, the easier it will be to reach the goal.

Issues this activity can be used to address:

- Academic Achievement
- Community building
- Goal Setting
- Perseverance
- Responsibility

Teacher Notes:

SPEAK EASY CHAIR



Directions:

Place a chair at the front of the room and say: This is the Speak Easy Chair. When people sit in it, they are free to speak the truth without anyone else judging them. Now, this only works when other people listen what the person in the chair has to say.

Write the following phrases on the board:

- A true friend is someone who....
- I think respect means...
- The last respectful thing I did was...
- When someone is disrespectful to me, I feel...
- Respecting other people can be difficult when...
- Respecting other people's things can be difficult because...
- Respecting the environment means...
- It can be difficult to respect the environment because...

Bring up a volunteer and have them sit down. Ask the volunteer to finish one or more of the sentences on the board. Continue taking volunteers, and take as many as you can. Remind the students to be listening to their classmates.

Debrief by asking the class:

- What surprised you?
- What kinds of things did we hear a lot?
- How good of a job would you say we did at being respectful to each other in that activity?

Issues this activity can be used to address:

- Clique Behavior
- Bullying
- Community Building
- Cyberbullying/Cyber-citizenship
- Friendship
- Peer Pressure
- Respect

Teacher Notes:

LANDFILL DIG



Supplies:

- A large tub, either deep or wide.
- Several recyclable items such as: plastic bottles, glass jars, metal cans, newspaper
- A few items that we can reduce: paper napkins, paper plates, Starbucks (or other disposable) coffee cups. These items cannot be recycled in Minnesota after they have been used.
- Lots of crumpled brown paper that will act as garbage that can't be recycled

Directions:

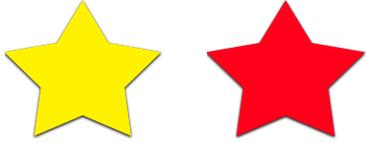
1. Before the class, fill the tub with the recyclables and other items. Then cover the items with the "garbage" paper to create a landfill. This should appear to be very full.
2. Bring the students up to the landfill and have them imagine they are standing in front of a smelly, gross landfill.
3. Dig into the landfill and pull out a plastic bottle or other recyclable. Have students identify what it is, and if it can be recycled.
4. Call on students and have them pull out one thing from the landfill. Ask that student or the class: Can this be recycled? Confirm correct answers. If a student pulls out an item that can't be recycled but can be reduced, explain why it should be reduced and ask them what they could use instead.
5. As you remove items, point out that the landfill is getting smaller and smaller. Add: Now we can't go to landfills and pull out all of the things that could be recycled, reduced or reused, but we CAN keep them from going in the landfill in the first place by practicing the Three R's.
6. Have the students return to their groups of four. In their groups, have them brainstorm goals that your classroom could set in order to help the environment. Write everyone's ideas on the board and decide on two or three that seem feasible. Then create a clear plan for reaching that goal.

Issues this activity can be used to address:

- **Community building**
- **Environmental Conservation**
- **Goal Setting**
- **Perseverance**
- **Responsibility**
- **Teamwork**

Teacher Notes:

EMOTION DETECTIVE



Directions:

1. Say to the students, "You may or may not know this, but we have a famous detective here in this room. I need a brave volunteer to become our famous detective." Choose one volunteer and make a big deal out of this famous detective, formally introducing the detective to the rest of the group and giving him/her a round of applause.
2. This detective is no ordinary detective. S/he can detect emotions in people by asking them to do only three things.
3. To the detective, say the following: You're going to detect the group's emotion while they do three things that you decide they should do. For example, you can ask them to high five, stand up, and do a dance - anything you want as long as it's something everyone can do safely. Then, as the students do your activities, you will detect what emotion the students are feeling.
4. To the students, say that you will give them an emotion that they will pretend to feel as they do the activities the detective asks them to do. Have students practice this by waving hello while they pretend to feel happy
5. After the detective and other students are clear on what they'll be doing, have the detective to wait quietly in the hallway (or some place where s/he can't hear). While in the hall, the detective should think of the three activities s/he'll be asking the students to do.
6. While the detective is in the hallway, ask the students for emotions they could show the detective. Take a few suggestions before deciding on one group emotion.
7. Bring the detective back into the room and have him/her tell the students what s/he would like the students to do.
8. When the detective correctly discerns the emotion, be sure s/he is applauded for his/her detecting skills and the students are applauded for their acting skills.
9. Continue playing with a different detective and a different emotion. Play as many rounds as you'd like.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Conflict Management
- Emotion Management
- Friendship

Teacher Notes:

Secondary Follow-up Activities



After CLIMB's visit is a great time to lead a discussion. Here are some suggested questions to ask your students AFTER a CLIMB visit:

- Tell me about your response to the CLIMB program.
- What part of the program did you relate to the most?
- What didn't you like so much?
- What was one take away from today's program?
- What do you think you can do differently (example: when you see bullying happen, to take care of the environment, etc) now?
- Why do you think it is important to talk about (CLIMB Topic)?
- How do you feel about your school community now? What steps do you think you can take to make it better?

Your questions:

CIRCLE OF DOOM

Materials: Any strange objects of varying shapes and sizes.

Set up: You will need an open space.

Directions:

1. Have the students get into a circle in the open space.
2. Ask for a volunteer saying: I need a volunteer who is comfortable keeping their eyes closed for a long time. Once the volunteer is chosen, have that volunteer close his/her eyes and turn them around so he/she cannot be accused of "peeking."
3. Ask for another volunteer to place the objects anywhere in the center of the circle.
4. Once the volunteer has finished explain that: These objects are now objects of Doom! Our job is to get VOLUNTEER across the circle without stepping on any of the objects. Designate an "ending" spot across the circle and continue with the rules. There are four rules in this game. Rule one, we cannot touch VOLUNTEER, we can only tell him/her where to go. Rule two, VOLUNTEER cannot jump or run. Rule three, we cannot let one person do all of the work, we need to work together. Rule four, if VOLUNTEER touches a piece of "doom," they have to go back to the beginning and we will start the game again.
5. Turn the volunteer around and begin the game.

Possible Expansion:

1. Choose a new volunteer.
2. Instruct everyone else to close their eyes for a moment. Say: I am going to come around and tap a few of you on the shoulder. If I've tapped you nod your head so that I know you felt it, but don't let anyone else know. Instruct everyone to open their eyes.
3. Say: We are going to play the game again, only this time if you were tapped on the shoulder your goal is going to try and get VOLUNTEER to step on the objects. Everyone else, you must follow the rules from the first round. Turn the volunteer around and play the game again.

Issues this activity can be used to address:

- Academic Achievement
- Bullying
- Conflict Management
- Cyberbullying/Cyber citizenship
- Emotion Management
- Goal Setting
- Peer Pressure
- Teamwork

Teacher Notes:

VOTE WITH YOUR FEET



Directions:

Put signs in different areas of the room that say Agree, Unsure, and Disagree. Everyone will listen as you read a statement (some sample statements follow). Each person decides how they feel and moves to that sign. Stand in the center and give people in each group a chance to say why they made that choice. No one is allowed to respond to anyone's opinion, only to why they made their own choice. After everyone who wanted to share her/his thoughts has had a chance, read the next statement.

- The goal of this activity is to ask everyone to think about the subject matter in the statements, begin to feel comfortable sharing their point of view in the group, and learn about other people's points of view.
- This activity is about being nonjudgmental, listening, and agreeing to disagree. It is about respecting the fact that different people see things differently. If you are lucky, there will be a range of opinions on many of the statements.
- The BIG RULE to keep this from being a debate or feeling unsafe is that no one can respond to anyone else's opinion. They can only respond to the statement that was read. If someone tries to respond to another's opinion ("that was dumb," etc), stop them immediately.
- Participants can move to another group while people are expressing their opinion if they change their mind.
- Give students the option to say, "Pass," or "It's already been said." Encourage the students to brief in consideration of others.
- Have the smallest group discuss their choice last. Go from largest group to next largest group to smallest.

Sample Statements:

- I believe in life on other planets. (This is fun as an example)
- I feel safe in my school.
- It is okay to joke about someone's race or heritage/ gender or sex.
- I am comfortable telling my friends if I don't like something.
- I am comfortable telling my friends I don't want to do something..
- I can see myself stepping in to help someone being harassed.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Conflict Management
- Cyberbullying/ Cyber citizenship
- Emotion Management
- Environmental Respect
- Peer Pressure
- Self-Esteem
- Social Skills
- Teamwork

Teacher Notes:

MOVEMENT TELEPHONE



Set Up: You will need an open space.

Directions:

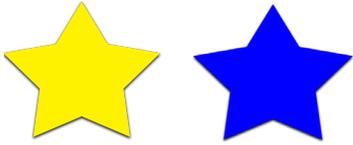
1. This is an activity that requires a lot of focus. Say something like “The activity we are about to do requires a lot of focus. I will need all of you to listen and watch carefully. Have the students stand in a circle in part of the room.
2. Say the following: “In a moment, I am going to count down from ten. When I reach one you need to be pointing at someone else in the circle. However, you CANNOT be pointing at anyone that is pointing at you. Ready? Ten, nine, eight...etc.
3. Tell them to put their hands down and then say: Remember who you are pointing at because during this game you will be watching person. I promise it isn’t as weird as it sounds. In this game your goal is to stay as still as possible. But in this game if the person you are watching moves at all, even just a tiny bit, you must move in the same way, only make it a little bit bigger. For example if I saw Jimmie (for example) move his hand a little bit, i would then move my hand a little bit more. Any questions?
4. Give them about one minute to play the game. It should be “out of control” in a short amount of time and everyone will be doing some variation of the same thing.
5. Send the students back to their seats for a short debrief.

Issues this activity can be used to address:

- Academic Achievement
- Bullying
- Community Building
- Cyberbullying/Cyber citizenship
- Environmental Respect
- Peer Pressure
- Teamwork

Teacher Notes:

PHENOLOGY JOURNALS



Supplies: Journals, pens,

Directions:

1. Tell students that they are going to become observers of their environment. It will be their job to write down everything they see. But first they need a place to record that writing: a journal.
2. Pass out journals and markers. Tell the students that you want them to write down their favorite things about their environment.
3. Pick a day of the week to go outside and observe a specific part of the environment such as a lake, wooded area, or this can also be applied to their school environment.
4. Instruct students to write down everything they see, hear, smell etc. Tell them to do this without talking to each other.
5. Bring the students inside. Invite them to share what they saw. Write down these things on a your white board, smart board, or other large surface.
6. Repeat this activity over several weeks.

Debrief:

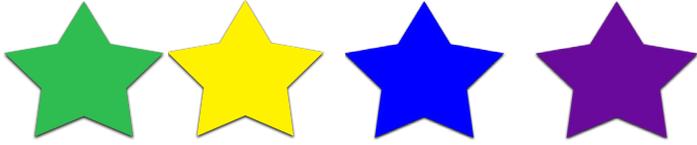
1. What did you see outside? Hear? Smell?
2. Did any of those things change over the weeks?
3. What did you notice?
4. Why is it important to keep our environment/community healthy? How about our lakes?
5. What did you like about journaling?
6. I challenge all of you to be stewards of your environment. A steward is like a knight or a guardian that watches over the land and protects it from harm. People have the responsibility to protect our environment and keep it healthy. Will you take a pledge to be a steward of Black Hawk Lake (or whatever water body you observed)?

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Conflict Management
- Cyberbullying/ Cyber citizenship
- Environmental Respect
- Peer Pressure
- Self-Esteem
- Social Skills
- Teamwork

Teacher Notes:

PANEL OF EXPERTS ✓



Set up: Choose four students to sit at the front of the room. Prepare 15-20 index cards with questions related to the topic of your choice

Directions:

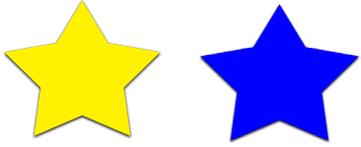
1. Let everyone know that the four students at the front will be the Panel Experts. They will be experts on (whatever topic the facilitator chooses) It's best to start with some fun warm-ups like experts on roller coasters, cats, video games, etc.
2. The other students that aren't part of the panel will ask them questions on their expertise. The panel is only allowed to answer ONE WORD per panel member at a time.
3. After you have one round of experts, switch to four new people to give more people an opportunity to be an expert. Allow for 2-3 "fun rounds."
4. Once students get the hang of the game, tell students that the panel of experts will now be discussing a more serious matter. They will be experts on (specific topic)
5. Call up four more students to be experts. Allow the students in the rest of the class to take turns pulling an index card with a question about gateway drug prevention on it and have them ask the question of the panel of experts. Remind the experts to answer to the best of their ability; if they get stumped about a question, field it to the whole class and guide the class towards an answer that makes sense.
6. Once a couple of index cards have been asked of the panel, change up who is on the panel of experts.
7. Eventually, if you think your class can handle it, allow the class to ask the panel of experts their own questions about the topic. Remind the students to be completely respectful when asking their questions.

Issues this activity can be used to address:

- Academic Achievement
- Bullying
- Community Building
- Consent
- Cyberbullying/Cyber citizenship
- Environmental Respect
- Harassment
- Peer Pressure

Teacher Notes:

PRIVILEGE WALK



Set Up: You will need an open space.

Directions:

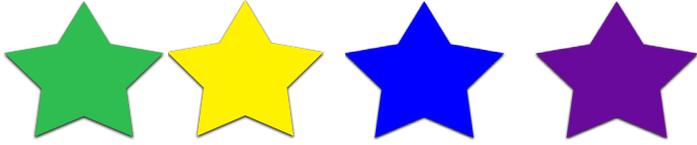
1. This is a high-risk activity and requires a safe space. Say something like, "The activity we are about to do might trigger some strong feelings, and that's OK. I need everyone to be respectful and support each other. Any personal information that is shared in this room needs to stay in this room."
2. Have the students stand in a line, shoulder to shoulder, in the center of the room.
3. Say the following: "In a moment, I am going to start making some statements. Listen carefully and follow my directions. Whenever a statement doesn't apply to you, just stand still."
4. Here are some sample statements. Please adjust them and add more to best work with your classroom:
 - If you think of yourself as "American," take one step forward.
 - If your ancestors came to the US by force, take one step back.
 - If you had access to a lot of books growing up, take one step forward.
 - If you ever felt unsafe because of your race or ethnicity, take one step back.
 - If you ever felt unsafe because of your gender, take one step back.
 - If you grew up with access to clean drinking water, take one step forward.
 - If you have had to rely mostly on public transportation to get around, take one step back.
 - If your parents or guardians attended college, take one step forward.
 - If you've ever had to go to bed hungry because your family couldn't afford food, take one step back.
 - If you grew up in a family with at least one car, take a step forward.
 - If you've ever tried to change your appearance or speech to fit in, take one step back.
 - If you speak more than one language fluently, take one step forward.
 - If your native language is not English, take one step back.
 - If you've studied the culture of your ancestors in school, take one step forward.
5. Continue with as many statements as you would like. If it's appropriate to the functioning level of your students, you can give them a chance to make statements as well.
6. When you're finished, ask the students to sit down where they are and allow for a few minutes of silent reflection.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Community Building
- Conflict Management
- Social Skills
- Teamwork

Teacher Notes:

CHAIR GAME ✓



Set Up: Standard Classroom

Directions:

Say:

1. In just a moment, I'm going to time one minute on my stopwatch. At some point in that minute, I want you all to stand up.
2. Here's the catch: I need you all to stand up together. Furthermore, you can't talk. You all have to sit, facing the front of the classroom.
3. In other words, you have to find some way to make sure you're standing with the class without talking or turning your head to look at them.
4. Questions? Ready, go.

Play this activity as many times as you have time for...you can limit the amount of time and you can add other moves, like standing and sitting together, or standing and putting your hand on your head, etc.

Key Questions:

- How did you know when it was time to move?
- How did you feel while you were waiting to move?
- Who do you think started the movement?

This game shows something we call "Self-Pressure." In this game, nobody can say anything to you, and nobody can give you a look...but you still know when to join the group.

Issues this activity can be used to address:

- Academic Achievement
- Bullying
- Community Building
- Consent
- Cyberbullying/Cyber citizenship
- Environmental Respect
- Harassment
- Peer Pressure

Teacher Notes:

BOUNDARY LINES



Space requirements: A large open space

Have half of your students line up against one wall and have the other half line up opposite them on the opposite wall. The lines should face each other.

Designate one line as line "A" and the other as line "B." Say: When I say go, Line B will walk slowly toward A. Line A when you feel the person walking across from you gets too close, say "stop." Line B when your partner in Line A says stop, you must stop. Ready? Go.

When everyone in Line A has said stop say: Notice how people are different distances away from each other.

Send Line B back and switch so that now Line A is walking toward Line B. This time, however, Line B cannot use words to stop Line A. Again, after the students have all stopped, have them look around to notice where everyone is standing.

Switch one last time. Once again B will be walking toward A, but this time A cannot use words, and they cannot hold their hands up to stop B. The students will have to think of new ways to communicate. After this third round, return the students to their seats.

Say: Everyone has different ideas of personal space, or the space around them that they need to feel comfortable. People also have different ideas of what respect means. For example, we might have different rules at school than you do at home. What are some rules that we have at school that are different than rules you have at home? Just like with rules, the kind of respect you give others sometimes needs to change depending on who they are and with whom they are keeping company. It's our job to find out what rules of respect people have and to follow them. Also, it is important for us to let others know when we feel disrespected--otherwise nobody will ever learn our personal rules of respect.

Issues this activity can be used to address:

- Acceptance of Differences
- Bullying
- Harassment
- Consent
- Community Building
- Conflict Management
- Social Skills

Teacher Notes:

Vocabulary:

Accountability: To take ownership of the things you do and say, including the mistakes you make

Advocacy: To stand up for others or yourself because it is something you believe in, need, or helps keep others' safe

Algae: A plant found in bodies of water, that can become overgrown when too much fertilizer and pollutants get into lakes and wetland

Aluminum: A metal most pop cans are made from

Allowance: Money grown-ups give children for doing work at home

Assertive: To behave in a confident and bold way

Body Language: When people tell us how they feel with their bodies and faces

Bullying: Unwanted aggressive behavior that happens when someone seems to have more power than someone else AND it happens—or could happen—often

Bystander: A person who sees bullying happen

Clique: A group of people who share things in common, but won't let others in their group so that they will feel bad

Composting: The process of creating new dirt from organic (natural) materials such as left over food waste and milk cartons.

Cyberbullying: When one person tries to hurt, threaten, or embarrass another person using the Internet or cell phone

Different: When one or more things are not alike

Disability: When someone's body or way of thinking is not the same as other people their age, and that difference makes it hard for that person to do the same things in the same way as other people

Environment: Any place where things live

Embarrassed: Feeling ashamed or uncomfortable, like other people might judge you or laugh at you

Empathy: The ability to imagine how someone else might feel or how you would feel if you were in the same situation ("stepping into someone else's shoes")

Exclusion: Ignoring or leaving someone out on purpose

Fertilizer: A mixture that helps plants grow

Frustrated: A feeling that is anger and disappointment combined; It's the way someone might feel if she tries to do something over and over again, but can't do it right

Inclusion: Purposefully inviting someone to join an activity or group

Harassment: Unwanted aggressive behavior that targets a person's race, gender, sexuality, ethnicity, or ability

Landfill: A man-made hole in the ground where trash is stored

Need: Something you must have and cannot do without (food, air, water, clothes)

Peer Pressure: The pressure we put on ourselves to fit in

Pesticides: Chemicals that protect plants from insects

Phosphorus: A nutrient that helps plants (like blue-green algae) grow in lakes and wetlands

Pollutant: Something that makes something else unhealthy

Recycle: To turn old products into new products

Reduce: To make less garbage

Reflex: Something that a person does without thinking

Reporting: Telling an adult when someone else is bullying you in order to keep yourself or someone else safe

Resiliency: The ability to keep moving forward, even when bad things happen

Reuse: To use something again rather than throwing it away

Rumor: When you make up something about someone else and tell it to other people when they aren't around

Power: Having a social, physical, or other advantage that allows you to get what you want, and allows you to positively or negatively influence other's actions.

Same: When something is like something else

Share: to let others join in playing, eating, talking, etc.

Self Control: Being in charge of you own thoughts, words, and actions

Stereotype: Something that is commonly thought to be true about an entire group of people

Tattling: When someone says something just trying to get another person in trouble

Want: Something you would like to have, but can do without (going to restaurants, bottled water, name-brand jeans)

Waste Stream: The path our trash takes to get to the landfill

Temptation: A pull to do something you aren't supposed to do, or something that wouldn't be good for you