| Year 4 | **The Proudest Blue**<br>*Ibtihaj Muhammad, S.K. Ali, Hatem Aly* | Lesson 1 |
|---|---|---|

| Resources needed | **Activity A:** Strips of paper, glue/sellotape | **Activity B:** |
|---|---|---|

| Aspect | Timing | Activity |
|---|---|---|
| **Settle**<br> | 3 mins | **Ribbon of Strength**<br>• Give each child a piece of blue ribbon (or imagine holding one).<br>• Ask them to hold it gently and think of someone or something that makes them feel strong.<br>• Guide them to close their eyes and breathe deeply, imagining their ribbon wrapping them in courage and pride.<br>• End by asking them to silently thank the person or memory that inspires them. |
| **Training**<br> | 10 mins | • Look at the front cover of the book.<br>• Who could the characters be?<br>• Show the Emotional Vocabulary images.<br>• How could the characters be feeling? What makes pupils think this? |
| **Objective**<br> | 5 mins | • I can tell you about ways my family and friends support me. |
| **Read**<br> | 15 mins | • Share or recap the story with pupils.<br>• Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. |
| **You**<br> | 12 mins | **Class discussion:** Use the prompts on the slides<br><br>**Activity A: My Support Network Paper Chain**<br>• Ask the class to think about a goal they are working towards or something they want to achieve (e.g., a school project, a sports achievement, or learning something new).<br>• Lead a discussion on how different people support us in reaching our goals, such as family members, friends, or teachers, and the types of support they offer (encouragement, advice, help with practice, etc.).<br>• Give each child several strips of coloured paper.<br>• Ask the children to write the names of people who support them on each strip of paper (one person per strip).<br>• Once the children have written the names, they can link the strips together to create a paper chain. Encourage them to think about how each person plays a different role in their support network.<br>• After completing their paper chains, invite the children to share with the class who is in their support network and how those people help them.<br>• Discuss as a class how having a strong support network can help them feel confident and succeed in their goals.<br><br>**Activity B: Advice for Asiya**<br>• Explain to the class that they will role-play a scene where they give advice to Asiya before she wears her first hijab. Explain that there are not many people in Asiya's school who wear a hijab.<br>• Divide the class into small groups, assigning them roles (e.g., Asiya, Faizah, their mother, friends, or other family members).<br>• Ask each group to imagine what support Asiya might need and how her family or friends might help her feel confident and prepared. Ideas are in the slide notes.<br>• Encourage the groups to think about how each character might be feeling (e.g., nervous, excited, supportive) and the type of advice or encouragement they would give.<br>• After rehearsing, each group will perform their role play for the class.<br>• After each performance, ask the class to discuss the support shown in the role play and how it helped Asiya. |

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| Year 4 | **The Proudest Blue**<br>*Ibtihaj Muhammad, S.K. Ali, Hatem Aly* | Lesson 2 |
|---|---|---|

| **Resources needed** | **Activity A:** Examples of culture and religion – in slide notes and resource section | **Activity B:** Statements to read – in slide notes and resource section |
|---|---|---|

| Aspect | Timing | Activity |
|---|---|---|
| **Ground rules** | 2 mins | • Revisit the Ground Rules your class wrote together following their introduction to The Story Project. |
| **Settle**  | 3 mins | **Blue Sky Breathing**<br>• Ask the children to imagine the vast, calm blue sky.<br>• Lead them in deep breathing: inhale for 4 counts, hold for 2, exhale for 4.<br>• As they breathe, suggest they picture any worries floating away like clouds.<br>• After 3–4 rounds, ask how they feel and remind them that they can use this technique any time they feel stressed. |
| **Training**  | 10 mins | • Look at pages 1 and 2 where Asiya is choosing her hijab.<br>• Show the Emotional Vocabulary images.<br>• How could Asiya be feeling? What makes pupils think this? |
| **Objective**  | 5 mins | • I can tell you the difference between culture and religion and the roles these play in my life. |
| **Read**  | 15 mins | • Share the story with pupils.<br>• Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. |
| **You**  | 12 mins | **Class discussion:** Use the prompts on the slides<br><br>**Activity A: Culture or Religion?**<br>• Ask children to stand with space around them.<br>• Explain that you will read out different examples.<br>• If children think the example is **mostly about culture**, they put their **hands on their hips**.<br>• If children think it is **mostly about religion**, they place **their hands together in front of them**.<br>• If they think it could be **both**, they cross their arms over their chest.<br>• Read out one example at a time, pausing for children to choose their position before discussing their thinking.<br><br>**Activity B: Find Someone Who...**<br>• Ask children to stand and move safely around the classroom.<br>• Explain that you will read out different statements.<br>• If the statement applies to them, children quietly find someone else who is also standing.<br>• Partners take turns to explain their example before finding a new partner for the next statement.<br>• Encourage children to notice similarities and differences between their experiences.<br>• Remind children that everyone's experiences are unique and should be listened to with respect.<br>• After each discussion, ask children whether the example is **culture**, **religion**, or **both**, and invite them to explain their thinking using the sentence stem.<br>• Invite a few children to share examples with the class.<br>• Use children's examples to reinforce the difference between **culture** and **religion**.<br>• Highlight that some examples, such as celebrating Eid or Diwali, may be both cultural and religious.<br>• Remind children that not everyone has a religion, but everyone has a culture and an identity that should be respected. |

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| Year 4 | **The Proudest Blue**<br>*Ibtihaj Muhammad, S.K. Ali, Hatem Aly* | Lesson 3 |
|---|---|---|

| **Resources needed** | **Activity A:** Sentence stems on slides | **Activity B:** Sticky notes |
|---|---|---|

| Aspect | Timing | Activity |
|---|---|---|
| **Settle**  | 3 mins | **Lava Lamp Chill-Out**<br>• Play the video of the blue lava lamps. Ask the children to sit comfortably in their chairs, with their hands in their laps and feet flat on the floor.<br>• Encourage them to focus on the slow, calming movements of the blue blobs in the lava lamp. Guide the children to take deep, slow breaths: inhale for 4 counts, hold for 2, and exhale for 4 counts, matching their breath to the rhythm of the lava lamp.<br>• After a few minutes, ask them to imagine their own worries gently floating away like the blobs, rising and relaxing. |
| **Training**  | 10 mins | • Look at pages 7 and 8 where Faizah is lining up with her class.<br>• Show the Emotional Vocabulary images.<br>• How could Faizah be feeling? What makes pupils think this? |
| **Objective**  | 5 mins | • I can tell you how I show respect to people who have different beliefs and cultures to me. |
| **Read**  | 15 mins | • Share or recap the story with pupils.<br>• Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. |
| **You**  | 12 mins | **Class discussion:** Use the prompts on the slides<br><br>**Activity A: Agree to Disagree**<br>• Start by discussing what respect means when we have different opinions or beliefs, using examples of things people might disagree on (e.g., football teams, favourite foods, etc.).<br>• Demonstrate by selecting two children to role-play a respectful conversation on a topic where they have differing views (e.g., "Which football team is better?").<br>• Create rules together with the class for how to speak respectfully when we disagree, such as listening without interrupting, staying calm, and asking questions to understand the other person's point of view.<br>• In pairs, ask children to think of something they disagree on (examples are in the slide notes). Have them practice a respectful conversation, using the rules discussed. They might want to use the discussion structure on slide 39.<br>• After the activity, reflect on how respecting others' beliefs can be interesting and fun. Remind the class that respect is key, and we don't have to agree to show respect.<br>• Discuss how it's important to seek help if someone shares hateful or extreme views.<br><br>**Activity B: The Golden Rule**<br>• Ask the class what rules or guidelines exist in their community (at school, at home, etc.) and if they know any rules from different religions.<br>• Share examples of important rules from different religions, such as The Eightfold Path (Buddhism), The Ten Commandments (Judaism, Islam, Christianity), or The Sermon on the Mount (Christianity).<br>• Introduce the Golden Rule: "Treat others as you would like to be treated." Discuss how this rule is shared across many religions and cultures, and why it's important.<br>• Ask the class to think of ways the Golden Rule can be applied in their own lives and to give examples of times they've shown kindness or respect.<br>• Together, create a "Golden Rule" poster for the classroom. Encourage the class to write or draw examples of how they have followed the Golden Rule on sticky notes throughout the week.<br>• Display the Golden Rule poster and celebrate the different ways the children are living out respect and kindness towards others. |

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| Year 4 | **The Proudest Blue**<br>*Ibtihaj Muhammad, S.K. Ali, Hatem Aly* | Lesson 4 |
|---|---|---|

| **Resources needed** | **Activity A:** Scenarios cut up into strips (see below) | **Activity B:** Scenario cards (below), stand strong strategy cards (slide 54-55 and below) |
|---|---|---|

| Aspect | Timing | Activity |
|---|---|---|
| **Settle**  | 3 mins | **Proud as a Peacock**<br>• Start by showing the video of a peacock, emphasising its bright, beautiful feathers.<br>• Ask the children to sit up tall, like a proud peacock, and take deep breaths.<br>• Guide them to imagine their own "feathers" spreading wide and feeling proud, just like Asiya does in the story.<br>• On each inhale, imagine their feathers growing bigger, and on each exhale, imagine them standing taller.<br>• After a few breaths, ask them to share something they are proud of about themselves. |
| **Training**  | 10 mins | • Look at pages 13-14 where a boy is pointing at Asiya.<br>• Show the Emotional Vocabulary images.<br>• How could Faiza be feeling? What makes pupils think this? |
| **Objective**  | 5 mins | • I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help. |
| **Read**  | 15 mins | • Share or recap the story with pupils.<br>• Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. |
| **You**  | 12 mins | **Class discussion:** Use the prompts on the slides<br>**Activity A: Banter vs Bullying**<br>• Define teasing or 'banter': Teasing is when someone makes fun of another person, annoys them, or says something unkind, but in a playful way. It can be friendly, but it can also hurt feelings. Teasing can become bullying if it keeps happening, especially if the person being teased feels upset.<br>• Define bullying: Bullying is when someone hurts another person, whether physically or emotionally, over and over again. The person doing the bullying knows their actions are hurtful. There is an imbalance of power.<br>• Class discussion: Where is the line between playful teasing and bullying? When might teasing become harmful? Discuss how both teasing and bullying can be verbal, physical, or happen online.<br>• Scenario practice: In pairs or small groups, children look at different scenarios (see below) where they decide whether the situation is playful teasing, hurtful teasing, or bullying. They can then group the scenarios and explain their reasoning and make up scenarios of their own.<br><br>**Activity B: Stand Strong!**<br>• Start by asking the children what the word 'bullying' means to them. Can they think of examples of bullying you might have seen or heard about?<br>• Write their ideas on the board. Then explain that bullying can happen in many forms: physical, verbal, social, and online. It can hurt feelings, cause fear, and affect a person's wellbeing.<br>• Share with the class that they'll be looking at different types of bullying and learning strategies to stand up against it and get help.<br>• Divide the class into small groups (4-5 children per group).<br>• Give each group a set of scenario cards with different bullying behaviours on them. Ask the groups to read through the scenarios and decide which type of bullying each one represents **(verbal, physical, social exclusion, online).** Discuss briefly as a class after all groups have sorted their cards.<br>• Introduce "Stand Strong" Strategy Cards (in slide and copies below). These are helpful tips for how to resist bullying and ask for help. Discuss these strategies with the class, encouraging children to think about how they could use them if they ever experience or witness bullying.<br>• Each group could pick one scenario from the Scenario Sorting activity and perform a short role-play, showing the bullying happening.<br>• After the role-play, ask the group to demonstrate how they would use one of the "Stand Strong" strategies to handle the bullying. The rest of the class can suggest other strategies if needed.<br>• Ask the children to think of one thing they could do if they saw someone being bullied.<br>• Reinforce that standing up against bullying means not only protecting themselves but also helping others who might be affected. |

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| Year 4 | **The Proudest Blue**<br>*Ibtihaj Muhammad, S.K. Ali, Hatem Aly* | Lesson 5 |
|---|---|---|

| **Resources needed** | **Activity A:** A rucksack | **Activity B:** Template of a figure (below) |
|---|---|---|

| Aspect | Timing | Activity |
|---|---|---|
| **Settle**<br> | 3 mins | **Courage Mantras**<br>• Discuss how Asiya showed courage wearing her hijab proudly.<br>• Share examples of courage-related affirmations, like:<br>"I am strong and proud of who I am." "I respect myself and others."<br>"My uniqueness makes me special."<br>• Ask children to close their eyes and repeat their favourite affirmation silently or whisper it<br>• Reflect briefly on how it feels to focus on positivity. |
| **Training**<br> | 10 mins | • Look at page 25 where Faizah is looking around for whispers, laughs and shouts.<br>• Show the Emotional Vocabulary images.<br>• How could Faizah be feeling? What makes pupils think this? |
| **Objective**<br> | 5 mins | • I can tell you about the impact of bullying on mental wellbeing. |
| **Read**<br> | 15 mins | • Share or recap the story with pupils.<br>• Use the suggested comprehension questions to develop pupils' understanding of vocabulary, retrieve information, and infer meaning. |
| **You**<br> | 12 mins | **Class discussion:** Use the prompts on the slides<br><br>**Activity A: The Weight of Words**<br>• Explain that bullying can have a lasting impact on someone's mental wellbeing, even if the bullying stops.<br>• Ask the children to imagine that negative comments, teasing, or exclusion are like heavy stones being put into an invisible backpack that someone carries every day.<br>• Give each child sticky notes or small pieces of paper. Ask them to write down unkind things that a person being bullied might hear or feel about themselves. Collect these in a 'backpack' (a real bag or a box).<br>• Then, ask them to write supportive, kind words that could help someone being bullied feel lighter and stronger. Add these to the bag.<br>• Discuss: How does carrying negative words affect someone's mental wellbeing? How can positive words help?<br>• End with a class pledge: one thing each child can do to support others and prevent bullying.<br><br>**Activity B: The story of Ibtihaj Muhammad**<br>• Ask the class if they know anything about author Ibtihaj Muhammad.<br>• Explain that she is an Olympic fencer and the first Muslim American woman to compete for Team USA while wearing a hijab.<br>• Read the Author's Note, focusing on Ibtihaj's experiences with teasing and discrimination.<br>• Ask: How do you think she felt when she was bullied? How might this have affected her mental wellbeing? Link to the wider impact of bullying, discussing feelings of sadness, loneliness, and anxiety.<br>• Give each child a sheet of paper with an outline of a figure (representing Ibtihaj) – see below<br>• On the inside of the figure, ask them to write or draw how she might have felt due to bullying.<br>• On the outside, they should write or draw the support, resilience, and self-belief that helped her succeed.<br>• Ask: What helped Ibtihaj overcome bullying? How did her self-belief and support from others help her succeed?<br>• Discuss the importance of resilience and positive coping strategies for mental wellbeing. |

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| Year 4 | **The Proudest Blue**<br>*Ibtihaj Muhammad, S.K. Ali, Hatem Aly* | Lesson 6 |
|---|---|---|

| **Resources needed** | QR codes (on PowerPoint slides) |
|---|---|

| Aspect | Timing | Activity |
|---|---|---|
| <br>**Settle** | 5 mins | • Think about the children's Settle Toolbox and all the ideas they have added during this unit. Remind children they can use these ideas whenever they need to calm big emotions.<br>• Choose one of the Settle activities from Lessons 1-5<br>• Discuss how the Settle activities made the children feel. |
| <br>**Training** | 10 mins | • Show the Emotional Vocabulary images from Lessons 1-5.<br>• Which feelings and emotions have you covered over the Unit?<br>• Can the children explain what each feeling and emotion means?<br>• Can they give an example of when they have felt like that themselves? |
| <br>**Objective** | 5 mins | Assessment opportunity of objectives from Lessons 1-5:<br>• I can tell you about my cultural heritage.<br>• I can tell you about ways my family and friends support me.<br>• I can tell you how I show respect to people who have different beliefs to me.<br>• I can tell you about some of the different types of bullying (including online bullying) and I can tell you some strategies to resist this and to get help.<br>• I can tell you about the impact of bullying on mental wellbeing. |
| <br>**Read** | 5 mins | • Ask children to summarise main wellbeing themes of the story to their Talk Partner |
| **You**<br> | 15 mins | **Review of Learning: Class Discussion**<br>• As a class or in small groups, read the questions to the class and/or display on a screen to facilitate the discussion.<br>• Give the children some thinking time, or time to Think-Pair-Share their responses with a Talk Partner.<br>• Please summarise the children's responses in the online form.<br>• There are some additional questions in the same form for teachers to complete.<br>Form link: Lesson 6 Review of Learning |

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Lesson 1, Activity B: Advice for Asiya

**Use these ideas to help you give Asiya advice:**

**For Asiya (the one wearing the hijab):**

"I feel a bit nervous because..."

"I'm excited to wear the hijab, but I'm also worried about..."

"What if people don't understand why I'm wearing it?"

"I'm not sure if I'm ready for my first day with the hijab, but..."

"I think I'll look different, and I wonder what people will say."

**For Faizah (her sister):**

"I think you look beautiful in the hijab because..."

"It's okay to feel nervous, but remember..."

"Don't worry, I'll be here to support you when you need it."

"You're so brave for wearing the hijab, and I'm proud of you."

"People might ask questions, and that's okay. You can explain why it's important to you."

**For friends:**

"I think you look really cool in the hijab. You'll help everyone understand it."

"If anyone says something unkind, I'll stand up for you."

"I've never seen a hijab before, but I think it's really special."

"I'm happy you feel ready to wear it. I support you no matter what."

**For their Mum:**

"I understand how you feel. It's normal to be a bit scared before a big change."
"The hijab is a beautiful part of our culture, and I'm so proud of you for wearing it."
"Remember, no matter what happens, I will always be here for you."
"What's most important is that you feel comfortable and true to yourself."
"People might not always understand, but I know you'll teach them about it."

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Lesson 2, Activity A: Culture or Religion?

**Examples to read to your class**

- Celebrating Christmas with your family. *Both for some families*.
- Celebrating Eid. *Both*.
- Celebrating Diwali. *Both*.
- Speaking Welsh at home. *Culture*.
- Speaking Urdu with your grandparents. *Culture*.
- Eating fish and chips on a Friday. *Culture*.
- Eating traditional jollof rice at a family celebration. *Culture*.
- Going to church on a Sunday. *Religion*.
- Going to a mosque for Friday prayers. *Religion*.
- Visiting a synagogue. *Religion*.
- Praying before going to bed. *Religion*.
- Reading a holy book. *Religion*.
- Wearing a hijab because of your faith. *Religion*.
- Wearing a turban because of your faith. *Religion*.
- Listening to music that has been enjoyed in your family for generations. *Culture*.
- Taking part in a family wedding tradition. *Culture*.
- Watching fireworks during a special celebration. *Could be both*.
- Decorating your home for a religious festival. *Both*.
- Learning a traditional dance from your family's heritage. *Culture*.
- Sharing stories that have been passed down through your family. *Culture*.

**Teacher guidance:**

Some examples may fit into more than one category. For example, Christmas is a religious festival for many Christians, but it is also celebrated as a cultural tradition by many families who are not religious. Encourage children to explain their thinking and remind them that there is not always one correct answer. The aim is to help children understand that culture is about shared traditions, customs and ways of life, while religion is about beliefs and faith. Sometimes the two overlap.

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Lesson 2, Activity B: Find Someone Who...

**Statements:**

- Find someone who celebrates the same festival as you.
- Find someone who celebrates a different festival from you.
- Find someone who enjoys a traditional family meal.
- Find someone who speaks, or has family members who speak, another language.
- Find someone who has visited a place of worship.
- Find someone who has learned about a religion that is different from their own.
- Find someone who has a family tradition they look forward to each year.
- Find someone whose family comes from a different part of the UK or another country.
- Find someone who wears or has worn special clothing for a celebration or religious event.
- Find someone who has listened to stories that have been passed down through their family.
- Find someone who has learned a traditional song or dance.
- Find someone who celebrates birthdays in a special way.
- Find someone who has a family recipe that has been shared through generations.
- Find someone who knows the meaning behind a family tradition.
- Find someone who enjoys learning about other cultures or religions.

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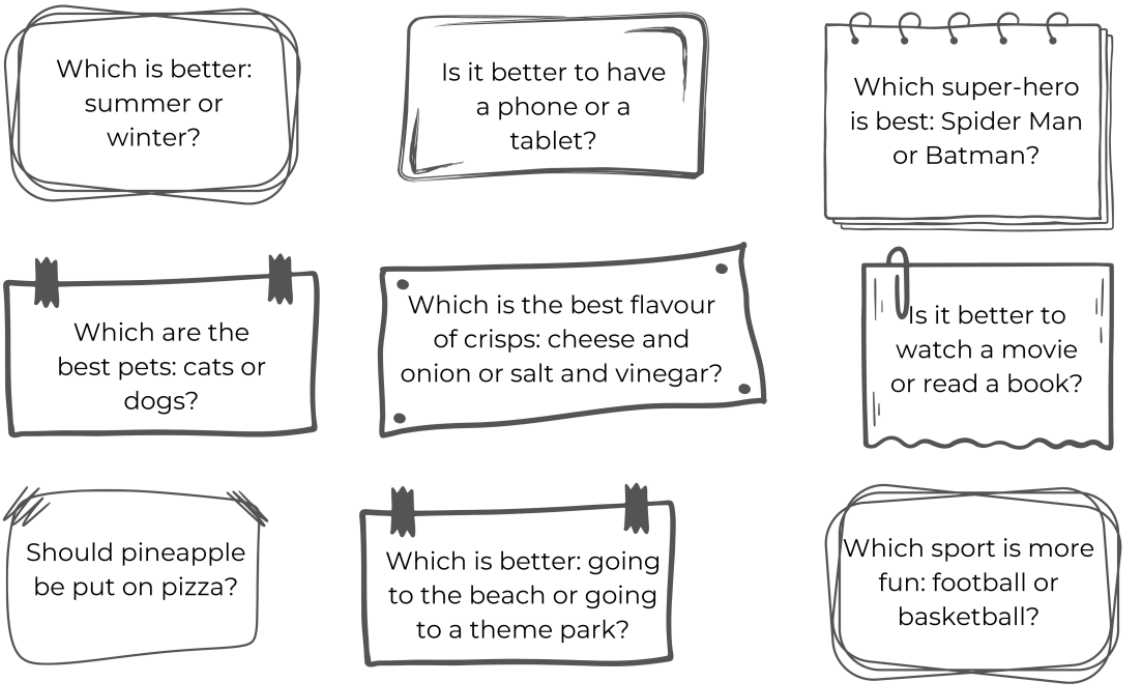
Lesson 3, Activity A: Agree to Disagree




1. **Start the conversation**

Share your opinion: "I think [your opinion], because..."

Acknowledge the other person's opinion: "I see that you think [their opinion]."

2. **Explain why**

Give your reason: "I believe this because [reason/example]."

Ask why they feel that way: "Why do you think that?"

3. **Listen and respond**

Listen carefully: "Okay, I understand what you mean."

Ask a question: "Can you explain more about [their opinion]?"

4. **Agree or disagree respectfully**

Agree politely: "I agree with you on [part of their opinion]."

Disagree politely: "I understand, but I think [your opinion] because..."

5. **End respectfully**

Summarise: "So, we both think [summarise both opinions]."

Show respect: "Thanks for talking about this with me!"

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Lesson 4, Activity A: Bullying vs Banter

**Scenario Cards – Cut out and sort onto the clipboards**

A child makes a funny comment about another's new haircut, saying, "I like your new 'spiky' look," but it's said in a friendly and light-hearted way.

A child tells another, "You always talk so much. You sound like a robot!" The child being teased feels upset because their friend is making fun of their talking habits in front of others.

A child deliberately excludes another from a group activity by saying, "You can't join us. We don't want you here." This happens multiple times, even when the child being left out tries to join in.

A child comments, "You're always late to class! I think you need to set your alarm earlier." The tone is not friendly, and the child being teased feels embarrassed.

One child says to another, "You can't even throw a ball straight. You'll never be good at sports." This comment makes the other child feel bad about their abilities.

A child playfully tells their friend, "You're always so messy! Your locker is like a tornado!" Both children laugh and carry on with their day.

A child laughs and says, "I thought you'd be better at maths by now. You're so slow at it!" The comment makes the child feel self-conscious and upset about their progress.

A group of children repeatedly calls a classmate names like "stupid" or "loser" every day at school, even though the child has asked them to stop.

A student spreads a rumour about another student online, saying they are "weird" and "no one likes them," making the victim feel isolated and anxious.

A child says to their friend, "You always wear the coolest socks!" It's said in a fun way, with no intention of upsetting the other person.

One child pushes another and says, "You don't belong here," every time they walk past them in the hallways. This happens regularly, and the victim feels unsafe.

A student continuously mocks a classmate's accent, copying them in a way that makes the classmate feel humiliated and hurt. This happens every time they talk, making the classmate dread speaking in class.

A group of friends is joking around, and one friend calls another "the fastest runner" after they win a race. They all laugh, and the person being teased smiles along with them.

During a sports game, a teammate jokes, "You're so slow! I think I could beat you with my eyes closed!" They both laugh, and the teammate knows it's just a joke.

A group of children laughs at someone's clothing choice, saying, "Those shoes are so ugly. Why would you wear them?" The child being teased feels hurt, even though the teasing was not meant to be serious.

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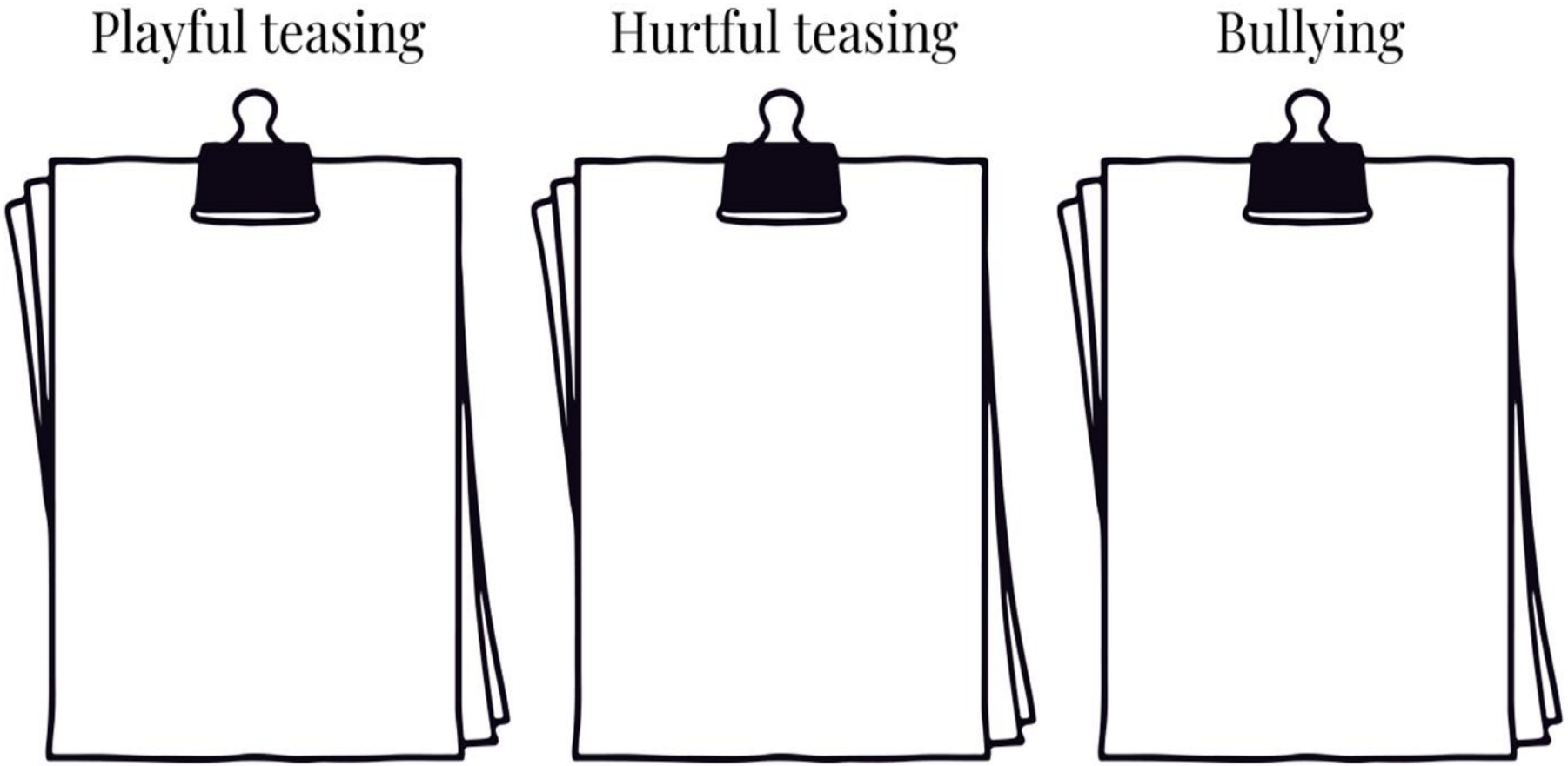

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Lesson 4, Activity B: Stand Strong

**Scenario Cards**

1. Amina is often called names by a group of classmates because of her glasses. They call her "four-eyes" whenever they see her, and sometimes they laugh at her when she tries to speak up in class.

2. Liam is pushed every time he walks down the hall at school by a group of older students. They don't let him pass without shoving him into the lockers or laughing at him.

3. Leila has noticed that when she sits down at lunch, the other girls move away from her and sit at the other end of the table. They talk about her behind her back, making her feel left out.

4. Omar received mean messages on his social media profile every night. One of his classmates sends cruel comments about his appearance and even shares photos of him from last year with mean captions.

5. Kofi always jokes about how much Jasmine loves reading, calling her "bookworm" every time they are around their friends, even though she doesn't find it funny. She tries to laugh along, but it makes her feel uncomfortable.

6. Zara overheard two classmates whispering about her. Later, one of them came up to her and told her, "If you tell anyone what we said, you'll regret it."

7. Maya notices that someone has created a fake account in her name and started spreading rumours about her to others. The rumours aren't true, but they hurt her feelings and cause people to avoid her.

8. Jaden is called "silly" in class by another student after he answered a question incorrectly. The student keeps calling him names, even though Jaden tries to ignore them.

9. Amira is constantly teased about her height by a group of kids at school. They say things like, "You're so tall, you look like a giraffe," and laugh whenever she walks by.

10. Kai was excited about the class project and wanted to join a group of friends for the assignment. However, when he asked to join, they told him, "We don't want you in our group, go find someone else."

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**Stand Strong Strategy Cards**

**Walk away** if you're in a situation where bullying is happening. Find a safe place away from the bully.

**Use a calm and firm voice**. Stand tall, make eye contact, and say, "Please stop. That's not nice," or "I don't like it when you do that."

**Tell a trusted adult**, such as a teacher or parent, about what's happening. Adults can help to stop bullying and make sure it doesn't happen again.

**Stick with your friends** or people who make you feel safe. Bullies are less likely to target you when you're not alone.

**Ignore the bully.** Sometimes bullies want a reaction. Ignoring them and walking away can show them that their words or actions don't have power over you

**Report online bullying.** If someone is bullying you or others online, take screenshots or save the evidence and report it to an adult or through the platform's reporting system.

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**Be kind to yourself.** Remind yourself that bullying is about the bully, not about you. Don't believe the hurtful things they say. Practice positive self-talk.

**Stand up for others.** If you see someone being bullied, stand up for them. Say, "That's not okay!" or "Stop it!" and let them know they are not alone.

**Ask for help** if you feel scared or unsure how to handle a situation. Don't be afraid to ask for help from an adult, friend, or classmate.

**Keep evidence** if the bullying continues. Write down the date, time, and details. This can be useful when reporting to an adult or authority.

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Lesson 5, Activity B: The Story of Ibtihaj Muhammad

- **On the inside of the figure, ask children to write or draw how Ibtihaj might have felt due to bullying.**
- **On the outside, they should write or draw the support, resilience, and self-belief that helped her succeed.**



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