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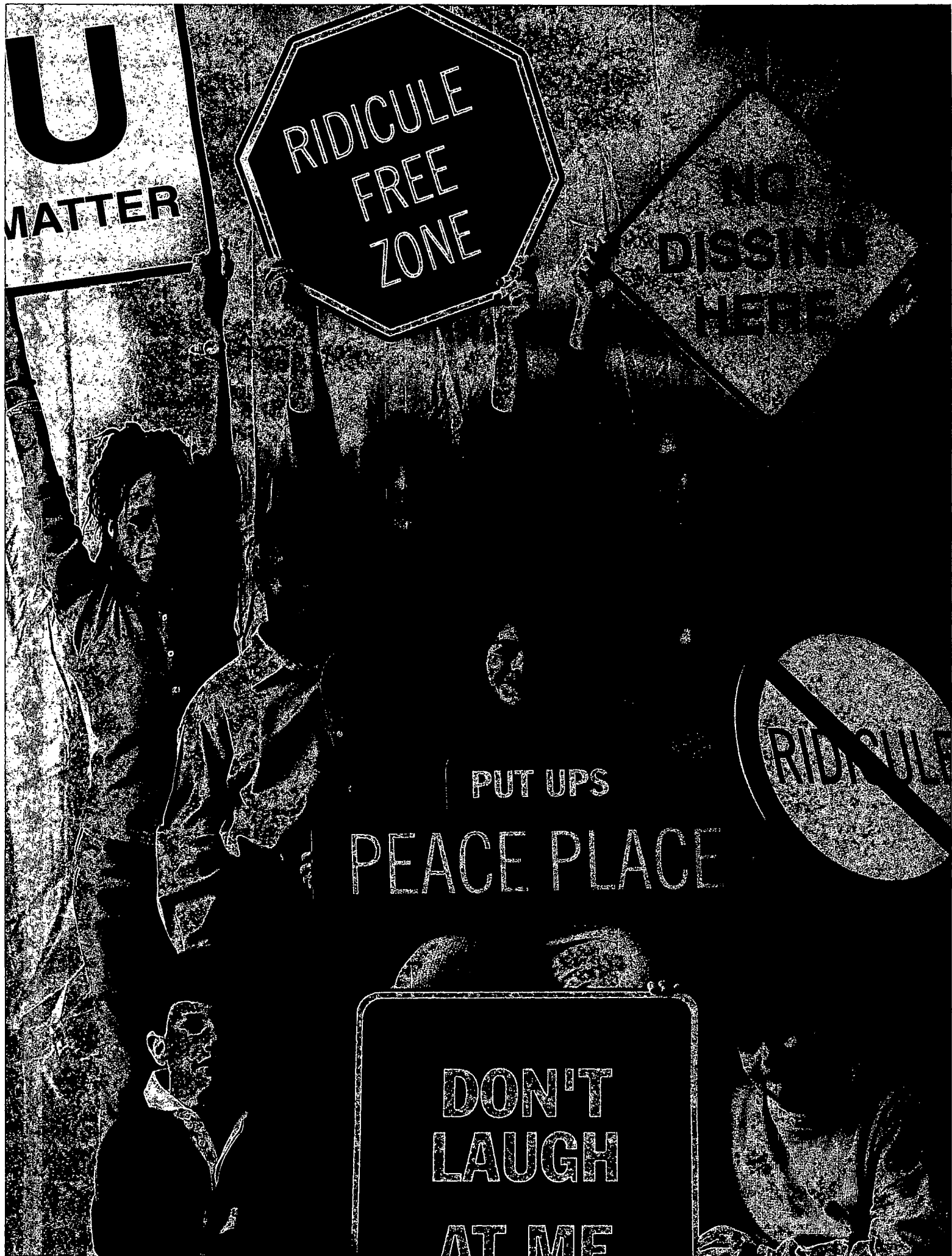
RIDICULE
FREE
ZONE

NO
DISSING
HERE

~~RIDICULE~~

PUT UPS
PEACE PLACE

DON'T
LAUGH
AT ME



Clinton Library Transfer Form

Case #, if applicable	2013-0436-S	Accession #		
Collection/Record Group	Clinton Presidential Records	Series/Staff Name	Ann O'Leary	
Subgroup/Office of Origin	Domestic Policy Council	Subseries		
Folder Title	Don't Laugh at Me	OA Number	19857	Box Number
Description of Item(s)	one CD, entitled "Don't Laugh at Me Camp Program Songs" Stored in AV regular storage 12-5-8-5			

Donor Information

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Other (Specify):	
Transferred by:	Racheal Carter
Transfer Point	During Processing

Date of Tranfer	5/3/2013
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**NO
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HERE**

RIDICUL

**DON'T
LAUGH
AT ME**



**RIDICULE
FREE
ZONE**

**U
MATTER**

PUT UPS
PEACE PLACE

Design by Milton Glaser, Inc.

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THE WHITE HOUSE
WASHINGTON

August 17, 1999

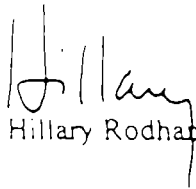
Peter Yarrow
PY Productions
27 West 67th Street
New York, NY 10023

Dear Peter

I had the opportunity to view your moving video, "Don't Laugh At Me," last weekend. What an effective way to reach into the hearts of young people and teach them the lessons of tolerance and kindness. I was pleased to hear of your plans to distribute the video through children's and education organizations, and hope that it will receive the wide audience that it deserves. If you send another copy, I will share it with the new nonprofit organization being formed to address the problem of youth violence which the President will announce August 27th.

As always, you have found a way to use music to teach us all important lessons about our times, and how we can make a difference. Thank you for this piece, and for all you have done and will continue to do.

Sincerely,



Hillary Rodham Clinton



PETER YARROW
27 W. 67 ST.
NEW YORK, N.Y. 10023

INTRODUCTORY LETTER BY PETER YARROW FOR "DON'T LAUGH AT ME" TEACHER'S / USER'S GUIDE

February 24, 2000

Dear Friends,

The whole "Don't Laugh At Me" project started with the song, discovered by my daughter, Bethany, and then played for Peter, Paul & Mary. It brought tears to our eyes when we first heard it, as it might to yours upon first listening.

Just as "We Shall Overcome," "Blowing in the Wind" and "If I Had a Hammer" reached the hearts of millions of Americans, galvanizing them to action, so, I believe, might "Don't Laugh At Me" provide a similar kind of "heart's connection" that will help educators, social workers and other children's caregivers create a more respectful, safe environment for our children.

First, please play the video and you'll be halfway there to understanding our objective. You will probably "get it" (almost) as quickly as the wonderful children in our focus groups who helped guide us with their comments, ideas and suggestions.

In a nutshell, the "Don't Laugh At Me" project is intended to serve as an introduction to, and enrichment of, ongoing efforts that nurture children's emotional, social and ethical development such as Character Education, Conflict Resolution and Teaching Tolerance programs.

When children begin this project, they have an opportunity to share the feelings they experienced when they, or others, were targeted by disrespect. Then, using the tools and activities in the enclosed guide book, and guided by skillful, caring teachers, children become sensitized to the hurtful effects of ridicule, scorn, name-calling, bullying, intolerance and other forms of disrespect that they encounter in the classroom and their lives beyond.

✓ As you progress, the suggested activities, combined with the video and the CD, will lead you and the children on a path to successfully creating a “ridicule free zone”. Together, you will have the opportunity to declare your classroom (or other environment in which you work) a space in which ridicule and other forms of disrespect are, by mutual agreement, not allowed.

- The expressed desire to evolve the culture of the classroom, so that it becomes more respectful, peaceful and safe, is a necessary first step. Your classes’ enthusiasm for nurturing and maintaining a “ridicule free zone” is a good beginning, but only a beginning. After that, new skills need to be learned such as: recognizing one’s own feelings, other children’s feelings, expressing oneself in a non-threatening way, identifying prejudice and learning to think beyond intolerant messages from one’s past.
- Concurrently, the children will need to learn how to resolve controversy and disagreements respectfully, creatively and non-violently. As children acquire new, advanced socializing skills, heartfelt pledges to change can begin to become a reality.
- Additionally, to make this project part of your daily classroom activities, extension efforts need to be integrated with the regular academic curricula.

Your “classroom in transformation” can also begin to reach beyond the schools’ walls. Doctors, lawyers, law enforcement workers, business leaders, psychologists, athletes, governmental officials, artists and musicians can all be invited to the classroom to see what the class has achieved and discuss ways of extending the “ridicule free zone” to the larger community.

Most importantly, of course, parents need to be brought into the circle; by teachers, school staff and advisors, but primarily by the children themselves. Children’s homes can also become “ridicule free zones” as old habits of angry confrontation are replaced by new, more respectful ways of resolving conflict with compassionate exchange.

With the proposed “conscious acts of caring” being shared, dramatized or posted on the board (or on websites presently being planned), the spirit of your “Don’t Laugh At Me” project can intersect with the energies of other classrooms and schools committed to the same philosophy and goals.

Let “Don’t Laugh At Me” provide a point of inspiration, but do not fail to follow through on the exciting possibilities that will reveal themselves when you and the children first watch the video. The beginning activities in the enclosed Teacher’s/User’s Guide should serve as a powerful introduction to many other excellent character education and conflict

- resolution programs that have proved to be highly effective in the classroom and other settings, particularly when embraced on a year-round basis.

In order to continue to move forward in your efforts to nourish children's emotional, social and ethical development, you may want to consider further training which is available now, but in most cases still needs to be financed by groups of teachers or individual schools that allocate special funds for this purpose. However, considering the recent national prioritization of character education and safe schools initiatives, we suspect that teacher training of this sort will soon be widely mandated and financed by state and local governments.

Finally, for those of you who have already embarked on a path to creating peaceful environment for children, this guide, CD and video, can add extra passion and new dimension, giving "song" and extra "heart" to your efforts.

Know that you are far from alone in this work. A virtual movement is gathering strength as more and more educators agree that children must not only acquire academic skills to become successful, thoughtful participants in a democracy, they must also acquire the tools to help them grow up to be ethical, compassionate citizens of strong character, healthy self-esteem and humane sensibilities.

With my warmest wishes for your success in the "Don't Laugh At Me" project,

Peter Yarrow

PY/sb

Kovner, Victor

From: david horowitz [horowitz@mediacoalition.org]
Sent: Tuesday, April 11, 2000 12:51 PM
To: mclist@mediacoalition.org
Subject: This report was released today

We are trying to get a copy of the report.

>Home life, peer harassment cause youth violence, new report says
>By PEGGY ANDERSEN
>Associated Press Writer

04/11/2000

Associated Press Newswires

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SEATTLE (AP) - Home life and "dissing" by their peers are the primary causes of youth violence, young people across the country told attorneys general gathering material for a national report, "Bruised Inside."

Media violence "puts the idea in your head," as the title of one chapter in the report by the National Association of Attorneys General expressed it.

But as far as the kids are concerned, it is not the problem.

Problems and attitudes in their homes and communities carry over into the schools, they said. Adults should set boundaries; provide guidance, respect and caring; and set an example showing violence is not a solution.

"I'm not looking for a buddy - I'm looking for a parent," one young person was quoted as saying by state Attorney General Christine Gregoire, who as president of the association released the report Monday.

The other factor - "the teasing or the 'dissing' that occurs in our schools" - is a problem teens themselves acknowledge a role in, she said, through a "code of silence that does not allow them to reach out for help."

A verbal attack can hurt "more than being stabbed," as a girl from a tough Tacoma neighborhood put it during Gregoire's visit to McIlvagh Middle School.

The problem of youth violence is escalating, Gregoire said in releasing the report compiled at her request.

Every day, 100,000 kids are assaulted in school, while 5,000 teachers are threatened and 200 are attacked.

Explosions of violence at schools - including the shootings at Columbine High School in Littleton, Colo., that claimed 15 lives on April 20, 1999 - have prompted reams of advice from experts.

"What was missing ... are what we consider to be the real experts on youth violence, the people on the front lines" - the children, teachers, administrators and parents, Gregoire said at a news conference.

So last fall, she asked attorneys general around the country to go to schools and "really listen to what our young people had to say."

She herself visited six schools - three high schools, two middle schools and an elementary school. Schools of all populations, ethnic mixes and settings - urban, suburban, inner city and small town - were tapped.

"We were told that the graphic violence in video games, music and movies - often

considered a leading cause of youth violence - in fact (is) not," Gregoire said.

The young people "unanimously agreed that home life and harassment by their peers are the No. 1 and No. 2 causes of youth violence in this country."

Gregoire was accompanied at the news conference by four students - ages 13, 14, 17 and 18 - and three school officials who reiterated the basic theme of the report.

Solutions? More parent and community involvement and more mental-health counselors at schools.

"Schools are not the problem," Gregoire said. "But you are part of the solution."

Kids can help by standing up to the tormenters - of themselves and others.

"Talk to them - don't just take it," said Amanda Powell, 14, from McIlvagh Junior High.

"We didn't get here overnight," Gregoire said. "There's no Band-Aid, no quick fix, no bumper-sticker solution ... We're not going to solve it overnight."

Lindsey Case, 17, a junior at Port Angeles High School, described the relentless

teasing her boyfriend and other "Goths" - kids who tend to wear black and think dark thoughts - suffered at school.

Kids followed her boyfriend from class to class, "walking behind him, saying 'Faggot, faggot, faggot,'" she said - though he had a girlfriend and was not gay.

Of the 12 kids in that "Goths" group, she said, just one went on to graduate. The others withdrew from school rather than endure the hounding from their classmates or risk becoming attackers themselves.

Travis Horn, 18 and also at Port Angeles High, elaborated on the code of silence, urging parents to "talk to your children every day."

Learning how to treat people, how to communicate, has to happen at home before it can happen in school, he said.

"Talk to your kids. Let them know you care. ... It's important that you break the code of silence before it's too late."

Given time and tending, a knife wound will heal, said Shaunte Nance, 13. Verbal

wounds leave people bruised inside, she said - "and being bruised is something that takes time to heal."

A lot of teasing is done by kids who "don't get respect at home," Nance said.

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The Advertising Council inc

S. Murray Gaylord
Executive Vice President and Chief Operating Officer
Direct Number (212) 984-1967
E-mail MGaylord@adCouncil.org

October 22, 1999

Mr. Peter Yarrow
PY Productions
27 West 67th Street
New York, NY 10023

Dear Peter:

I just wanted to tell you how pleased all of us at the Ad Council are to be working with you on the *Don't Laugh at Me* project, and to include it among our Ad Council endorsed campaigns. As such, a description of this campaign will be included in the January/February issue of the Ad Council Public Service Advertising Bulletin (PSAB) to be mailed to over 23,000 media outlets.

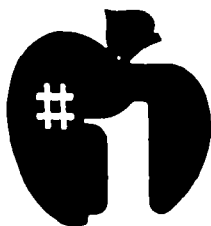
The 3 1/2 minute film is powerful, and deeply moving message, beautifully executed. I can't imagine anyone not being greatly touched by this film (and the :30 version clearly works as an effective Public Service message).

Thank you for your continued and passionate support of the Ad Council, and our efforts.

All the best,



Cc: Peggy Conlon



Hutchinson Public Schools

FARIS ELEMENTARY SCHOOL
300 EAST 9TH
HUTCHINSON, KANSAS 67501-1430
TELEPHONE (316) 665-4620
FAX NUMBER (316) 665-4620

JANIS L. BAIR
PRINCIPAL

February 8, 2000

Mr. Peter Yarrow
27 West 67th Street
New York, New York 10023

Dear Mr. Yarrow,

After seeing and hearing your performance of "Don't Laugh at Me" at the Symposium on Race last fall in Washington, D.C., I was so encouraged that, finally, a very powerful illustration of the damage and hurt caused by bullying was going to become available. My first thought was, "I must have a copy of the video as soon as possible." Bullying is at the very core of what drives some very gentle, loving, less fortunate souls to act in ways that cause marring for a lifetime. Peter, "Don't Laugh at Me" squarely hits the proverbial nail on the head!

In December, I shared my newly acquired copy of the video with my colleagues, nine other elementary principals. They were as equally impressed as I. Some had already heard the song and were using it with students. Imagine their encouragement when I shared that you were hoping to make the video plus a teacher's guide available to every school in the nation. Immediately I had two principals request to share the video as it was.

I have shared the video with my own staff, a group of twenty-five. There was not a dry eye in the house, so very powerful and moving is this video. Our country is fortunate to possess so many diverse populations. The video depicts a large number of them. For example, we, at Faris, are fortunate to have the classroom for the district severely multiply handicapped (SMH) children. Even handicapped little ones were remembered in this masterpiece.

News that we might be privileged to pilot the teacher's guide is truly exciting. I anticipate such a positive reaction from our students; such an opportunity to teach students how serious bullying can be. I have not shared with my colleagues that we might have this opportunity. I'll wait until it's definite.

Truly wonderful memories of Peter, Paul and Mary make this new encounter even more meaningful. I am grateful for the video and the prospect of the teacher's guide.

Most sincerely,



Janis Bair

November 15, 1999



*A nonpartisan,
nonsectarian
coalition*

Mr. Peter Yarrow
PY Productions
27 West 67th Street
New York, New York 10023

Dear Peter:

I apologize for the delay in writing to thank you for your presentation and mini-concert at the Character Education Partnership's national conference in Charlotte, North Carolina. I can only say that you were exceptional. Perhaps, in fact, the delay in writing is an extra bonus, because we are continuing to hear people sing your praises. You took what was apparently a good conference and made it a very memorable one for the participants. You deeply moved and energized everyone.

As you know, CEP is a coalition of individuals from across a very broad spectrum of beliefs and ideas, but who are united in the conviction that there are values – such as respect, responsibility, caring and integrity – that all of us share. You truly appealed to them all.

A number of people, including several Board members, came to me and said that we should ask you to come back to our conference next year, and I would like to do that right now. Our conference in 2000 will be in Philadelphia, Pennsylvania, and will take place from Thursday late afternoon or evening, October 19, through Saturday at 2pm, October 21. We are only now beginning to design the conference and would build you into the program based on your availability. We absolutely would like you to present to the full audience, but also could include you or others furthering your initiative in smaller concurrent sessions. For example, if the curricula will be available by next October, and you would like to have someone present it in a concurrent session, we could certainly accommodate that interest.

All of us at CEP look forward to continuing to work with you as "Don't Laugh At Me" unfolds. We will certainly publicize the curricula when it becomes available. For us, respect is the foundation on which society must be built.

When our winter newsletter comes out, I will send you a copy since it covers our Charlotte conference and your role.

Please let us know as soon as possible whether you can join us at our conference in October 2000.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Esther'.

Esther F. Schaeffer
Executive Director & CEO



PETER YARROW
27 W. 67 ST.
NEW YORK, N.Y. 10023

July 12, 1999

First Lady Hillary Rodham Clinton
The White House
Old Executive Office Building
Attn: Melanne Verveer

Dear Mrs. Clinton

Sometimes a song like "Blowing In The Wind" or "If I Had A Hammer" can strike a chord in the national consciousness that encourages a sea change in social awareness or political action. I believe that this can happen again and I'm writing to request your support to help make sure that it does.

I am sending on to you a remarkable three and one half minute video of a song, "Don't Laugh At Me" that, I believe, if distributed throughout America's schools accompanied by a teaching guide, can profoundly diminish the epidemic of ridicule, shaming and disrespect among our children that leads to depression, suicide (the #1 cause of death among teenagers) and violence, such as we've tragically witnessed in Littleton. The message of "Don't Laugh At Me" encourages some of the best traditions of America; compassion, generosity and respect. Please watch it and I think you'll understand.

You will note that the video includes the logos of Special Olympics, Save The Children, Children's Defense Fund and Variety Clubs, all of whom are honored to be named and connected to the song, it's message, the video and the advocacy it promotes.

I have contacted Linda Lantieri, the head of Resolving Conflict Creatively (you may be familiar with her book, "Waging Peace In Our Schools" with a preface by Marian Wright Edelman), who will help create a teacher's guide that will allow teachers to engage students in a several week-long project of discussion and sensitization, using the video as a point of departure. A

gifted elementary school teacher and friend of mine, Marna Biederman, has already done so on her own, and reports that it has been one of the most remarkable projects she's ever shared with her students. The response was amazing! Linda Lantieri feels, after showing the video to numerous colleagues in her field, that it's really important to have follow up by the teacher to channel and guide the emotional responses the video elicits in adults and children alike.

I am presently raising the money (approximately \$60,000) in the hopes of distributing the video to every school in the nation. To facilitate such distribution, I'll be contacting the National Associations of Elementary School Principals and Secondary School Principals, The National Education Association, Educators for Social Responsibility and the Southern Poverty Law Center, among others. I've had contact with all of these organizations in the past, or performed for them. In fact, Peter, Paul & Mary recently performed for the National Association of Elementary School Principals and when we sang "Don't Laugh At Me" they stopped the show with a prolonged standing ovation. Later we were inundated with requests for copies of the song for use in the classroom.

Please do watch the video and consider any and all of the following: could you please consider supporting this project by sending a letter encouraging our efforts, putting us in touch with various people or organizations who might advance or underwrite the effort and/or allow us to make a video of you speaking about the importance of the effort from your perspective, as you so wonderfully did with Representative Rosa DeLauro for the Connecticut Hospice, of which I am an Honorary (and very active) Board Member?

Thank you enormously in advance for your consideration of this worthy project. Your Chief of Staff, Melanne Verveer, and her associate Shirley Sigawa, have been particularly helpful. I'm most grateful to them.

I can be reached at 970-728-6284 until July 15, and through my office in New York at any time, at 212-580-5308.

Sincerely,

Peter Yarrow

PY/sb



PETER YARROW
27 W. 67 ST.
NEW YORK, N.Y. 10023

Synopsis: “Don’t Laugh At Me” Project

April 24, 2000

Conception and Organizational Plan

In a nutshell, the “Don’t Laugh At Me” project utilizes music to sensitize children through transformational dialogues and other creative classroom activities that promote respect and encourage the elimination of ridicule, name-calling and bullying.

“The Packet”, containing a CD and music video of “Don’t Laugh At Me” and a 60-page teacher’s guide will be distributed free, primarily to schools throughout America but also to psychologists, social workers, Boys & Girls Clubs, etc. who will use it as a springboard to help create a “safe space” for children in classrooms, after school groups, or other settings.

As with early pilot studies using “The Packet”, such a group will make a commitment to declaring their classroom (or other) space a “Ridicule Free Zone” where, by mutual agreement, ridicule, bullying and disrespect are not allowed, and alternative ways of addressing conflict are encouraged. Thereafter, classes will incorporate well-tested, effective programs such as Resolving Conflict Creatively, Teaching Tolerance, and peer mediation to learn new habits of compassionate exchange.

The idea of using this approach to addressing young people’s problems like depression, teenage suicide and violence, has virtually “caught fire” among a variety of supporters of the “Don’t Laugh At Me” project including: the Justice Department and the National

Crime Prevention Council (NCPC), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), the National PTA, the American School Counselor's Association (ASCA), the National Association of Great City Schools (NAGCS), Screen Vision that produced a 1 and a half minute film version of "Don't Laugh At Me" to raise money for Variety Clubs and raise awareness, which was in 6,000 movie theaters during the month of February, 2000. Such support gives a clear indication of the breadth of support for the program, as well as the opportunities for the "Don't Laugh At Me" project to establish important new cross-pollinating linkages with, and between, other similar programs.

Donations to launch the project include a \$60,000 grant for the year 2000 from the "Toys R Us" Children's Foundation and \$20,000 from the Norman Lear Family Fund. In total, promised donations now exceed \$200,000.

This letter is intended to give you a beginning sense of the objectives of the "Don't Laugh At Me" project. Additionally it is hoped that, upon viewing the video, you will be moved, as have so many of us who have been part of creating the project.

I send you all my warmest regards,

Peter Yarrow
(And the staff of the "Don't Laugh At Me" project)

Council of the Great City Schools

1301 Pennsylvania Avenue, N.W. ♦ Suite 702 ♦ Washington, D.C. ♦ 20004

(202) 393-2427 ♦ (202) 393-2400 (fax)

<http://www.cgcs.org>

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April 17, 2000

Mr. Peter Yarrow
27 W. 67 Street
New York, NY 10023

Dear Peter:

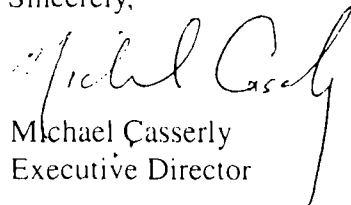
Thank you very much for traveling to Washington, D.C. recently to speak to the Council of the Great City Schools about the "Don't Laugh At Me" project. Your presentation was profound in its power and beauty.

Schools in America's Great Cities, like schools everywhere, are struggling with new ways to teach tolerance to our youth. We have made great strides in recent years instilling the value of resolving conflicts constructively. Nevertheless, we have a long way to go before tolerance is the norm. "Don't Laugh At Me" is unique in its promise to attain that goal.

Your presentation to our Superintendents and School Board members, which make up the Board of Directors of the Council of the Great City Schools, resulted in almost forty cities expressing interest in participating in your program when it is ready. I will follow this letter with a list of contacts in those communities. The Council stands ready to help distribute materials to the schools in our cities. We will need some 3,000 copies to cover grades 2-5 and 6-9.

Again, I want to thank you for your presentation and thank you for the leadership you are showing in solving one of this nation's most critical challenges.

Sincerely,



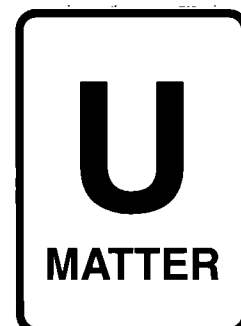
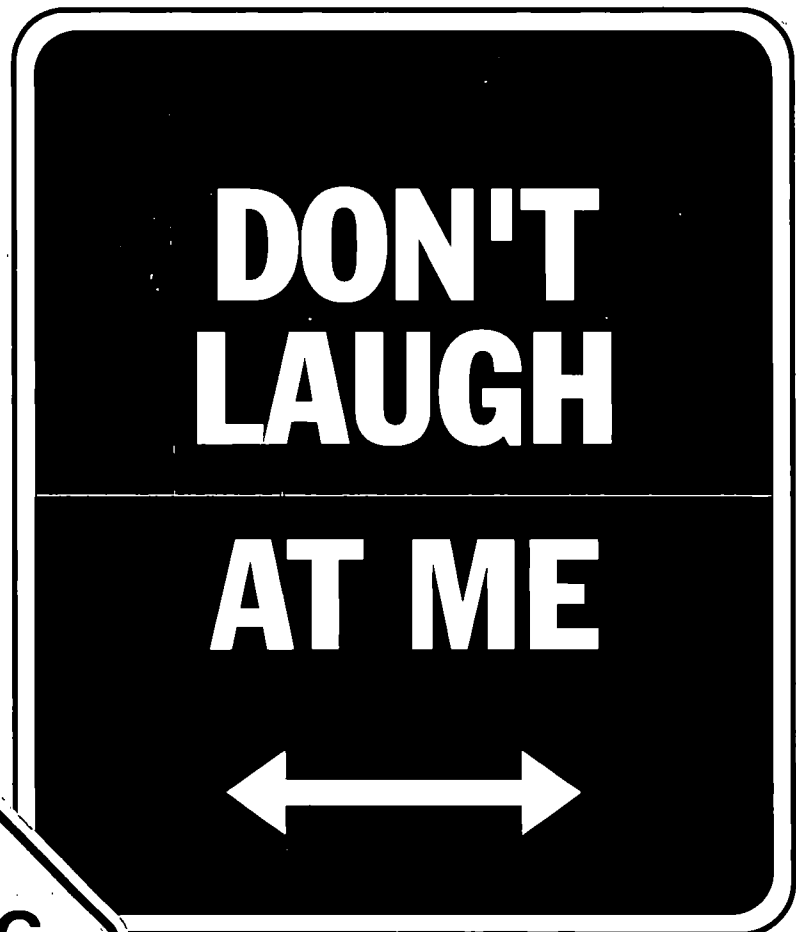
Michael Casserly
Executive Director

CAMP PROGRAM

RIDICULE
FREE
ZONE



PUT UPS
PLEASE PLACE



Don't Laugh at Me

CAMP PROGRAM

A Project of Operation Respect
Conceived and Produced by Peter Yarrow Productions
and Educators for Social Responsibility

Project Director: Peter Yarrow
Writer: Laura Parker Roerden
Senior Content Advisor: Linda Lantieri

Grateful thanks for their generous pro bono contributions of time, energy, and talent:

Robert Leiby	Project Conception/Design (North Star Camp for Boys)
Linda Lantieri	Project Conception/Design (Founding Director of the Resolving Conflict Creatively Program (RCCP), a program of Educators for Social Responsibility)
Charlotte Frank	Project Executive Producer (Vice President of Research and Development, The McGraw-Hill Companies)
Vincent Lawrence	Project Executive Producer (National Marketing Manager, The McGraw-Hill Companies)
John Lee	Project Executive Producer (President and CEO, Learning Curve)
Jim Carnes	Project Contributing Editor (Executive Director, Southern Poverty Law Center)
Milton Glaser	Graphic Design
Katja Mass	(Milton Glaser Studio)
Matthew Klein	Photographer (Flatiron Color)
Scott Elam	Assistant Photographer
Doug Parker Roerden	Layout/Design, <i>Don't Laugh at Me</i> Camp Program Guide (inside page layout)
Laura Parker Roerden	Production/Art Direction, <i>Don't Laugh at Me</i> Camp Program Guide (inside page layout)
Salome Brant	Production/Project Coordinator (Peter Yarrow Productions)
Gigi Causey	Production/Project Coordinator (Peter Yarrow Productions)
Tom Asher, Esq.	Project Attorney
Victor Kovner, Esq.	Project Attorney
Bea Panda	Project Production Coordinator for CD and Camp Program Packaging (McGraw-Hill Companies)
Keri Guzzardo	Manufacturing Coordinator for CD and Camp Program Packaging (McGraw-Hill Companies)
Rebekah Bushey	Printing Coordinator for Camp Program (One Source Digital Solutions)
Kathy Allan	Video Manufacturing Coordinator for Camp Program (Anchor Bay Entertainment)
Peter Friedman	Producer/Director, Camp Program Video (McCann-Erickson)
Alex Marolachakis	Editor, Camp Program Video (McCann-Erickson)
Larry Kapit	Senior Video Supervisor, Camp Program Video (McCann-Erickson)
Brooks Sorice	Senior Video Supervisor, Camp Program Video (McCann-Erickson)
Suzanne Adomo	Production Associate, Camp Program Video (McCann-Erickson)
Stan Reynolds	Executive Producer; Peter, Paul & Mary "Don't Laugh at Me" Music Video (Reynolds & Reynolds, Inc., Des Moines, IA)
Shelia Cosper	Director/Producer; Peter, Paul & Mary "Don't Laugh at Me" Music Video (Austin Music Network)
Tristan Rudat	Editor; Peter, Paul & Mary "Don't Laugh at Me" Music Video (Granite House, Inc., Austin, TX)
Tim Shriver	Advisor; Special Olympics archival footage for Peter, Paul & Mary "Don't Laugh at Me" Music Video (Special Olympics)
Michael Martin	Associate Editor; Peter, Paul & Mary "Don't Laugh at Me" Music Video (Granite House, Inc., Austin, TX)
Jennifer Presto	Associate Editor; Peter, Paul & Mary "Don't Laugh at Me" Music Video (Granite House, Inc., Austin, TX)
Austin Music Network	Additional Videography; Peter, Paul & Mary "Don't Laugh at Me" Music Video

Special thanks for the generous contributions that helped make the *Don't Laugh at Me* Camp Program possible.

Benton Foundation
Honorable Elizabeth K. Bagley and Mr. Smith Bagley
Children's Benefit Fund
Frontier Insurance
The Handleman Company
The Harris Foundation
Itsy Bitsy Entertainment
Lear Family Foundation
McCann-Erickson
McGraw-Hill Companies
The Nathan Cummings Foundation
One Source Digital Solutions
Carol Rosofsky
Ed Schrick (Frontier Insurance)
Loren and Gloria Smith
Toys R Us Children's Fund
Variety Clubs International
Peter Yarrow

Don't Laugh at Me Camp Program "Angels":

Don Biederman (Warner/Chappell Music, Inc.)
Marna Biederman
Karen Bohm (Director, Boston University's Center for the Advancement of Ethics and Character)
First Lady Hillary Rodham Clinton
Marla Coleman (American Camping Association)
Larry Dieringer (Executive Director, Educators for Social Responsibility)
Rich Dutra St. John (Director, Challenge Day)
Margaret Gage (The Proteus Fund)
John Garimendi (Manager, Yucapipa Co.)
Don Gold (President of On-Screen Entertainment—Theatrical, Itsy Bitsy Entertainment)
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A special thanks to all the children in the cover photograph:

Taqee Bond, Jane Chardiet, Margaret Chardiet, Sophia Henriquez, Kyia Jones, Ethan Klein, Eric Kreitzer, Gabriel Strauss,

Don't Laugh at Me Camp Guide

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Don't Laugh at Me Camp Video

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Don't Laugh at Me Camp Song CD

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PETER YARROW
NEW YORK, N.Y.

Dear Friends,

The whole *Don't Laugh at Me* project started with the song, discovered by my daughter, Bethany, and then played for Peter, Paul & Mary. It brought tears to our eyes when we first heard it, as it might to yours upon first listening.

Just as "We Shall Overcome," "Blowin' in the Wind," and "If I Had a Hammer" reached the hearts of millions of Americans, galvanizing them to action, so, I believe, might "Don't Laugh at Me" provide a similar kind of "heart's connection" that will help educators, social workers, and other children's caregivers create a more respectful, safe environment for our children.

First, please play the video and you'll be halfway there to understanding our objective. You will probably "get it" (almost) as quickly as the wonderful children in our focus groups who helped guide us with their comments, ideas, and suggestions.

In a nutshell, the *Don't Laugh at Me* project is intended to serve as an introduction to, and enrichment of, ongoing efforts that nurture children's emotional, social, and ethical development, such as character education, conflict resolution, and teaching tolerance programs.

When children begin this project, they have an opportunity to share the feelings they experienced when they, or others, were targeted by disrespect. Then, using the tools and activities in the enclosed guide book, and guided by skillful, caring counselors and other staff members, children will become sensitized to the hurtful effects of ridicule, scorn, name calling, bullying, intolerance, and other forms of disrespect that they may encounter at camp or in their lives beyond.

As you progress, the suggested activities, combined with the video and the CD, will lead you and the children on a path to successfully creating a "ridicule-free zone." Together, you will have the opportunity to declare your camp a space in which ridicule and other forms of disrespect are, by mutual agreement, not allowed.

The expressed desire to evolve the culture of your camp, so that it becomes more respectful, peaceful, and safe, is a necessary first step. Your camp's enthusiasm for nurturing and maintaining a "ridicule-free zone" is a good beginning, but only a beginning. After that, new skills need to be learned, such as: recognizing one's own and other children's feelings, expressing oneself in a nonthreatening way, identifying prejudice, and learning to think beyond intolerant messages from one's past. Concurrently, the children will need to learn how to resolve controversy and disagreements respectfully, creatively, and nonviolently. As children acquire new, advanced socializing skills, heartfelt pledges to evolve can begin to become a reality.

Your *Don't Laugh at Me* project can also begin to reach broader horizons. With the proposed "children's conscious acts of caring" being shared, dramatized, or posted throughout your camp and sent to public officials such as mayors, senators, members of congress, governors, or even the President of the United States on July 20, 2000 through a National Camp Community Day,

the spirit of *Don't Laugh at Me* can unite with the energies of other camps across the country committed to the same philosophy and goals. Ultimately, parents need to be brought into the circle by camp staff and counselors, but also by the children themselves. Children's homes can also become "ridicule-free zones" as old habits of angry confrontation are replaced by new, more respectful ways of resolving conflict through compassionate exchange.

Let *Don't Laugh at Me* provide a point of inspiration, but do not fail to follow through on the exciting possibilities that will reveal themselves when you and the children first watch the video or sing the song. The beginning activities in the enclosed Camp Guide should serve as a powerful introduction to many other excellent character education and conflict resolution programs that have proved to be highly effective, particularly when embraced on a sustained basis.

Finally, for those of you who have already embarked on a path to creating a peaceful environment for children, this guide, CD, and video can add extra passion and new dimension, giving "song" and extra "heart" to your efforts.

Know that you are far from alone in this work. A virtual movement is gathering strength as more and more youth workers agree that children must not only acquire academic skills to become successful, thoughtful participants in a democracy, they must also acquire the tools to help them grow up to be ethical, compassionate citizens of strong character, healthy self-esteem, and humane sensibilities. What better way to launch this meaningful flight of spirit, humanity, and compassion than your camp!

With my warmest wishes for your success in the *Don't Laugh at Me* project,

A handwritten signature in black ink, reading "Peter Yarrow". The signature is fluid and cursive, with a large, stylized "P" and "Y".

Peter Yarrow

Don't Laugh at Me

The goal of *Don't Laugh at Me* is to reinforce the culture of camps as places of caring, compassion, and cooperation. Since children learn by doing, this guide focuses on giving children the experience of learning in a caring community—a camp environment characterized by:

- a healthy expression of feelings
- caring, compassion, and cooperation
- the creative resolution of conflicts
- a celebration of differences

Don't Laugh at Me addresses issues of the heart, as well as the mind. Through the song, CD, and video, the project harnesses the power of music and art to transform, inspire, and build skills in campers. The activities in this guide are designed to raise awareness, explore feelings, connect children to their inner selves and one another, provide important tools for you as a facilitator, and build essential social skills.

The Project's Scope

The *Don't Laugh at Me* project is the result of a rich collaboration among leading organizations working in the fields of character education, conflict resolution, and diversity education, including Educators for Social Responsibility (ESR) and its Resolving Conflict Creatively Program, the Southern Poverty Law Center and Teaching Tolerance, McGraw-Hill Publishing, the Character Education Partnership, The Center for Advancement of Ethics and Character at Boston University, and Challenge Day. The activities in this guide are drawn primarily from ESR's Resolving Conflict Creatively Program (RCCP), with important contributions from all of the project's partners. The camp program is distributed through the efforts of Operation Respect, Inc.

Getting Started

Begin by watching the "Don't Laugh at Me" video to familiarize yourself with the project. When you are finished, listen to the CD, which includes the song "Don't Laugh at Me," sung by Peter, Paul & Mary, and some all-time camp favorites sung by Peter Yarrow, like "Blowin' in the Wind," "If I Had a Hammer," "Day Is Done," and "Weave Me the Sunshine." Finally, think about the best ways to implement this program at your camp by reviewing "How to Use This Guide."

How to Use This Guide

At the heart of this activity guide are four Campfire Programs with cabin extensions organized around core themes. Also included are a staff orientation; a description of the National Camp Community Day on July 20, 2000; a *Don't Laugh at Me* Closing Celebration; and an appendix with useful supplementary research on bullying, tips on prevention and intervention, ideas on how to form activity groups, and adaptations for larger or smaller groups of participants.

The Campfire Programs

The four one-hour Campfire Programs are all-camp gatherings organized around *Don't Laugh at Me* themes:

- Being You, Being Me, Being Us (Theme: Expressing Feelings)
- I Care, You Care, We Care (Theme: Caring, Compassion, and Cooperation)
- Words That Hurt, Words That Heal (Theme: Resolving Conflict Creatively)
- Together We Can (Theme: Celebrating Diversity)

The Campfire Programs can be easily adapted for day camp settings, or other large or small all-camp gatherings.

Campfire Program Components

A Cabin Program. This one-hour program allows you to extend the experience of the Campfire Program to individual cabins or small groups.

All-Camp Challenge. The goal of this optional component is to give cabin groups, or small groups, a way to apply what they have experienced to a collaborative project or challenge. In this way, the growing skills and insights from the smaller groups can, in turn, inspire the larger all-camp setting.

A Video Reflection. If you have a VCR and an appropriate venue for small- or large-group discussion, these reflections give you ways to explore the campfire's themes more deeply using the "Don't Laugh at Me" video. You can plan this component for any appropriate time during your camp day or evening.

Optional Art and Theater Projects. Peppered throughout the guide are fun, optional projects to help infuse your camp with the *Don't Laugh at Me* themes. The possibilities for extending this program are endless!

National Camp Community Day

On July 20, 2000, camps across the country will unite in spirit and deed for a National Camp Community Day. Your camp's Ridicule-Free Zone *Constitution of Caring*, as well as individual Children's Conscious Acts of Caring inspired by *Don't Laugh at Me*, will be documented and sent to elected or community leaders such as mayors, congressmen, senators, or even the President of the United States. The goal is to encourage lawmakers to take a stand by supporting safe and caring educational and recreational settings for our children. Join us in this very powerful event and let the voices of campers across America be heard!

The *Don't Laugh at Me* Closing Celebration

It's important to bring closure to *Don't Laugh at Me* by celebrating the joys, achievements, and experiences you've shared. This one-hour ceremony will help sustain your camp's warm afterglow from the *Don't Laugh at Me* experience. While we have suggested a particular ceremony here, we encourage you to involve campers in the creation of a ceremony that is unique to your camp and your own rich traditions.

A Staff Orientation

Included in this guide is an agenda which uses many of the Campfire Program activities to help orient and train your counseling staff for this program's implementation.

Planning Your Program

Ideally, you will be able to facilitate the four *Don't Laugh at Me* Campfire Programs one per week in the order provided here, planning to finish the "Children's Conscious Acts of Caring" activity (page 17) by the National Camp Community Day on July 20, 2000. Activities have been carefully sequenced—it's therefore important that, if at all possible, you not skip ahead to activities without doing the preceding ones.

We also encourage you to use *Don't Laugh at Me* as one of your major summer's themes. Use the first Campfire Program provided, "Being You, Being Me, Being Us," as your program kickoff.

A Word Before You Begin

Basic to this guide is the assumption that people learn best through activity. The success of this approach lies in developing a foundation to support the attributes of any adventure—risk taking, fun, group work, and communication. Young people will be looking to you for their cues. So don't be afraid to say you're sorry, or that you made a mistake, or to suggest another option when things aren't going well. "Walk the talk" in terms of modeling the skills of a caring camp community. Take the time to listen. Show your feelings. Celebrate the diversity of your campers. Take risks. But most of all, don't forget to have fun and have a wonderful *Don't Laugh at Me* adventure!



Expressing Feelings

Teaching children to express and manage their emotions helps create a more caring camp environment. In the “Being You, Being Me, Being Us” Campfire Program, you’ll help children to:

- learn feelings-related vocabulary
- identify feelings (in self and others)
- acknowledge and respect others’ feelings
- appreciate the range of human emotions
- empathize with others

Campfire Program 1: Being You, Being Me, Being Us

Set the Scene: *Don’t Laugh at Me* (5 minutes)

- Introduce the idea that you will now explore issues of how to treat one another with caring and compassion through the *Don’t Laugh at Me* project. Explain that throughout the program you’ll be thinking about ways we hurt one another’s feelings, and how we can make sure everyone in the camp feels safe and cared for and is not laughed at or treated disrespectfully.
- Have everyone share with someone standing next to them “Something that makes me happy is . . .” Give a few minutes for pairs to talk; then ask them to share “Something that makes me sad is. . .” Again give pairs a few minutes to share.

What You’ll Need

- A large paper heart with the words “I am important” written on it
- Tape (masking or cellophane)
- A story about a young person who is put down by other campers, a counselor, etc. Copy the model provided here or create one of your own.
- A soft ball or object

Time: 60–75 minutes

Tell a Story: “The Torn Heart” (10 minutes)

- Ask for volunteers to explain what a put-down is and share a few examples. (Put-downs are ways that we make someone feel bad about themselves—either with words—name calling and teasing—or with actions like excluding.)
- Tape the large paper heart to your chest and ask children to respond to the following story, “The Torn Heart.” Each time they hear a put-down they are to give you a “thumbs-down.” For each “thumbs-down” you will dramatically rip a piece off the heart on your chest and drop it to the ground.

The Torn Heart

One Tuesday morning, when the alarm clock rang, Pedro did not get out of his bunk. Ten minutes later, his counselor opened the door to his cabin. "Come on," he said. "You'll be late for breakfast again."

"But Jimmy, I'm tired," Pedro said.

"Don't be such a baby" (RIP), Jimmy said impatiently. "You're always late. Just get up and get ready. Everyone else is already dressed. Kyle and Roger, Pedro's cabin-mates, were just about to leave to head to the dining hall. "Wait up for Pedro," Jimmy called to them. "We're hungry. Why do we have to wait for that loser?" they said (RIP).

Kyle and Roger waited for Pedro, but once Jimmy was out of sight, they told Pedro he'd have to walk a few steps behind them. "We don't want anyone to think we're actually your friend, okay?" (RIP). Once inside, Pedro got his tray and was walking over to his table when he tripped over his shoelaces he had forgotten to tie in the rush. He regained his balance, but his milk went flying up into the air and landed in a puddle on the floor. "Look, it's like a circus act," a kid yelled out and everyone at his table started to laugh and point at Pedro (RIP). "I wonder if he does tricks with balls like those trained seals?" someone else asked (RIP).

Pedro liked to play sports, but he hated camp because he was the smallest of all the boys. That day, because it had started to rain, they were supposed to play basketball indoors, which was Pedro's very worst sport of all. The counselor asked the players to divide themselves into two teams, the Lions and the Tigers. Within a few minutes, there were ten boys on each team, with only Pedro and another kid left (RIP).

The captain of the Lions team said, "We don't want Pedro—he's no good (RIP)."

"He's no Tiger. He's more like a scaredy-cat (RIP)," said the captain of the Tigers. All the other boys laughed (RIP).

That night after dinner, Pedro volunteered to help some kitchen staff clean up. Two girls saw him sweeping and started teasing him. "Hey, Cinderella, when you're done can you come clean our cabins?" (RIP).

- Ask the group: How do you think Pedro is feeling right now? Why is he feeling that way? What might be the effect on him of being treated this way day after day?
- Ask the group to volunteer some "put-ups" for Pedro. What are some things you could say to him or do for him to make him feel better? Give the put-ups a thumbs-up!

Sing: "Don't Laugh at Me" (15 minutes)

- Tell the children that you're now going to sing a song called "Don't Laugh at Me." The song is sung by the same group that performed "Puff the Magic Dragon," Peter, Paul & Mary. Sing the song once through for the group (or play Peter Yarrow's solo version of the song from the CD), asking them to listen to the words carefully. Sing the song once through together with the children.
- Break campers into pairs and give them two minutes each per question to share: 1) What is this song about? 2) How did you feel listening to this song? 3) Can you think of a time you wanted to say "don't laugh at me" or "don't laugh at him/her?" What happened?
- Bring the large group back together and ask for a few volunteers to share what they discussed in small groups.

Play a Game: Emotion Motions (20 minutes)

- Hand out a dozen index cards and one marker to everyone. For the first half of this activity, children will write down a word on an index card for how they would feel if . . . for each scenario here. Challenge the group to come up with one or two *different* words for each scenario, if possible. "How would you feel if . . ." After each scenario, ask for one child to share a feeling word.
 - someone made fun of you because of the way you looked?
 - you won a prize or a competition?
 - you were picked last when choosing sides for a soccer game?
 - you were told you were good at doing something?
 - someone called you a bad name like "geek?"
 - someone helped you solve a problem?
 - no one wanted to play with you?
 - someone invited you to join their game?
 - you had no food and had to beg on the street?
 - someone held your hand or gave you a hug when you were scared or lonely?
- Collect the feeling word index cards and delete any words that are not feelings. Shuffle the cards and divide into groups of five feeling cards, being sure that one group of five does not repeat the same feeling word. These are now your "Emotion Motions" feeling cards. Divide the large group into small groups of five. Have the groups line up facing you so that the person at the head of the line is five or six feet away from you. Put a stack of the five feeling cards in a line at your feet for each group, being sure to keep the stacks separate.
- This will be a relay race of sorts. When you say "Go!" the person at the head of each line will run to the Emotion Motions cards at your feet, pick up one card, run back to their group, then act out the feeling word written on the card. The rules of charades apply—no talking and no spelling out words with your hands. Once the group has guessed the feeling correctly, the next person in the group runs to the Emotion Motions cards, picks one, and returns to the group, then begins to act out the feeling. When a group has guessed all five feeling words they should sit down. Ask if there are any questions.
- Give each group a few minutes to decide the order in which they will go. When everyone is ready, say "Go!" and continue playing until every group is seated. Congratulate everyone for their skill in communicating feelings! Bring the large group back together.

Pull It Together: Sing "Don't Laugh at Me" (10 minutes)

- Sing "Don't Laugh at Me" together with the group, or play the Peter, Paul & Mary version of the song from the CD.
- Ask children to share with a partner: Can you think of a way you could help someone feel better after he or she has been teased or called a name or excluded from a game? Can you think of a time you stood up for someone being teased or excluded? Would you stand up for them now even if you didn't do it then?
- Ask for a few volunteers to share their answers with the large group. After a child shares, ask: "How (would) did that make you feel?" Summarize the discussion.



Video Reflection 1: Expressing Feelings

- Show the "Don't Laugh at Me" video (the Peter, Paul & Mary version) and discuss: How did the video make you feel? What did you see? How did the adults or children in the video feel? Why do you think some of the children or adults in this video might feel hurt? Who doesn't want to be laughed at in this video? What other ways were people hurt in this video? How do you think they feel?
- After the discussion show Peter Yarrow's performance and have the campers sing along with Peter. Then show the campers Peter's address to them.

Cabin Program 1: The Caring Being

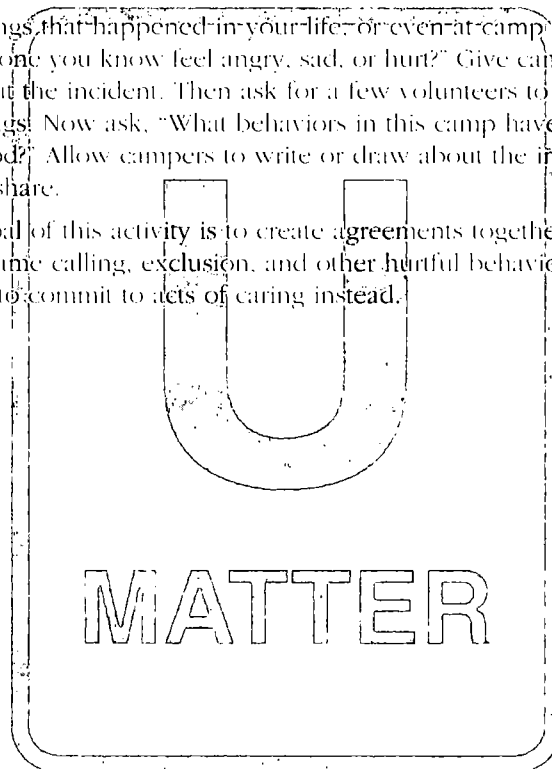
- Think of a short story from your past about bullying, teasing, exclusion, or name calling to share with your cabin. (It can be a story of something you witnessed or something that happened to you.) In a go-round ask each camper to contribute a story from his or her past.

What You'll Need:

- *Large sheets of paper (big enough for an outline of a cabin), markers, and art supplies*
- *Writing paper*

Time: 60 minutes

- Ask: "What are things that happened in your life, or even at camp this summer, that have made you or someone you know feel angry, sad, or hurt?" Give campers time to think, then write or draw about the incident. Then ask for a few volunteers to share their ideas, drawings, or writings. Now ask, "What behaviors in this camp have made you or someone you know feel good?" Allow campers to write or draw about the incident. Then ask for a few volunteers to share.
- Explain that the goal of this activity is to create agreements together to make sure that ridicule, teasing, name calling, exclusion, and other hurtful behaviors don't happen in this camp. The goal is to commit to acts of caring instead.



The Caring Being



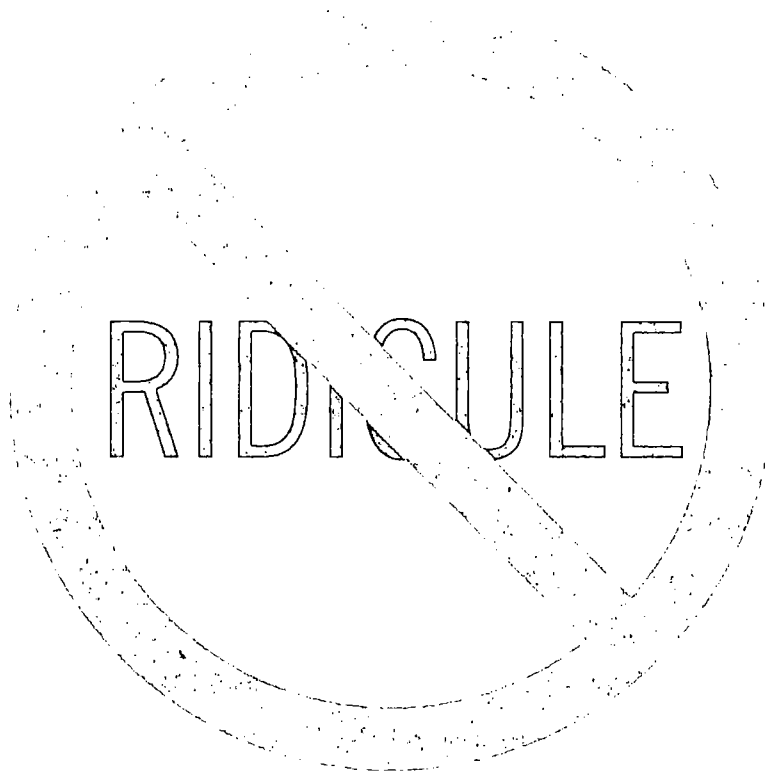
- Have a volunteer lie down on a large sheet of paper. Have a few group members trace the outline of his or her body. This outline becomes the "Caring Being." (Variation: older campers can draw a smaller being to fit the paper available.)
- Gather everyone around the Caring Being and ask them to think about what actions, ways of treating one another, and attitudes would make camp the best possible place to be (thumbs-up behaviors). After they have had a minute or two to think, have each child who wants to contribute take a marker and write these positive things inside the outline of the Caring Being. (Some possible things to include are sharing, listening, waiting my turn, giving put-ups.) Feel free to include your own suggestions after the campers have had a chance to share.
- Ask the group to think of some actions, ways of treating one another, or attitudes that they do *not* want as part of the camp (thumbs-down behaviors) because of their negative consequences (put-downs, name calling, exclusion, etc.). Have each camper who wants to contribute write these words on the outside of the Caring Being. Add your ideas.
- Have each group member say what he or she meant by the words chosen. Even if the words were the same as someone else's, the meaning may be slightly (or greatly) different. Hang up your cabin's Caring Being where everyone can see it. If the group wants to, name your Being!
- Have each camper say one kind thing they can commit to doing the very next day for someone they care about. Model the activity by beginning with committing to something you will do.
- (Optional) Have campers create street signs for each of the thumbs-down behaviors written on their Being (all on the same color of paper) and other street signs for all the thumbs-up behaviors (all on a different color of paper) to bring to the next *Don't Laugh at Me* Campfire Program (for example, No Dissing Here).

Optional: All-Camp Challenge

Have cabins challenge one another to a game of "Name That Feelings Tune." Each cabin competes to think of and name as many songs as possible that include words expressing feelings. After brainstorming separately, cabin groups can gather for the competition. One cabin group will begin "on stage" by singing a feelings tunes. The first cabin group that can name that feelings tune will receive two points and the chance to go on stage and sing one of their feelings tunes. Cabin groups will have 5 seconds to name the tune. If no one names the tune in that time period, the performing cabin group receives 2 points and continues on stage with another song. Continue this way until a predetermined time has passed. Then tally up the points and announce a winner!

Art Project

Have children create and decorate papier-mâché face masks to illustrate certain feelings (such as happy, surprised, angry). Decorate your dining room or other community space with the masks.





Caring, Compassion, and Cooperation

When children play and work together cooperatively, they learn to appreciate the different contributions of each member of the community. Rather than winning at the expense of someone else losing, children discover that everyone can be winners when they work together. Some of the skills children begin to develop in the “I Care, You Care, We Care” Campfire Program include:

- helping others
- taking responsibility for one’s own actions
- working together toward a shared goal

The Importance of All-Camp Meetings

All-camp meetings are regular periods of time set aside to solve problems, make agreements, celebrate achievements, and generally check in on how things are going. All-camp meetings allow children a consistent place to experience the joys and responsibilities of being part of a community. They provide an opportunity for practicing the skills of problem solving, listening, cooperation, compassion, healthy expression of feelings, and appreciation of differences—building blocks which will nurture and sustain a safe, caring, and respectful camp environment. If children feel that they truly have a say in helping to create a caring camp, they will feel empowered and demonstrate a greater collective will to follow through on decisions and agreements.

The Ridicule-Free Zone *Constitution of Caring*

One very important part of the *Don’t Laugh at Me* project is your campers’ development—through working, thinking, and sharing ideas together—to declaring your camp a “Ridicule-Free Zone” (page 14). In an all-camp meeting, you and the campers will develop guidelines and agreements regarding behavior. You may or may not have had experience involving campers in this type of decision making, but once you do this, you will begin to see a positive difference in the climate of your camp.

The All-Camp Meeting Process

1. *Create a goal for the meeting:* Make sure everyone is sitting comfortably where they can all make eye contact (preferably in a circle) and everyone is ready to focus. Go over the meeting topics that both you and the children have suggested and choose (with the children if applicable) a topic or goal and time limit for the meeting.
2. *State the problem/goal:* State the problem or outline the goal of the meeting using an “I” statement. “I’m concerned that there was some teasing going on at our last swim meet. Let’s find a way to avoid this in the future and show support for the kids that were made fun of.”
3. *Get agreement to try to solve it:* Verify that everyone understands the problem/goal of the meeting. Then solicit agreement to work on it: “Can we all try to listen to each other to solve this problem (meet this goal)?”
4. *Explore the problem:* Ask a question to help children think about their feelings and actions related to the issue at hand: “Why do you think some kids were teasing at the swim meet?” Summarize children’s comments: “It sounds like some kids were more concerned about winning than sharing our positive camp spirit.”
5. *Brainstorm solutions:* “What are some things we need to do to make sure kids don’t get made fun of?” Explain the rules of brainstorming: All ideas will be noted on a board or chart paper and no one should comment on whether an idea is good or not. Ask clarifying questions when necessary.
6. *Choose a solution:* Ask children which solutions sound like they would work and to comment on why. Feel free to comment yourself during this part. Paraphrase children’s com-

ments. Then work together with the children to choose a solution by consensus that sounds like it would work best.

7. *Agree to the solution.* Ask, "Do we all want to follow this solution?" Summarize the agreement and any time frame or next steps associated with it.
8. *Evaluate the solution.* Agree to check in on how the solution is going in a specific time frame at another all-camp meeting.

Campfire Program 2: I Care, You Care, We Care

Prerequisite: Cabin Program 1, "The Caring Being" page 10

Set the Scene: Play Rainstorm (10 minutes)

- The goal of this activity is to simulate the sound of a rainstorm. Have the group sit or stand in a circle around you. Begin by rubbing your hands together in front of one person in the circle; that person then imitates your motion. Continue around the circle until everyone is rubbing hands at the same time. The second time around the circle, snap your fingers in front of each camper to indicate he should switch from rubbing his hands to snapping his fingers. Everyone else will remain rubbing hands together until you pass them snapping your fingers, indicating they are to begin to snap. The third time around make a loud pattering sound by slapping your thighs, indicating, as you go around the circle, for campers to join you. This is the height of the rainstorm. Direct the subsiding of the storm, going around and changing the pattering to snapping to hand rubbing to complete silence. Pause for a moment in silence.
- Explain that tonight's campfire will explore ways in which everyone can work together to make your camp a caring, compassionate environment. First you'll start by exploring cooperation. Ask:
 - How many of you have ever worked on a project of any kind in a group? (Raise your hand.) Of those of you with your hand up, how many of you remember there being conflict or a problem in your group? Have those who had a conflict go to one place and those who didn't have any conflict go to another place.
 - Ask: Which group is bigger? (Hmm. Not surprised, huh?) Since those who had conflict is likely the larger group, this is a good opportunity to mention how difficult collaboration and cooperation can be! Now give everyone an opportunity to give collaboration a try!

Play a Game: Human Scrabble (15 minutes)

- Hand out one to two alphabet cards to everyone (giving out all cards). On the count of three, everyone will have 45 seconds to scramble into three-letter words. When a trio has

What You'll Need

- *The thumbs-up and -down behavior signs (created in Cabin Program 1)*
- *Each cabin's Caring Being (created in Cabin Program 1) posted on trees near your campfire*
- *Giant alphabet cards on 8-1/2" x 11" poster board (at least one per participant). Prepare these by writing one letter per poster board in heavy marker. A good guideline is to make many cards with the most common letters and fewer of the less-used letters. For each group of 26, you'll want: 6 A's and O's, 9 E's, 6 I's, 3 L's, 2 M's, 2 N's, 2 P's, 4 R's, S's, T's, and U's, and one of every other letter. Include several wild cards (denoted by an asterisk)!*
- *A timer*
- *A horn or buzzer*
- *An easel with chart paper, positioned where the entire group can see it, and colored markers*

NOTE: Plan your campfire so that there is still daylight 45 minutes into it.

Time: 60-75 minutes

spelled a word, they should immediately sit down facing a direction you designate, holding their cards so they spell their word. Use a buzzer or horn to let everyone know when time is up.

- Read the words out loud. (Try to combine words in fun phrases or sentences to show how well the whole group is working together—without even trying to!)
- Increase the stakes by asking for four-, five-, and six-letter words in subsequent rounds. Fun variations to try include: a) Have teams compete to see how many different words they can make from their combination of letters in a predetermined time. b) If you have a very large group, have them make three-, four-, and five-letter words (whatever they are able to) on the first round. On the second round keep the small groups together and have them try to form a sentence or phrase from the words they already formed (it can be poetry or rap or something really zany!). c) Make it harder by giving a theme or category for the words the campers make (colors, car models, food, anything!).
- When you finish, ask groups to remain seated in their last word combinations.
- In closing, congratulate the large group on their spelling prowess and ability to work together. Have campers in their small groups answer the following questions (one camper per question). What conflicts happened and why? How did you solve them? What are important skills for collaboration? How could your group have worked together more successfully? Circulate among the small groups, taking notes on what you hear. Summarize some of the points they made to everyone.

Sing: "Weave Me the Sunshine" (5 minutes)

- Sing "Weave Me the Sunshine." Ask for a few volunteers to summarize what they think the song is about. Announce that you are now going to "weave some of your own sunshine" by making group agreements!

Make Group Agreements: Your *Constitution of Caring* (25 minutes)

Important

Be sure campers include in their Constitution the following nonnegotiable rights:

- *Everyone has a right to privacy:* if you don't want to share something which is too personal, you can pass. Lockers, private possessions, and writings must be respected.
 - *Everyone has a right to confidentiality:* anything personal shared in the group will not go outside of it.
 - *Everyone has the right to be respected:* put-downs and other displays of disrespect will not be tolerated.
- Have the campers mill around to look at the posted Caring Beings created by the cabin groups. Blow a horn to signal time to return to the circle after it seems everyone has had a chance to see the Beings.
 - You are going to create a set of guidelines for behavior in your camp from the Caring Being, which will be called your "Ridicule-Free Zone" *Constitution of Caring*. Ask for volunteers to say a few thumbs-down behaviors that were on the Caring Beings (outside the Beings).
 - "What kind of agreements can we make to ensure that these behaviors never happen in our camp?" Brainstorm a list of possible agreements with the children. Put each child's contributions on chart paper. Remind campers that in brainstorming we simply generate as many ideas as possible, without saying whether or not the idea is a good one. Now ask: What were some thumbs-up behaviors from the Caring Being? Are there any agreements we can make to reinforce those? Record these ideas as well.

- After everyone who has wanted to share has contributed, ask if there are agreements that can be combined because they are similar (many children might say the same thing in different words, so this step is important). Make sure that the campers understand you are grouping similar ideas, not changing their words. Draw a circle with a different colored marker around similar items (or star them).
- Once each suggestion has been refined into an agreement, ask campers if they can agree to that guideline. You are working towards consensus, not holding a vote. Read each agreement in its entirety: “We agree to not call each other names. . . .” etc. (Make this fun for children. Ask them to create a cheer to go along with the YES! of the agreement. For each guideline, children can stand and cheer YES! or do a fun handshake with a partner, etc.). Later, in a very special ceremony, you will recommit to your Constitution and have everyone sign their names to it.
- Brainstorm: What can we do when we, or someone else, forgets to adhere to the Ridicule-Free Zone Constitution? (List the children’s ideas and add any of the following: make the person an apology picture, do something else nice for that person, apologize and tell that person something you like about him or her, etc.)
- Agree to check in on how the Ridicule-Free Zone Constitution is going periodically in an all-camp gathering.

Celebrate the Agreement: Sing “Don’t Laugh at Me” (15 minutes)

- While playing the “Don’t Laugh at Me” song quietly (without lyrics), have children in cabin groups bring their thumbs-down behavior signs to be burned in the campfire. As the cabin groups approach the fire, one child at a time should say out loud to everyone the thumbs-down behavior he or she promises not to do (one or two signs per child).
- Sing “Don’t Laugh at Me.”



Video Reflection 2: Caring, Compassion, and Cooperation

- Ask: What happy or hopeful images do you see in the “Don’t Laugh at Me” video? Have campers record their answers after they watch the video or listen to the song.
- Ask for some volunteers to share what they recorded. List the images and the positive feelings associated with those images on chart paper.
- Discuss: What do these images have in common? (Many of the images are of people being caring—putting an arm around someone, giving someone an award, cheering for them, etc.) List all the ways that people show caring in the video.
- How might we better show caring in our camp?

Optional: Art Projects

Decorate t-shirts with the positive Caring Being words. Or create a Caring Being mascot for your camp by stuffing old clothes, the way you might make a scarecrow. Have children contribute items to the Being mascot that represent caring to them: big ears for good listening, longer arms for hugging, etc.

- Collect and post around your camp’s community space all the thumbs-up behavior signs. Cabin groups can take back their Caring Beings to be posted in their cabins.

Cabin Program 2: Children's Conscious Acts of Caring

Note: Children's Conscious Acts of Caring need to be ready by National Camp Community Day, July 20, 2000, page 35.

What You'll Need

- Art supplies
- (Optional) cameras and video equipment
- Slips of paper with the name of each child in your cabin
- A soft ball or object

Time: 60 minutes

- Play "Everybody Up!" Have campers line themselves up by height without talking. The person standing next to them will be their partner for this activity. (For safety reasons, it's important to pair people of similar height.)
- Have pairs sit on the floor facing one another. Their toes should be touching, their knees bent, and their bottoms on the floor. Now the partners will try to pull themselves up together to a standing position. (Safety note: Do not allow interlocked arms; this could lead to shoulder injuries. Holding hands in fine.)
- Once everyone has succeeded, combine pairs to create teams of four (six, and then eight) to try it.
- Have each person find his or her initial partner. Time 45 seconds for each partner to share:
 - one thing that helped them cooperate
 - one thing that was difficult about working together
 - one skill that they think is important in cooperating effectively
- Have volunteers share what they discussed in their pairs with the entire group.
- Now play the Feelings Echo. Gather campers in a circle and explain the game: You'll begin by completing the sentence, "I feel cared for when . . ." Then you'll pass the soft ball or object to a child in the circle who wants to go next. She will then echo the same beginning, "I feel cared for when . . .," adding her own ending to the statement. Ask that camper to pass the soft ball to another camper who has not yet contributed. Continue until every camper has contributed once.
- Introduce the goal of the rest of this session: you will discuss what kindness, caring, and friendship are and find examples of it in your camp community.
- Have campers, again in pairs, share a) one time at camp that someone was kind and caring to them and b) one time that they were kind and caring to someone at camp. Give each child one minute to share for both a) and b) questions. Ask for a few volunteers to share their stories with the whole group or, if you have time, have each pair share.
- Now have pairs combine into groups of six to discuss: how do we know kindness, caring, and cooperation when we see it? What, if anything, keeps us from being kind to one another? What role does peer pressure play? How can we make kindness "cool"? Lastly, the small groups should think of at least one organized conscious act of caring they would like to do in the coming days. Optionally, this could be an act of caring in the community (i.e., inviting senior citizens from a local nursing home to the camp for a shared barbecue; decorating sweatshirts for the homeless; making cards for children in the hospital; recording books on tape for the blind; working in a soup kitchen, etc.). Have the small groups elect a reporter to share highlights and their organized conscious acts of caring with the large group.

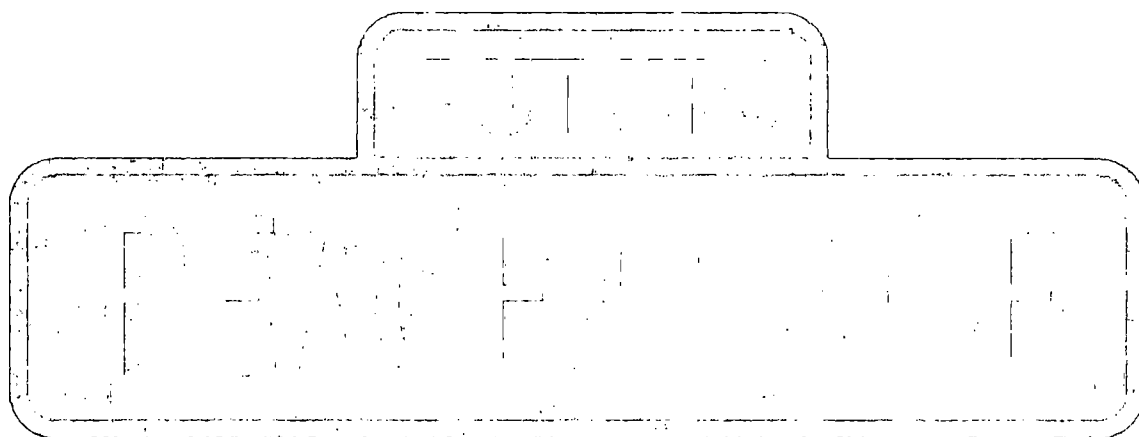
- Explain the next assignment: For the next period of time (give deadline), campers will be like roving reporters, “catching” incidences of kindness, cooperation, and caring that happen at camp or documenting actions of caring they themselves perform. All children should write about the act of caring they performed or witnessed. They can also illustrate the examples with artwork they create, or though photos or video (if you can give campers access to a few cameras or a video camera).
- (Optional) Play secret pals: Put the name of each child in your camp in a hat and have children anonymously pick the name of a child from the hat. They need to do something kind for this child before the end of the next day—without anyone finding out who did it. The next evening children can share the act of caring they received and try to guess who their secret pal is.
- Close the session by having all the campers stand in a circle holding hands. Start the “electricity” by squeezing the hand of the person on your right. That person passes it on by squeezing the hand on his right. After the pulse has gone through the circle, go around a second time with a more difficult pattern (for example, do two short squeezes, or a long one followed by a short one). Kindness—like the “electricity” in this activity—is infectious. So pass it on!

All-Camp Challenge

Have cabins or small groups plan a giant leapfrog event as a way to go to the next *Don't Laugh at Me* campfire. Do not lead this process. Require that cabin groups find their own way to work together to plan and execute this event. Encourage creativity. Perhaps they want to leapfrog from the four cardinal directions or each cabin could have a special theme to their leapfrog. Enforce any necessary safety rules and restrictions for your camp site.

Art Project

Break campers into groups of four to do a cooperative art activity. Challenge campers in their groups to create *one* piece of artwork that will advertise the importance of kindness and caring for your camp community.





Resolving Conflict Creatively

Conflict resolution builds on the other skills you have been developing through *Don't Laugh at Me*: expressing feelings and cooperating. The goal of conflict resolution is to help children who are engaged in conflict find solutions that work for everyone. Some of the special skills you'll be helping children to develop in the "Words That Hurt, Words That Heal" Campfire Program are:

- resolving conflicts without saying or doing hurtful things
- using "I" statements to share feelings and de-escalate conflict
- being aware of different points of view in a conflict
- learning to stand up for themselves and for others

Campfire Program 3: Words That Hurt, Words That Heal



Have volunteer campers create a "Trouble with Teasing" skit and role-play

cards, modeling the example provided here. The skit should follow the basic events covered in this skit and feature a misunderstanding around teasing with two different but valid points of view.

What You'll Need

- Chart paper, markers, and scissors (enough for every camper), or alternatively campers can draw the outline of feet in the dirt with a stick.
- Two volunteers prepared to act out the "Trouble with Teasing" script on page 22 (they can customize the skit to your setting and age group)
- One set of "Trouble with Teasing" role-play cards, page 23, for each pair of campers (also customized if you do your own skit)
- Prepare to tell the "Maligned Wolf" story
- (Optional) wolf costume

Time: 60 minutes

Set the Scene: Introduce the program (5 minutes)

- Ask for a show of hands of campers who have ever been in a conflict with someone—a friend, a parent, a teacher, anyone. (Everyone will probably raise their hand.) Comment on how conflict is a fact of life, but it needn't be a negative thing. In fact, conflict is often a growth opportunity and can even improve your relationships—depending on how it's handled. Tell a short story from your life about a conflict that, once resolved, improved your relationship with someone.
- Now explain that you'll be learning one of many tools you need to resolve conflicts creatively and productively: taking the perspective of another person or seeing their point of view.

Tell a Story: "The Maligned Wolf" (15 minutes)

- Dramatically tell the story "The Maligned Wolf" provided here (in your own words). Optional: dress in a wolf mask or costume for effect.

The Maligned Wolf

The forest was my home. I lived there and I cared about it. I tried to keep it neat and clean. Then one day, while I was cleaning up some garbage a camper had left behind, I heard some footsteps. I leaped behind a tree and saw a little girl coming down the trail carrying a basket. I was suspicious of her right away because she was dressed strangely—all in red, and with her head covered up so it seemed as if she didn't want people to know who she was. Naturally, I stopped to check her out. I asked who she was, where she was going, where she had come from, and all that. She turned up her nose and told me in a snooty way that she was going to her grandmother's house. As she walked on down the path, she took a candy bar out of her basket and started to eat it, throwing the wrapper on the ground. Imagine that! Bad enough that she had come into my forest without permission and had been rude to me. Now she was littering my home. I decided to teach her a lesson.

I ran ahead to her grandmother's house. When I saw the old woman, I realized that I knew her. Years before, I had helped her get rid of some rats in her house. When I explained what had happened, she agreed to help me teach her granddaughter a lesson. She agreed to hide under the bed until I called her.

When the girl arrived, I invited her into the bedroom where I was in the bed, dressed like her grandmother. The girl came in and the first thing she did was to say something nasty about my big ears. I've been insulted before so I made the best of it by suggesting that my big ears would help me to hear her better. Then she made another nasty remark, this time about my bulging eyes. Since I always try to stay cool, I ignored her insult and told her my big eyes help me see better. But her next insult really got to me. She said something about my big teeth. At that point, I lost it. I know I should have been able to handle the situation, but I just couldn't control my anger any longer. I jumped up from the bed and growled at her. "My teeth will help me eat you better."

No wolf would ever eat a little girl. I certainly didn't intend to eat her. (She probably would have tasted bad anyway.) All I wanted to do was scare her a bit. But the crazy kid started running around the house screaming. I started chasing her, thinking that if I could catch her I might be able to calm her down.

All of a sudden the door came crashing open and a big lumberjack was standing there with an ax. I knew I was in trouble so I jumped out the window and got out of there as fast as I could. And that's not the end of it. The grandmother never did tell my side of the story. Before long, word got around that I was mean and nasty. Now everyone avoids me. Maybe the little girl lived happily ever after, but I haven't.

- Discuss as a group: What fairy tale is this? Ask for a volunteer to tell the original story of "Little Red Riding Hood." What makes "The Maligned Wolf" different from the "Little Red Riding Hood" that you are familiar with?

- Discuss in concentric circles: Create two rings of campers—the inner ring faces out and the outer ring faces in, so that the two rows are facing one another. A person from the inner ring is paired with a person from the outer ring for one question. *After each question* you'll have the outer ring rotate one person to their left, so that everyone has a new partner. Both outer- and inner-ring campers will answer each question. Ask for a few volunteers after each question to share:

What are your feelings toward Little Red Riding Hood in the original story? *(shift partners)* What are your feelings toward the wolf in the original story? *(shift partners)* Why do you think you felt that way about the wolf in the original story? *(shift partners)* In the story told tonight, why did the wolf decide to teach the girl a lesson? *(shift partners)* What does the wolf do when he can't control his anger any longer? *(shift partners)* Do you believe the wolf? *(shift partners)* If your feelings toward the wolf have changed since you first heard the original story, why? *(shift partners)* What would our feelings be toward the wolf if we only heard his side of the story? *(shift partners)* Share a time when you had a different point of view about something from your mother or father or another important adult in your life. *(shift partners)* What is something that you and a friend have different points of view about? *(shift partners)* Can you think of an example in your own life or one that you've heard about when an enemy became a friend? How did that happen?

Perform a Skit: "Trouble with Teasing" (10 minutes)

- Discuss the concept of point of view: According to Little Red Riding Hood, the bad wolf was trying to eat her. According to the wolf, he was merely trying to teach her a lesson. Explain that in a conflict each of the people involved has his or her own point of view. Often we assume that one side (usually our side) has all the truth and goodness and that the other side is all wrong and bad. But it's not usually that simple. Before deciding who's right and who's wrong, it's important to understand both sides of a conflict.
- Ask for two volunteers to act out the "Trouble With Teasing" script.
- Discuss: How do you think each child is feeling right now? Why do you think Child (2) is angry? Why is Child (1) angry? Do you think that Child (1) knew that Child (2) didn't like to be called "Miss Piggy"?

Do a Role-Play: Walk in Another's Shoes (15 minutes)

- Now break campers into pairs and have them each trace and cut out two pairs of shoes on chart paper and label them Child (1) and Child (2)—or alternatively campers can draw the outlines of shoes in the dirt. The two pairs of shoes should face one another.
- One child will step into the role of Child (1) and another the role of Child (2). Give the children their respective Role-Play Cards and have them silently read them. Have the children step into the outlined feet. Explain how these feet have magic powers to make the person standing in them understand the other child's point of view about the conflict. Have each camper take a turn being Child (1) and Child (2). Child (1) first explains her perspective while Child (2) listens. Child (2) then explains his perspective. The children then switch their positions.
- When it looks like all the pairs have shared both Child (1)'s and Child (2)'s perspectives, ask: What's something Child (1) would like to say to Child (2), now that you have a better understanding of how Child (1) was feeling? (Some possible options include: "I'm sorry," "I didn't realize how you felt," "I didn't mean to hurt you," "I won't call you Miss Piggy anymore," etc.) Briefly brainstorm with the campers the components of a good apology. Give everyone a chance to apologize. Now ask: What's something Child (2) would like to say to Child (1)? ("I'm sorry I didn't tell you sooner it bothered me to be called that name," etc.) Brainstorm with the children some other ways that Child (2) could make amends to Child (1).

- Bring the group back together: "Is it ever okay to tease someone?" Campers will usually say they know whether someone is just good-naturedly joking or not. But, as this activity points out, sometimes it's difficult to know if your joking or well-intended kidding around is received as funny or as a put-down. When something hurts another person, then it's not very funny. What could campers do to make sure that their jokes aren't hurting someone?
- (Optional) If you have time, have children in pairs discuss the following. Give each person in the pair 2 minutes to respond to each question.
 - What are some conflicts you've had or seen that were caused by different points of view? What happened? What were the two different points of view?
 - How could a better understanding of the other person's point of view have helped these conflicts be solved?

Hold an All-Camp Meeting: Ridicule-Free Zone Check-in (10 minutes)

- Review the Ridicule-Free Zone (RFZ) *Constitution of Caring* in its entirety. Still in pairs, have children share (one minute each) how they think the RFZ is going. What's working? What's not working?
- Come back as a large group and discuss. Have volunteers share their pair's perspective with the larger group.
- Ask campers if there's anything they would like to add to or refine in their *Constitution of Caring*. (Do they want to add a policy on joking and teasing?) If you add or change anything, remember to ask for agreement from the entire group. Set a time to check in again on the RFZ.

Sing a Song: "Don't Laugh at Me" or "Day Is Done" (5 minutes)

- Celebrate your accomplishments thus far in the program. Sing "Don't Laugh at Me" or "Day Is Done" together holding hands. End the program with 30 seconds of silence and a soft group "YES."

"Trouble With Teasing" Conflict Skit Script

Child (1) (*in the camp dining room in front of a long table of friends*): We're over here (waving), Miss Piggy. Come sit with us.

Child (2): (*Pretending not to hear. . .*)

Child (1): Miss Piiiiigggy! (*laughing*) C'mon, we're over here.

Child (2): I'm sitting with someone else. . .

Child (1): C'mon, we saved you a seat. It's a pig seat (*friends laughing*).

Child (2): I don't want to sit with you. You're a big jerk!

Child (1): Look who's being the jerk! I saved you a seat, but forget it. We don't want you to sit here. . .

Trouble with Teasing

Role Play Cards



Role-Play Card: Child (1)

The Conflict: Child (1) and Child (2) are good friends. Child (1) calls Child (2) a name in a friendly teasing kind of way, but Child (2) is insulted and the conflict starts to get worse.

Child (1)'s Point of View: You think it's cute and funny that Child (2)'s nose curls up at the end and you kiddingly tease her about it by calling her "Miss Piggy." You're not best friends, but you're good enough friends that you're sure she knows you're kidding. You've been calling her that name for a long time. And it always makes all your other friends laugh. You don't know why she's acting so touchy about it all of a sudden and you think she might just be putting on a big show to get the counselor's attention.

Role-Play Card: Child (2)

The Conflict: Child (1) and Child (2) are good friends. Child (1) calls Child (2) a name in a friendly, teasing kind of way, but Child (2) is insulted and the conflict starts to get worse.

Child (2)'s Point of View: You've always hated it when Child (1) called you Miss Piggy, but you played along with it because you didn't want her to know it bothered you. But now you've noticed that other friends are starting to call you Miss Piggy, too. And you can't help but feel like everyone is making fun of you. You can't believe how mean Child (1) is being and now you're angry and going to tell on her to the counselor.



Video Reflection 3: Resolving Conflict Creatively

- Have campers write a letter from the point of view of one of the young people being laughed at in the video to those people laughing at him or her.
- Read some letters to the group and ask campers what they would say to this person if he or she were in the room right now.

Cabin Program 3: Be a Bullying Buster

- Hand out one index card per camper. Ask campers to write down on one side how they would feel if you said to them, "You never clean up the cabin! You're lazy!" Have all campers hold up their cards for everyone to see their feeling words. Invite campers to look around at everyone else's card. Point out the range of emotions. Ask: What do the feelings have in common?
- Explain: the statement "You never clean up the cabin!" is a "You" message. "You" messages begin with "You" and tend to escalate or make conflicts worse. "You" messages are like a big finger pointing and poking at another person. Almost everybody tries to defend him- or herself from the poking, pointing "You" message. "You always forget..." "You are lazy," etc. Ask for a few examples of "You" messages campers have heard.
- Introduce "I" messages as a way of asking for what you need that might make people actually give it to you! With an "I" message, the speaker identifies a problem to be solved instead of attacking the other person. This makes the listener feel more willing to try to solve the problem. "I" messages usually have the following format (write on chart paper or say):
 1. I feel _____ (insert feeling)
 2. when _____ (describe behavior)
 3. because _____ (describe your needs or point of view)
- Practice making "I" messages with the group. (Example: "I feel concerned when you don't clean up your cabin because we all agreed that that was an important way of showing respect for one another." Ask for a volunteer to turn the following "You" messages into "I" messages using the prior format. (Campers might resist, saying that the format feels artificial. At first it will sound awkward, but gradually, as you become more experienced with "I" messages, you can depart from this format.)
 - You never let me have the ball when we play soccer. (I feel ____ when you don't pass me the ball when we play soccer because _____.)
 - You always leave me out when a group of you go to the waterfront. (I feel _____ when you don't invite me to go swimming with the group because _____.)

What You'll Need

- A soft ball or object
- Chart paper
- Handout "Practice Making 'I' Messages" (enough copies of role-play cards cut into strips as indicated for each pair of children to have two or three scenarios each)
- A hat or box
- Index cards and markers (enough for all the campers)
- Paper and pens/pencils (optional)

Time: 60 minutes

- Break campers in pairs and have them stand back to back with their partners and pick three role-plays each from a hat (see "Practice Making 'I' Messages"). For each situation, one of the pair will make an "I" statement to her partner about her feelings about the action, using the "I" message format. Have the children turn around and begin. Alternate giving "I" messages across the pairs.
- Explain that you will now explore how to use "I" messages to help when someone is being bullied. Ask: What types of behavior constitute bullying? (Someone is being bullied when he or she is repeatedly called names, made fun of, picked on, hit, threatened, excluded from a group, etc.) Ask for raised hands: How many of you have ever seen or heard about someone being bullied? Have campers turn to a partner and tell him about what she saw or heard. Ask for a few volunteers to share.
- Ask: Did anyone in this cabin ever do anything to help when someone was bullied? Have any of you in this cabin ever stood up for yourself when you were being bullied or treated badly? (If someone did, have her share what she did.)
- Brainstorm with campers a list of things you can do when you see someone being hurt or bullied or when you are treated unkindly yourself. Record ideas on chart paper in two columns: ideas that mean confronting the bully and those that do not. Add to the children's ideas with suggestions from the following:
 - Refuse to join in (doesn't involve confrontation).
 - Report bullying you know about or see to an adult (doesn't involve confrontation).
 - Invite the person being hurt to join your group (might involve confrontation). Then ask the person who was bullied if it's okay to have the bully join your group if the bully apologizes (does involve confrontation).
 - Speak out using an "I" message: Say, "I don't like it when you treat him like that." "I want you to stop calling him that name." "I'm going to tell a counselor right now." (Does involve confrontation.)
 - With your friends and others gather around the target, forming a shield (does involve confrontation).
 - Be a friend to the person who's bullied by showing her you care about her; put an arm around her, give her a put-up, etc. (doesn't involve confrontation).
 - Distract the bully with a joke or something else so he stops the behavior (does involve confrontation).
- Explain that, when a camper sees someone bully another camper, it's helpful to try to find one or more children to help stop it. Or if you see another camper defending a child or himself, join in and help. One important rule is that if they see someone being hurt physically, they should NOT confront the bully but rather go and quickly get help from an adult.
- Introduce the next activity: It takes practice and courage to act strong without being mean or to defend yourself or another child when you or they are being treated unkindly or bullied. Tell the campers you would like them to pretend they are a Bullying Buster machine. Have children break into two lines facing one another about three feet apart to form the machine. They should imagine that they have switches on their arms. When you touch an arm, the Bullying Buster machine switches on. You will walk down the aisle between the campers, pretending to be a bully. Once a child is switched on, that child should give out a strong (but not mean) message to the bully.

- Walk along the aisle between the campers. Recite a scenario from the ones listed below, or act it out if you are comfortable doing that. Then choose a child randomly and switch him on with a touch on his arm for a strong Bullying Buster response. Practice one scenario several times before moving on to another scenario. Some possible situations:
 - Someone calls you a mean name. (Possible Bullying Buster machine response: "I feel hurt when you call me that name. Please don't do that.")
 - Someone tells you to do something you don't want to do.
 - Someone is calling someone else a bad name.
 - Someone is making fun of someone because she is blind.
 - Someone wants you to call someone else a bad name.
 - Someone tells you you can't play in the game.
 - Someone demands that you give him your afternoon snack.
 - Someone is teasing a friend of yours
- Ask for a few volunteers to share: What are some feelings you had during this activity? Why?
- (Optional) If time permits, ask campers to individually write or say a pledge to be a Bullying Buster. What promises are they willing to make to the rest of the cabin today? What promises are they willing to make to the rest of the camp today? Have volunteers read their promises. Gather the pledges together in a Bullying Buster book to keep in a centralized place in your camp.

Optional: All-Camp Challenge

Cabin teams create percussion instruments to bring to the next *Don't Laugh at Me* campfire. Make bean tambourines by stapling dried beans between paper plates; tin can maracas of varying pitches by putting small stones in one tin can, larger stones in another; and rhythm sticks out of different size branches, etc. Create a signature rhythm and dance for your cabin. Cabins will then use this rhythm and dance to accompany their otherwise silent group on their way to the next *Don't Laugh at Me* campfire.

Theater Activity

Have campers do theater activities around point of view. They can be a Martian coming to your camp for the first time. Or fish looking out of a fishbowl. Or dramatize another popular fairy tale with a fresh perspective, like telling "Jack and the Bean Stalk" from the perspective of the giant.

Practice Making "I" Messages Role-Play Cards



A cabin-mate makes fun of a camper in a wheelchair.



A cabin-mate keeps teasing you about your glasses. They may not mean to hurt you, but it bothers you anyway.



Some kids at lunch make fun of the clothes you are wearing.



You hear that a camper you don't know well is spreading gossip about you that isn't true.



A friend of yours is being teased for wearing braces.



You notice that the new kid is always left out of soccer.



Someone calls you fat or thin or short or tall.



Your parents do not speak English. You find out that someone in your cabin, who you thought was your friend, makes fun of your parents behind your back.





Celebrating Diversity

Don't Laugh at Me will help campers begin to appreciate diversity in an unself-conscious way. By learning to acknowledge differences without judgment, children help to create an environment in which each child feels comfortable about the ways he or she is different from others. They can feel safe taking risks or standing apart from their peers. And they will naturally begin to question and challenge prejudice. Some of the skills children will begin to learn in the "Together We Can" Campfire Program include:

- identifying differences and similarities in a nonjudgmental way
- appreciating differences
- ending prejudice and other acts of bias

Campfire Program 4: Together We Can

Set the Scene: Play Human Bingo (5 minutes)

- (Optional if you made percussion instruments as part of the All-Camp Challenge) Ask each cabin group to demonstrate their signature rhythm and dance. Acknowledge each group with applause and note the diversity: Everyone is marching to the beat of his or her own drummer!
- Share with the group: the goal of this session is to discover people who are different from you and celebrate those differences. Just by asking questions, campers will find that there are many different experiences, backgrounds, and preferences in the group.
- Give each person a pen or pencil and Human Bingo Card. For each question on the Human Bingo Card, campers have to find a person in this group who would answer it differently than they would. That person then signs his or her name in the box next to the category. For example, if you are right-handed, when you find someone who is left-handed, they will sign their name in the corresponding box on your Human Bingo Card. You can use each name only once. Variation: You can shorten this activity to ten minutes by applying the typical rules of bingo. The first person to fill in five in a row (across, down, or diagonally) wins.
- Tell everyone to begin! The first person who fills his card yells, "Human Bingo!" and reads her answers to the group. She must also explain how each person who signed her card is different from her.
- End this activity by handing out paper and markers. Choose a category from the Human Bingo Card for which campers are likely to have a wide range of answers (such as "favorite snack food, favorite music group"). Have campers write their answers on paper in large letters, then call out their answers popcorn style (one at a time in random order) while holding up their signs. Or ask campers to organize themselves in groups around the campfire representing their various preferences in that category. Make note of the diversity around the fire!

What You'll Need

- 1 copy of the Human Bingo Card for each person (or have campers create their own)
- 1 pen or pencil for each person
- Percussion instruments (real or made by campers through the All-Camp Challenge)
- Chart paper, markers, and masking tape (enough for each camper to have two sheets of paper)
- Slips of paper with each child's name in your camp written on it (and hat or box)
- A boundary marker (like bright orange tape)

Time: 60 minutes

Sing: "Don't Laugh at Me" (5 minutes)

- After singing "Don't Laugh at Me," ask volunteer campers for examples from the song where someone is ridiculed because he or she is different.

Facilitate an Activity: The Power Shuffle (30 minutes)

- Line up all the children along one side of a line you place on the ground, facing the line. Introduce the activity: "Sometimes when someone hurts another person he is just being mean or maybe he is being careless—like when the child in the skit called her friend 'Miss Piggy' without knowing it bothered her. Or maybe they've forgotten the Ridicule-Free Zone agreement. Or maybe they feel pressure from their friends to join in when other people are teasing someone. Other times, people are mean to someone just because of *who they are*—just because of the color of their skin, or their ethnicity, or their religious beliefs. These ways of being mean can even be supported and encouraged by our society—where privilege and laws give some groups more power than other groups. For example, you may know that there is almost an even number of men and women in the U.S. Does anybody know how many women are in Congress, ~~making~~ *making* our laws? So even though 50% of our society is women, only 11% are ~~making~~ *making* our laws. How might that influence those laws that do get made? And similarly, ~~people~~ *people* of color are ~~underrepresented~~ *underrepresented* in Congress. How might that influence the laws that get made? That's an example of how discrimination—treating some *groups* of people ~~unfairly~~ *unfairly*, not just individuals—is part of our society. In this activity we're going to look at ways we hurt each other and how differences can sometimes be used to divide us."
- Explain how to do the activity: "It's best to do the activity we're about to do in complete silence. You might have some strong feelings during this activity—sadness, anger. So we need to be very respectful and caring to one another. No laughing or talking, so we can all feel safe. Raise your hand if you cannot agree to the 'no-talking, no-whispering, no-laughing rule.' If someone forgets, please gently remind him. Tears might come up in this activity. Remember, all our feelings are important. It's OK to feel sad. If someone near you starts to cry, what could you do to comfort her? (Put your arm around her, put a hand on her shoulder for comfort, etc.) We're going to stay right here together, though, throughout the entire activity."
- Say, "I'm going to call out a group and if you belong to that group, please cross the line and turn around to face the campers on the other side of the line. If you do not feel comfortable crossing the line, even though you are part of that group, that's okay. You can stay right where you are." For each group you call out, people will cross the line. They will then turn around to face the campers who have not crossed the line. When you tell the group that crossed the line to return, they will return to their original places on the other side of the tape, so that the entire group is standing together once more.

Important Facilitation Note: After each of the "cross the line" categories, you will 1) pause until the campers who have crossed the line have turned to face the other campers; 2) then you will say: "Now notice how it feels to cross the line and notice how it feels to watch other people cross the line (pause). Look who is with you (pause). Look who is not with you (pause);" 3) Ask everyone to come back together.

- "Now, cross the line in silence if you've ever been teased or called a bad name or made fun of."
- "Cross the line if you've ever been picked last in games or sports or felt left out or excluded from an activity altogether."
- "Cross the line if you've ever been called a mean name or put down just because you're a girl."
- "Cross the line if you've ever been teased because of your religious background."

- “Cross the line if you’ve ever been judged or teased because of the color of your skin.”
- “Cross the line if you’ve ever been teased about your accent or your voice, or told that you couldn’t sing.”
- “Cross the line if you or any one of your family members or any friend of yours has a disability that you can or can’t see.”
- “Now cross the line if you’ve ever seen someone else being teased or called a bad name or made fun of.”
- “Cross the line if you’re a boy and you’ve ever been told you shouldn’t cry, show your emotions, or be afraid.”
- “Cross the line if you’ve ever felt alone, unwelcome, or afraid.”
- “Cross the line if you’ve ever been teased or made fun of for wearing glasses, braces, a hearing aid, or for the clothes you wear, your height, your weight, your complexion, or for the size or shape of your body.”
- “Cross the line if you’ve ever been told you’re a bad, ungrateful, no-good, or worthless kid.”
- “Cross the line if you’ve ever been yelled at, slapped, or hit or if you’ve ever seen someone else be yelled at, slapped, or hit.”
- “Cross the line if you’ve ever felt pressure from your friends or an adult to do something you didn’t want to do and felt sorry or ashamed afterwards.”
- “Cross the line if you’ve ever felt ashamed for speaking from your heart or sharing your worries, fears, or secret hopes and dreams with someone.”
- “Cross the line if someone’s ever been mean to you and you’ve been reluctant or too afraid to say anything about it.”
- “Cross the line if you’ve ever stood by and watched while someone was hurt and said or did nothing because you were too afraid.”
- “Cross the line if you’ve ever wanted to speak out because you thought something was wrong but were too uncomfortable, shy, or afraid to say something.”
- In groups of four, have campers debrief the activity:
 - What are some feelings that came up for you during this activity?
 - What was the hardest part for you?
 - What did you learn about yourself? About others?
 - What do you want to remember about what we’ve just experienced?
 - What, if anything, do you want to tell others about this experience?
- Ask for volunteers to raise their hands to share with the entire group for each of the questions above.
- Sum it up: “When you crossed the line, that didn’t make you any less deserving of respect and caring. In fact, many of those times were probably when you needed respect or caring the most. For many of us, it takes courage to cross the line. If you noticed, lots of us crossed the line many times. Everyone here knows what it feels like to get hurt, or to see someone be hurt and not stand up for them. But maybe we forgot that hurt because we pushed it inside. If we can remember what we’ve shared here today—that we’ve all been hurt—hopefully we can teach others about our Ridicule-Free Zone and try to make sure no one else gets hurt these ways again.”
- Make a recommitment to your Ridicule-Free Zone (RFZ). Ask the large group: “Is there anything anyone would like to add to our RFZ Constitution? Anything you want to change?”

Sing: "If I Had a Hammer" and "Blowin' in the Wind" (10 minutes)

- Sing "If I Had a Hammer" and "Blowin' in the Wind" with campers. (Optional) Invite everyone to play along with percussion instruments on "If I Had a Hammer." After each song ask: What do you think this song is about? What does it mean to *you*?
- (Optional) Have each child choose four names of campers out of a hat or box. Have everyone tape a large sheet of chart paper on their backs with their name written on the top. As someone plays the "Don't Laugh at Me" song, children will circulate with markers and write put-ups on the sheets of the four children they picked from the hat. Tell them to try to be as specific as possible about the helpful, kind, and wonderful things they've noticed about that person during the program. Let campers keep their put-up sheets.

Facilitating This Activity

The goal of this activity is to help break down the barriers between children that perpetuate acts of unkindness. Children become aware that others face many of the same insecurities, fears, and challenges that they do. They learn that showing your feelings doesn't make you a weak person, rather it takes courage. They learn that other children can be appreciative and supportive when they reveal those feelings. Through becoming sensitized to the effects of cruelty—without bearing the burden of guilt—children recommit to making their camp a Ridicule-Free Zone.

- Be careful not to be judgmental or shaming in this activity, rather be supportive and accepting. Everyone in the camp will probably have a reason to cross the line. All children may have been targets at some point, or joined in on making fun of another, or at the very least have seen someone hurt and not done anything about it. Many children will need your support in realizing that they might be modeling behaviors they have seen or passing along treatment they have themselves received. With your help and guidance children can change such hurtful behaviors.
- Assign some counselors to participate and other counselors to circulate to support children as they move through this activity.
- Reassure children that showing their feelings is healthy.
- Allow a comfortable space of silence after each "Cross the line. . ." before inviting campers back to their original places or commenting. The slow pacing of this activity is important to its success.



Video Reflection 4: Celebrating Diversity

- Discuss: In what ways does the video show people being intolerant of differences? In what ways does the video show people celebrating differences?
- Discuss the "Don't Laugh at Me" lyric, "In God's eyes we're all the same. Some day we'll all have perfect wings." What do you think this means? What does it mean to you?
- Now discuss the lyric "I'm fat, I'm thin, I'm short, I'm tall, I'm deaf, I'm blind, hey, aren't we all?" What do you think this means? What does it mean to you?

Human Bingo Card

Favorite TV show	Ethnic background	Favorite holiday	Country you would most like to visit	Right-/left-handed
Most typical meal your family eats	Favorite video game	Favorite breakfast	Has ever planted something	Favorite sport
Sleeps with a stuffed animal	Favorite activity in camp	Favorite music group	Has been fishing	<i>Insert camper created-category here</i>
Has a pet	Sings in the shower	City and state of birth	Has been in a play	<i>Insert camper created-category here</i>
Is bilingual or multilingual	Birth order	<i>Insert camper created-category here</i>	Favorite snack food	Has had poison ivy

Cabin Program 4: Appreciating Our Differences

- (Optional, if you have 20 or more campers in your cabin or group) Distribute hula hoops or jump ropes randomly. Explain the game: "This game is a variation on musical chairs, only our goal is the opposite of the usual game of musical chairs—instead of leaving someone out, we'll need to make sure that everyone is included by the time the music stops. When the music begins, children will hop on their

What You'll Need

- The song "Don't Laugh at Me" (or some other way, like a bell, to signal time is up)
- Hula hoops (one for every three children) or large jump ropes
- Sheets of paper, art supplies
- A copy of the nine-patch square for each camper (have extras on hand)

Time: 60 minutes

- hula hoops (or jump rope) and find someone with whom they have a difference (someone who comes from a family with a different number of children, someone whose hair is another color, etc.). When they find someone with whom they have a difference, they'll invite them to join them inside their hula hoop or rope circle. When the music stops or time is signaled, campers in hula hoops will need to invite in anyone who's not yet in a hula hoop or rope circle by finding a difference between them." Play the song "Don't Laugh at Me" and begin. Be sure to give children plenty of time before turning off the music. Do a second round if you have time.
- Introduce the activity: "Families are an important part of who we are. There is great variety in the kinds of families people live in today. In this activity we're going to celebrate many of the differences in the families of our cabin." Explain that families are not only comprised of people who are blood related. Discuss what makes someone part of your "family." Ask: With whom do you live? Who else do you consider part of your family? What are some of the things you like to do with members of your family? What are special foods in your family? What holidays do you celebrate? What's important to your family?
- Distribute art supplies and have campers each create a nine-square patch by dividing a sheet of paper equally into nine squares (three across, three down). The middle square of the patch can be decorated with the name of their family and perhaps a drawing showing all the members. The remaining eight squares could describe, with words or images, things that are important to their family. They can include anything they want—special foods, special pets, holidays they celebrate, special memories, etc.
- Have campers pair with a partner to share the stories of their families depicted on the patches. In a go-round ask each person to share something that was represented on her patch.
- Tell campers that they have one assignment. For the *Don't Laugh at Me* Closing Celebration they will need to bring something they made that represents a promise they are willing to make to carry the *Don't Laugh at Me* project into the future. It should be something they are willing to give away to another camper. One example would be a papier-mâché torch to represent a promise to pass kindness on to others. Or maybe a giant "I" to represent a promise to use "I" messages instead of "You" messages. Help campers who want help to brainstorm some ideas. Encourage creativity!

Important

Ask for ten campers to volunteer to work with staff to help create a very special ceremony for the *Don't Laugh at Me* Closing Celebration. What rituals unique to your camp would you like to include? What lasting memories of the program do you want to create? What do you want to honor? What would you like to carry with you from the program into your future? Also plan the logistics of the day, including ways to organize the signing of your *Constitution of Caring*.

Optional: All-Camp Challenge

- Campers can glue their patches onto construction paper backings and then work together to join their individual blocks on a large piece of butcher paper to form a cabin Family Ties and Fabric quilt. Alternatively, they may connect the patches horizontally along the wall in a banner form. Then coordinate all the cabins' quilts to be joined into an all-camp quilt that is displayed in a public space.

"Camp Gives Kids a World of Good" Day

National Camp Community Day,

July 20, 2000



If you haven't asked campers to self-organize into groups for signing your *Constitution of Caring*, plan the logistics for this step in advance so that it works for your camp setting and traditions.

What You'll Need

- Children's stories, photos, drawings, etc. from the "Children's Conscious Acts of Caring" activity (page 17)
- A writing surface at your campfire (like a small desk) and quill or other special pen
- A large version of your Ridicule-Free Zone Constitution of Caring on paper with enough room after it for every camper to sign (you can roll the paper.) See the sample Camp Constitution of Caring provided here for a model.
- One copy of the "Camp Constitution of Caring Pledge" for each camper, counselor, and staff member.
- (Optional) A talking stick or other symbol
- (Optional) Microphone
- (Optional) An instant camera

Time: 60 minutes (planned for the day-time)

Set the Scene: Share Children's Conscious Acts of Caring (25 minutes)

- Explain the significance of the day: Today is a very special day across the country. Right now campers everywhere are joining to celebrate their Children's Conscious Acts of Caring and their Camp's *Constitution of Caring*. Each camper, counselor, and staff member will fill out a pledge form that tells how he or she will continue to support the *Constitution of Caring*. These pledges will be placed in a box and sent, along with a large scrolled Camp *Constitution of Caring*, signed by everyone in your camp, to the American Camping Association (ACA). Representatives of the ACA and a children's delegation from camps in the Washington, D.C., area will be joined by national leaders and advocates for children's health, safety, and community, to present all the pledges and all the Camp *Constitutions of Caring* to the President of the United States, or his representative, in a grand ceremony in Washington, D.C. later this summer. Additionally, a copy of your Camp *Constitution of Caring*, signed by the whole camp, will be sent to a local government official of your choice: the mayor, a member of the city or state legislature, a member of Congress or the Senate, or the Governor. Explain that you will be doing this to encourage lawmakers at both local and national levels to support efforts to ensure that camps, communities, and schools are free of taunting, ridiculing, teasing, bullying, and violence. Your voice will be an important part of that effort!
- Have the children pair and share the acts of kindness they "caught" or did in the "Children's Conscious Acts of Caring" activity, (page 17).
- Bring the entire group back together: Do you think things have changed in our camp since the *Don't Laugh at Me* program started? How? Have you changed? How? Let as many children as want contribute (optionally, use a talking stick or other symbol to designate each child's turn to speak and a microphone so that children's voices can be heard by everyone).

Sing: "Don't Laugh at Me" and "If I Had a Hammer" (5 minutes)

- Celebrate your success by singing "Don't Laugh at Me" holding hands in a circle. Then sing "If I Had a Hammer."

Hold a Ceremony: Celebrate Your Constitution of Caring (30 minutes)

- Ask for a few volunteer campers to read aloud the RFZ *Constitution of Caring* from the scrolled paper. Explain that you will commit to your Constitution and then celebrate that commitment by having everyone sign it. Now you will say, "All those who can commit to our Constitution should say Yea." YEA! Or use a camp cheer if you've developed one.
- One by one have campers in cabin groups come up to sign the *Constitution of Caring*. (If you have an instant camera, take a few photos of children signing.)
- Have campers working in groups of four or five each fill out and decorate their own *Don't Laugh at Me Constitution of Caring* pledges.

Share Your Constitution of Caring with Elected Officials

- Send a copy of your signed *Constitution of Caring* to a local elected official of your choosing: a council person, a mayor, a governor, and/or a state senator. Optionally, include copies of children's pledges.
- Additionally, join camps across the country in the campaign to bring national attention to your campers' acts of caring. Bundle together all the individual children's pledges and any photos you've taken of the signing, and place them along with your scrolled and signed Camp *Constitution of Caring* in a tube or box that is colorfully decorated by the campers. Send your box to ABCO, 1615 L Street NW, Suite 900, Washington, DC 20036, Attention: Daniel Ringwood.
- The ACA will compile all the pledges from camps across the country and present them to the President of the United States, or his representative, at the White House in a special ceremony later this summer. The goal is to encourage the President and other important nationally elected officials to support efforts to assure that our camps, communities, and schools are safe and free of taunting, ridicule, bullying, and violence. Thank you for adding your campers' voices to this important local and national dialogue!

Our Camp Constitution of Caring

(NOTE: This is a suggested form and language for your camp-wide *Constitution of Caring*. Feel free to work with children to create your own *Constitution of Caring*.)

The campers, counselors, and staff of _____ Camp hereby sign their names on this document in order to affirm their commitment to pursuing the dream for children, both in and out of camp, of a way of life and being together that is loving, nurturing, and respectful.

All those who sign this constitution pledge to do their utmost to uphold the principles and pursue the actions that are listed below to help sustain _____ Camp as a Ridicule-Free Zone; a place of compassion, tolerance, and respect.

Our Articles of Caring

(list those agreements that you reached to create your Ridicule-Free Zone)

Name

Address

Don't Laugh at Me

Camp Constitution of Caring Pledge

Name_____ City and State_____

Age (optional) _____ Camp_____

☐ camper

☐ counselor

☐ staff member

I promise to

My Conscious Act(s) of Caring

Please join us, Mr. President and lawmakers, to help assure that our camps, communities, and schools are safe, respectful places, free of taunting, ridicule, bullying, and violence.

Don't Laugh at Me

A Don't Laugh at Me Closing Celebration

Set the Scene: Play Human Web (15 minutes)

- Explain the game. Break campers into groups of 30 who will simultaneously perform this activity. Begin by holding one end of the ball of string. Then say: "My wish for the world today is _____." (It doesn't have to be one word—it can be a statement with as many words as you want.) Then, still holding the end of the string, toss the ball to a child across from you in the circle, who will catch the ball (grabbing onto the string with one hand and the ball with the other). This child then will repeat the previous child's wish. "(Insert name's) wish for the world is _____. My wish for the world is _____." He then tosses the ball to another child across the circle, and so on, until you have created a spider's web within the circle. Remind each child to hold onto the string when she throws the ball. (It's common to be tempted to release the string when you throw the ball, so your reminders are helpful.)
- While everyone holds the string, ask for a few volunteers to share why being connected like a spider's web might help us accomplish all the wishes we just shared. After a few campers have shared with the large group, sum it up. Remind everyone how much more powerful we are when we are together than when we are alone! (To illustrate this you can bounce a stuffed earth ball or a Nerf ball that could represent the earth on the web.)
- Ask, "What do you think would happen if one of us drops her string?" (Allow volunteers from the inner circle to answer.) Say, "Let's try it." Have one volunteer drop her string, then another and another. "See how quickly the web crumbles when even one of us is left out or doesn't do our part?"

Ask, "Do you think we could support the globe now?" Try to support the globe. Summarize: "Everyone around this campfire is important and powerful. We need all of us, working together, to make the world a better place."

Brainstorm: Next Steps (20 minutes)

- Summarize *The Wizard of Oz* to students: "Some of you have probably seen the movie *The Wizard of Oz*. In it, Dorothy and her friends go to the great and powerful Wizard of Oz in hopes of being given qualities that they think they do not have. Dorothy wants to go home. The Tin Man wants a heart so that he can love. The Cowardly Lion wants courage. And the Scarecrow wants a brain for solving problems. But it turns out, they already had what they wanted right inside them."
- Today I want you to think about the qualities YOU want to carry on that you've learned about in *Don't Laugh at Me*. What are the things that you already have right inside you that will help you to keep being caring and kind? (Have campers turn to a neighbor to share.) Ask for a few volunteers to share with the large group.
- Brainstorm: How might we go further with the *Don't Laugh at Me* project, now that we're finished with the activities in this guide? (Explain that there are other programs available with more activities like this. Campers can become peer mediators, etc.) What rituals from the program might we continue after camp ends? How? Where? (See "Next Steps," page 40, for some ideas.)

What You'll Need

- Children's stories, photos, drawings, etc. from the "Children's Conscious Acts of Caring" activity (page 17)
- A symbol children bring that represents something they promise to carry into the future
- A large ball of strong yarn or string
- (Optional) Stuffed planet earth (like Hugg-a-Planet) or a Nerf ball
- (Optional) A prepared closing ceremony created by the campers

Time: 60 minutes

Closing Ceremony: Promises Give-Away (15 minutes)

- Invite children to bring their symbol that represents their promise for carrying on the *Don't Laugh at Me* project to the center of your campfire circle. Using the "Don't Laugh at Me" music, have children hold hands in a circle and move around the gifts. When the music stops, children will pick up whatever gift is closest to them. Children then find the person who received their gift and describe what it means to them. The recipients should be sure to thank the givers. Since the givers and recipients will not be reciprocal, children will need to do two rounds of sharing in order for every person to have talked to their gift givers.
- Ask for volunteers to share what their gift means to them.
- Thank all the campers for their hard work throughout the program and for the gift of their promises.

Sing: The Songs on the *Don't Laugh at Me* CD (10 minutes)

- Sing "If I Had a Hammer," "Blowin' in the Wind," "Day Is Done," "Weave Me the Sunshine," and "Don't Laugh at Me."

Next Steps

Congratulations on all your accomplishments in creating a caring camp community! We wish you continued success and offer you our blessings and encouragement to continue this work. Here are just a few suggestions for sustaining your *Don't Laugh at Me* efforts:

- Educators for Social Responsibility offers a wonderful adventure-based program organized around the *Don't Laugh at Me* themes—*Adventures in Peacemaking*. Many of the activities in this guide were drawn from this resource. The program was developed with Project Adventure and includes scores of fun activities and group challenges for creating a caring and compassionate community. Also available is a kit of materials for doing the activities and staff training. Call ESR at (800)370-2515 or visit ESR's web site at www.esrnational.org for more information.
- The Southern Poverty Law Center offers excellent free diversity-related activities and resources on-line at www.splcenter.org/teachingtolerance/tt-index.html.
- Investigate ways to extend the experience by having campers develop community service projects or think of ways to bring the experience into their schools in the fall. Contact ESR for more information on school resources: (800)370-2515 and www.esrnational.org.
- Encourage parents to spread the *Don't Laugh at Me* word to their children's schools. Starting in the fall, activity guides for elementary, middle, and high school will be available for free by sending a request to DLAM@aol.com.
- Invite Challenge Day to facilitate a day-long program with your campers to further explore these themes. Contact them at P.O. Box 2208, Martinez, CA 94553; (925)957-0234.

Don't Laugh at Me Staff Orientation

Do an Icebreaker (10 minutes)

- Play "Human Bingo" (page 28) to better acquaint staff members with one another. Be playful! Add a few categories of your own!

Introduce the Don't Laugh at Me Project (15 minutes)

- Gather the counselors in a tight circle close to the VCR. Without much introduction, show Peter, Paul & Mary's "Don't Laugh at Me" video.
- Break counselors into concentric circles to debrief (one ring of counselors on the inside facing an outer ring of counselors). After each question, have counselors move one person to their left to share with a new person. Give each person one minute to share for each question.
 - What feelings did the song bring up for you?
 - What lyrics, if any, stood out for you?
 - What images, if any, came to your mind?
 - If you went to camp (if not, then think about school), how would you describe your camp's (school's) culture? Were kids ever unkind to one another? If yes, please describe how.
 - What did adults do or not do to ensure everyone's emotional and physical safety in that setting?
 - Now imagine that school or camp as perfect in every way. What would that be like?
- Watch Peter Yarrow's address on the video.
- Explain the DLAM program components (see pages 5–6).

Explore Feelings (20 minutes)

- After a spirited game of "Emotion-Motions," page 9, pair counselors to debrief how feelings were handled in their past:
 - What were the messages you received about feelings from the adults in your life (at school, at camp, at home)? Were those messages consistent?
 - What, for you, constitutes the healthy expression of feelings?
 - If you could give campers one gift or suggestion related to the healthy expression of feelings, what would it be?

Explore Cooperation, Caring, and Compassion (30 minutes)

- Play "Human Scrabble," page 14.
- Do the "Caring Being" activity, page 10. Create a Counselor's *Constitution of Caring*, following the process on page 15, for encouraging cooperation, caring, and compassion in campers.

What You'll Need

- *Human Bingo* handout (one per counselor) and pencils
- VCR and "Don't Laugh at Me" video
- All the handouts associated with the noted activities
- Symbolic gifts for a closing

Time: 2–3 hours (adjust this agenda to fit the time you have available)

Explore Conflict (30 minutes)

- Do the activity “Be a Bullying Buster,” page 24 (just do a few scenarios for both the “I” messages and the “Bullying Buster Machine” components).
- Break counselors into pairs to explore:
What were the messages you received about conflict from the adults in your life (at school, at camp, at home)? Were those messages consistent?
Describe a time your life when a conflict was resolved creatively. What did you learn from that experience?
If you could give campers one gift or suggestion related to nonviolently resolving conflict, what would it be?
What one gift (skill or awareness) do you wish you had been given related to conflict?

Explore Diversity (30 minutes)

- Do the “Power Shuffle” activity, page 29. Debrief as stated in the activity. Ask for counselors’ suggestions and input on facilitating this activity successfully with your campers.

Pull It Together (10 minutes)

- Sing “Don’t Laugh at Me” and “If I Had a Hammer” as a group.
- Give each counselor a symbolic gift, as the Wizard of Oz did, to help them in their important role in DLAM. Some possible symbolic gifts are: insight, patience, good listening skills, an appreciation of differences.

Appendix

Background Information and Research

The roots of bullying, taunting, teasing, and other uncaring behaviors in children are complex. Many children simply are reflecting a society where these behaviors have been modeled for them and even encouraged—on television, by their peers, perhaps even in their families and by other important adults in their lives. For these children, teaching a repertoire of alternative, more skillful behaviors is important. Other children are passing on the hurt they have experienced—bottled up now into unresolved feelings of grieving, fear, anger, or sadness. These children need help releasing these feelings in a caring setting. And for still other children, who have faced extreme physical or emotional abuse or other acute or chronic trauma, the hurt might run more deeply or may have even caused developmental delays. These children require intervention by a trained mental health practitioner. But all children who bully or hurt other children, as well as their targets, can get stuck in patterns of passing on their own hurt to others for many years. They need caring adults to help them break out of these roles.

Tips and Activities for Preventing Bullying, Name Calling, etc.

In addition to building the skills presented in this guide, there are many other things you can do to help children who bully and their targets to break out of these patterns.

- Establish a range of consequences for bullying behavior. These may include: having a serious talk with one of the adults in the program; needing to do something kind for the person they hurt; involving parents/guardians.
- Send a letter home to all parents about what bullying is and what your program is doing to prevent bullying.
- Set up a consistent procedure for recording and responding to any bullying incidents.
- Pair unpopular children with a variety of friendly, helpful buddies.
- Encourage and affirm children when they demonstrate kind, helpful behavior.
- Play cooperative games and do diversity celebration activities to help campers better know and appreciate each other.

Intervening with Targets

If you suspect that a child in your program is being bullied, find a time to talk privately with that child.

- Tell the child what you have noticed and that you want to put a stop to the problem.
- Let the child know that if other children are picking on or excluding him, it is not his fault.
- Ask the child what she has experienced and encourage the child to tell you how she is feeling.
- Help the child to role-play ways to respond to bullies.
- Ask the child to let you and her parents know if the bullying happens again.

Intervening with Bullies

Whenever you suspect that a child is bullying others, talk privately with the child. If a group of children is bullying others, it is better to speak privately with each child in the group rather than talk to the whole group at once.

Laura Sessions Stepp, "Getting Tough with the Big, Bad Bullies," *Washington Post*, December 1, 1992; *Set Straight on Bullies*, National School Safety Center, Pepperdine University; Dan Olweus, *Bullying at School: What We Know and What We Can Do* (Cambridge, Mass.: Blackwell, 1993); Hara Estroff Marano, "Big Bad Bully," *Psychology Today*, September/October 1995, page 57.

- Describe what you have seen.
- Remind them of the thumbs-up rules (see “Ridicule-Free Zone” on page 15).
- Let them know that you care about them and want to help them learn how to treat other children in a kind and caring manner.
- Explain the consequences.
- Enforce the consequences.
- Keep a record of bullying interventions.
- Look for opportunities to help children who bully develop their positive potentials.

Adapting Activities for Small or Large Groups

Most of the activities in this guide were developed with the needs of a large group in mind (up to 200 participants). But they can be easily adapted to a smaller or much larger group.

If Your Group Size Is Less Than 50

- Aim to have all reflection and processing for an activity happen in pairs. When activities call for campers to answer a posed question, have campers pair and share their answers to that question. That way every camper will have an opportunity to answer the question. Be sure to time them (two minutes per answer is usually sufficient).
- At the end of each activity have each camper report to the large group on their discussion. Or if you do not have enough time, have each pair elect one representative to share.
- Involve campers in creating and passing out the hand-outs, skits, and any other props for the activity. With a group this size, it's possible to ensure that everyone has a role.

If Your Group Is 50-200

The activities in this guide are designed with the needs of a group of 50–200 in mind. But if you would like to adapt the activities for other special settings or circumstances, keep the following in mind:

- Have campers share in small groups or pairs and then ask for volunteers from a few groups to summarize for the entire group what happened in their small groups.
- Tailor the core action of each activity to happen in the small groups you have created, rather than with the entire group.

If Your Group Is Larger Than 200

- Break your entire group into medium-size groups of 20–30 participants (for any activity but the “Power Shuffle,” which is best done together with your entire group). Prepare counselors to facilitate the activity within that small group, following the directions as they are written in the activities for the large group (in other words, treat each of your groups of 30 as a large group and follow the directions accordingly). Be sure to help counselors prepare for this role.
- Have a microphone or other sound system available for portions of the activity which can be done within the large group (such as “Set the Scene”). Do not expect campers who respond from the crowd to be heard without use of this microphone.
- Have a plan in advance for passing out props, materials, and any other logistics that the activity requires. You won't want to waste precious time bogged down in these details.

Strategies for Forming Groups

Most of the activities included in this guide call for you to break campers into either pairs or small groups. Rather than allow campers to self-select partners, it's helpful to do this in a way that encourages them to mingle and meet other campers they otherwise wouldn't have chosen. Here are a few fun and easy suggestions for creating those groups.



In advance of the activity, ask campers to come up with a few ways of their own to break the group up!

- Use a deck (or several decks) of playing cards. Give each camper a card and have them find someone of their same suit or number to pair or group with. Organize the cards in advance so that the deck has the appropriate number of each set for your group-size goal. (But remember to shuffle them before handing them out!)
- Create “puzzle pieces” by tearing or cutting up a photo from a magazine. Have campers find others whose piece completes their puzzle. You'll need one photo per group, cut into the number of pieces of your target group size. Laminate your puzzle pieces and you will be able to use them over and over again.
- Put inspiring quotes on slips of paper. Cut them in half (between words) and have campers find the person who has the other half of their quote. A variation on this theme is to have as many copies of each quote as your target group size and have campers find others holding the same quote. This way everyone will read most of the inspirational quotes by the time they find their partners.
- Have campers find others wearing either the same color or item of clothing (like eyeglasses, contact lenses, or hats) until they have formed your target group size. You can create countless variations on this theme, including having campers find others born in the same month (this only works with very large groups), etc.
- Ask campers to line themselves up in height or birthday order (without talking)! The person they are standing next to can then become their partner.
- Put common small items like jacks, rubber balls, dice, or paper clips in a bag. Have campers pick an item and then find someone else with the same item. Again, you'll need to count out the right number of each set in advance.
- Have campers count off up to the number that equals the size of your entire group divided by the size of your target group and then repeat. For example, if you have 20 campers and you would like groups of 4, you'll want campers to count off 1 through 5, repeating 4 times. Ones, twos, threes, etc. will be members of the same group.

For More Information

For curricula, training, and other support in extending or facilitating the *Don't Laugh at Me* project contact:

Educators for Social Responsibility, 23 Garden Street, Cambridge, MA 02138; (617)492-1764, (800)421-0084; www.esrnational.org and their Resolving Conflict Creatively Program National Center, 40 Exchange Place, New York, NY 10005, (212)509-0022; www.esrnational.org/about-rccp.html.

The Southern Poverty Law Center, 400 Washington Avenue, Montgomery, AL 36104; www.teachingtolerance.org.

The Character Education Partnership, 918 16th Street, NW, Suite 501, Washington, DC 20006; (202)296-7743; www.character.org.

The Center for Advancement of Ethics and Character at Boston University, 605 Commonwealth Avenue, Boston, MA 02215; (617)353-3262; education.bu.edu/charactered.

Challenge Day, P.O. Box 2208, Martinez, CA 94553; (925)957-0234.

Facing History and Ourselves, 16 Hurd Road, Brookline, MA 02445-6919; (617)232-1595; www.facing.org.

Community Celebration of Place; Elder's Wisdom, Children's Song, Box 581601, Minneapolis, MN 55458-1601; (612) 874-2455; (612) 874-2422; long@t.net.

The Stone Center, Wellesley College, 106 Central Street, Wellesley, MA 02481; (781)283-2500; www.wellesley.edu.

Additional Resources

Carlsson-Paige, Nancy and Levin, Diane. *Before Push Comes to Shove: Building Conflict Resolution Skills in Children*. Minneapolis, MN: Redleaf Press, 1998.

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Peace Place Posters. Cambridge, MA: Educators for Social Responsibility, 1999.

Don't Laugh at Me

Words and Music by
Steve Seskin & Allen Shamblin

Verses 1-3

D

Bm

1. I'm a lit-tle boy with glasses, the one they call a geek. a lit-tle girl who never smiles cause I've got
kid on ev'ry playground who's always chosen last. single teen-age mother tryin' to
3. I'm the beggar on the cor-ner you've passed me on the street and I wouldn't be out here beggin' if I

G **D/F#** **Em7** **A**

4 braces on my teeth and I know how it feels to cry my-self to sleep.
over-come my past and you don't have to be my friend but is that too much to ask?
had enough to eat and don't think I don't notice that our eyes never meet.

1. **2., 3. Chorus**

D **Bm**

8 2. I'm that don't laugh at me don't call me names don't get your plea-

G **A** **D** **Bm**

12 sure from my pain. In God's eyes we're all the same. some-day we'll all

G **A** **D** **1. Bm** **G** **A**

16 have perfect wings. Don't laugh at me. *To Coda* *D.C.*

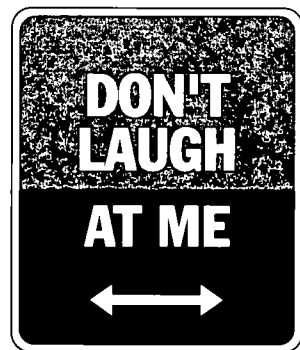
2. Bridge **Bm** **G** **D/F#** **Em7** **A** **G** **D/F#** **Em7** **A**

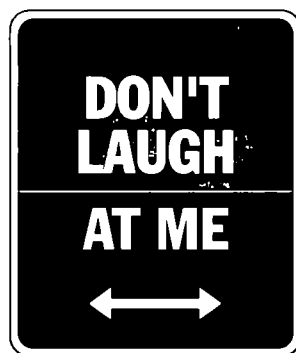
22 I'm fat I'm thin I'm short I'm tall I'm deaf I'm blind Hey aren't we all? *D.S. al Coda*

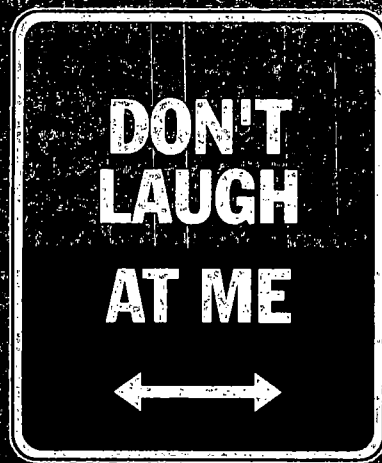
Bm **G** **A** **Dmaj7**

Coda *Fine*

27 Don't laugh at me.







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