

2016

Venn & Friend

International Friendship Exchange

Implementation
Toolkit

Around the Digital World: Together in Friendship on a Global Stage

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Introduction

In 2011, a Pennsylvania librarian from a school that was implementing the Olweus Bullying Prevention Program (OBPP) had a question for the school's OBPP Trainer-Consultant: Could her students begin a "pen-pal" exchange with students from Norway? She had visited Norway, the birthplace of the OBPP, and felt that this type of communication would engage students in cross-cultural learning, give the students insight into the OBPP as a global initiative, and be fun and exciting for everyone. This question resulted in the Venn and Friend International Friendship Exchange, an OBPP collaboration between Safe and Humane Schools of Clemson University, home of the OBPP, U.S., and Olweus Program colleagues in Norway. "Venn" is Norwegian for "friend."

The Venn & Friend Exchange (VFE) builds international friendships, enhances literacy and communication skills, deepens cross-cultural understanding, provides active learning strategies, and allows students to explore similarities and differences in their school's bullying prevention efforts. There is enormous learning potential for students in many areas, including language, history, technology, learning about themselves, as well as friendship development and maintenance.

Students are matched with individual pen-pals and are later given the opportunity to meet through supervised videoconferencing, both individually and as whole class groups, for OBPP class meetings about friendship.

Venn & Friend began by connecting children in Norway and the United States. Connections between classrooms in other countries are possible. Educators in each matched country work with children to discover how friendships can prevent bullying, encourage international understanding, and ultimately, bring a little more peace to our world.

Venn & Friend began as a creative way to build upon a key component of the Olweus Bullying Prevention Program, the weekly student class meetings. The OBPP is the world's foremost bullying prevention program. With over 30 years of research and successful implementation in the U.S. and abroad, this whole-school program is specifically designed to prevent and reduce bullying throughout a school setting, K-12, and has been adapted for use in non-school settings such as after-school programs. OBPP is designed to create positive changes in students' behavior and in the school climate so students feel safe, are ready to learn, and can achieve academic, social, and emotional success.

*A very special thanks to Joseph Johnson and Amber Jackson of Moon Area School District, Jim Bozigar, L.C.S.W., Veronika Aune, Rissa Kommune, and Bjugn og Orland PPT for your vision, creativity, commitment, and time that have been a springboard for offering **Venn & Friend** to students throughout the world.*



Venn & Friend Objectives

The main objective of **Venn & Friend** is to facilitate student understanding of the value of peace and friendship, nearby and across borders and cultures. The project is appropriate for students in elementary, middle, and high school.

A second objective is to provide educators with a simple, creative, and engaging way to strengthen a school's OBPP class meeting efforts. Class meetings, a key component of the OBPP, build class cohesion and community, teach bullying prevention practices, deepen relationships, and invite student voice in social problem-solving.

Schools can also utilize **Venn & Friend** as part of their world language learning program, however, conversations will primarily take place in English.

Venn & Friend aligns with OBPP principles, the U.S. Common Core Standards, (<http://www.clemson.edu/olweus/about.html>) as well as Social and Emotional Learning Core Competencies (<http://www.casel.org/social-and-emotional-learning/core-competencies>). This work is also aligned with objectives and competencies described in Norway as the "Partnership Against Bullying" and the National Norwegian Curriculum.

Description of Venn & Friend

Here are the basic steps of **Venn & Friend**. Implementation dates can be adjusted to fit participants' schedules.

1. **March (or earlier) – August**

Interested teachers and classes from OBPP schools are recruited and paired. It is important for participating schools to prepare for this collaboration by reading this *Implementation Toolkit* and completing the **Venn & Friend Readiness Survey** found within.

2. **August – October**

Participating paired teachers make contact via email or videoconference, such as Skype, FaceTime or Google Hangouts. They collaborate on pairing students and developing a timeline for student preparation, student letter-writing, individual student meetings, and combined class meetings. It is important to agree on the timeframe during which student letters are shared and meetings are scheduled.

3. **October – November**

Pen-pal student pairing lists are finalized and exchanged and student letter-writing begins.

4. **December – May**

Separate class meetings take place with students in their individual classrooms to prepare for each videoconference with their paired classroom. Pen-pals have brief opportunities to meet face-to-face and combined international class meetings about friendship take place during videoconferences. Teachers determine the number of joint meetings to be held.



How it Works--Getting Started and What to Consider

The key to successful **Venn & Friend** implementation is motivated, enthusiastic teachers and students. Of course, participation requires the approval of school administrators and students' parents and/or guardians.

Matches are made with the help of Norwegian and U.S. OBPP project coordinators who utilize the networks of OBPP Trainer-Consultants to locate interested schools and teachers. Same-aged student classrooms are paired. The Venn & Friend Toolkit is only available in English at this time. Teachers must consider the primary language(s) to be used when being matched with an international classroom. For pairings with countries which use a primary language other than English, it can be beneficial to work with teachers and students who speak and/or are learning English if being paired with an English-speaking class. Teachers should prepare students prior to the meeting for varying degrees of language ability.

The **Venn & Friend** process is highly flexible and can be adapted to suit the needs of the paired teachers and classes. Below are some suggested steps to consider.

Initially, the paired teachers make their own introductions via videoconference. They discuss individual student matching and decide what types of information will be exchanged in the students' first letters. If class sizes are uneven, two students may be paired with a single pen-pal.

The next step is typically student letter-writing and the preparation of any accompanying materials to be shared. The letters usually contain basic information about the students, their families, and their school. Sometimes students exchange pictures or drawings and friendship bracelets that they have made for each other. See a sample elementary student letter in the Appendix.

Teachers consider whether letters then will be exchanged electronically or by mail, which can take eight to ten days for delivery. Some classes have students film and edit a short video that allows their international classmates to get a glimpse of their school and community.

After a few rounds of pen-pal letter exchanges either via regular mail or electronically, preparation begins for the first videoconference class meeting. Sample class meeting agendas and discussion guides are provided in this toolkit. Separate class meetings to review both the topics and the process are most often held in advance of the videoconference to allow students the opportunity to get prepared. The combined meetings may be conducted in a larger group setting, typical of usual class meetings, and most also allow for a brief time for students to interact individually with their pen-pal, face to face. Consider whether students will connect with pen pals through the use of a computer lab or by sharing time on the classroom computer. If not all student pairs have the opportunity to communicate during the first session, schedule a subsequent session as soon as possible.

Students are sometimes a bit nervous before the first individual videoconference meeting. Completing the "Getting to Know Each Other" Handout (Appendix) prior to the first meeting helps students focus and feel confident. Those students who are learning a new language will especially



benefit from this pre-meeting preparation. Prepare for that first meeting by offering adequate time and support for language learners to review and complete this form. All students will benefit from practice in answering the questions with another student from their own class. The first call with their new pen-pal can then become a positive experience where students feel confident and can enjoy connecting with their new friend.

Once the initial contact has taken place, the teachers decide how to schedule next steps and activities. Some schools may want to continue letter exchanges, monthly individual pen-pal videoconferences, whole group joint class meetings, or other types of creative engaging intercultural collaboration.

As mentioned, parents and guardians must be notified about **Venn & Friend** and permission must be received before the exchange begins so students may participate in the use of written, visual, and audio communication, and possibly, in video recordings. Follow your school's policy guidelines for notifying parents and guardians.

Some considerations include:

- Internet connectivity: School policies may vary regarding the use of videoconferencing formats. Also note that internet connectivity can vary across classrooms and school buildings so testing for adequate internet connection is essential to the success of the student exchange.
- Time differences: Since there may be a time difference between the countries, it may be necessary for students to come to school early or stay later for the exchange meetings, so that must be discussed with administrators and parents as well.
- Differences in school structure: There may be a number of differences between the two international schools' instructional time frames. Schools may have varying degrees of flexibility in their schedules. Scheduling can sometimes present challenges.
- Differences in teaching structure: For example, Norwegian teachers accompany their students for three to four years and it is natural for them to continue the exchange with the same students during the next school year. In American schools, teachers typically do not teach the same students each year. In some countries, students often attend the same school throughout much of their education, while others change school buildings for elementary, middle, and high school. Keeping the **Venn & Friend** connection into a second school year and beyond may be an option to consider if possible.

Please keep each of the above considerations in mind before you begin the **Venn & Friend Exchange**.



Appendixes

Venn & Friend Exchange Implementation Steps
Readiness Survey
Application for Participation in Venn & Friend Exchange
Student Matching Chart
Sample Student Letter
Sample Class Meeting Outlines
Venn & Friend Meeting Evaluation
Venn & Friend Exchange – Overall Evaluation



Venn & Friend Exchange (VFE) Implementation Steps

Start Here

1. School makes contact with Venn & Friend coordinator in U.S. or Norway.

2. VFE Toolkit provided to schools. Readiness Assessment completed.

3. Introductory communication with VFE coordinator and school by email and videoconference to determine readiness, partner school options, starting dates, etc. School submits VFE application.

4. Parent permissions obtained, class pairings assigned, student lists exchanged.

5. Teachers from both classes meet electronically to get acquainted, pair student pen-pals, and discuss next steps.

6. Introductory student pen-pal letters completed and mailed or emailed by school staff. Replies are also written and exchanged.

7. "Getting to Know Each Other" topic is introduced during a separate class meeting with students in preparation for the joint class meeting.

8. First international electronic student class meeting takes place via videoconference. Pen-pals meet briefly if possible.

9. "Debrief" session with students in separate class meeting follows each international exchange. Paired teachers debrief together and complete meeting evaluation form. Form is emailed to VFE coordinators.

10. Communication continues with as many written and videoconference contacts as possible. Wrap up end of semester/year with final exchange and celebration! Students and staff evaluate project strengths and needs.

11. Both teachers make decisions about VFE continuation for the following semester. Choose contact date.

12. Both teachers complete and send Overall Evaluation form to VFE coordinators.



Venn & Friend Exchange (VFE) Implementation Steps

1. Contact is made by an educator within a school that is implementing the Olweus Bullying Prevention Program with Venn & Friend coordinator in the U.S. or Norway.
2. The VFE Toolkit is provided to interested schools. A VFE Readiness Assessment is emailed to schools upon request. The Readiness Assessment is completed.
3. Introductory communication occurs between a VFE coordinator and the interested school representative by email and videoconference to determine readiness, partner school options, starting dates, etc. If interested, a VFE application is emailed to the school. The application is completed and returned to the VFE coordinator.
4. Parent permissions are obtained for student participation. Class pairings are assigned and student lists are exchanged.
5. Teachers from both classes meet electronically to get acquainted, pair student pen-pals, and discuss next steps.
6. Introductory student pen-pal letters are completed and mailed or emailed by school staff. Once received, replies are also written and exchanged.
7. The "Getting to Know Each Other" (pp. 16-18) or similar topic is introduced during a separate class meeting with students in preparation for the joint class meeting and pen-pal introductions.
8. The first electronic VFE meeting takes place via videoconference! Meeting may be centered around the larger combined class meeting and/or may include opportunities for pen-pal pairs to meet.
9. Separate class meetings take place after each VFE combined meeting so students can debrief and discuss their experiences. Paired teachers also debrief together and complete the meeting evaluation form for their own records and to share with the VFE their coordinator.
10. Communication continues with as many written and videoconference contacts as desired/possible by the teachers and school administrators with input from student and parents. An end-of-year wrap-up takes place with a concluding VFE meeting and celebration. Students and staff evaluate project strengths and needs.



11. Both teachers make decisions about VFE continuation for the following semester. If further VFE involvement is desired, a contact date for a paired teacher meeting is selected.
12. Teachers complete the VFE Overall Evaluation form and send to their VFE coordinator.



Readiness Survey for the Venn & Friend Exchange

Welcome to **Venn & Friend!** **Venn & Friend** builds international friendships, enhances literacy and communication skills, deepens cross-cultural understanding, provides active learning strategies, and allows students to explore similarities and differences in their school's bullying prevention efforts. Students are matched with individual pen-pals and are later given the opportunity to meet through supervised videoconferencing, both individually and as whole class groups, for class meetings about friendship. There is enormous learning potential in many areas, including language, history, technology, and friendship development and maintenance.

This exchange has many benefits. Successful implementation requires flexibility and patience, and the rewards include observing how excited students are to have new friends from a different country!

Please answer the following questions to determine whether you and your class are ready to participate in the **Venn & Friend Exchange**.

Venn & Friend Readiness Survey	Yes	No
Does your school participate in the Olweus Bullying Prevention Program (OBPP)?		
Are the students familiar with the OBPP class meeting process?		
Have you read the Venn & Friend Implementation Toolkit describing the implementation steps?		
Does your school have a reliable internet connection?		
Does your school have access to a videoconferencing system (such as Skype) and does your technology department permit such activity at school?		
Is there a large screen computer set-up available so students can see the other class during the combined class meetings?		
Can teachers and students occasionally adjust their schedule to account for time differences to participate in the exchange?		
Does the school have a computer lab or multiple laptops available so a number of students can have conversations with their pen-pal individually at the same time?		
Are the participating teachers willing to dedicate the time to organize Venn & Friend activities?		
Is the school administration willing to support the activity and participate as needed?		
Do you want to engage your students in a fun, rewarding, international exchange where they learn about different cultures, meet new friends, and use technology in a positive way?		



Application for Participation in Venn & Friend Exchange

School Application for Venn & Friend International Friendship Exchange

Teacher Name: _____

Teacher Email Address: _____

Teacher Phone Number: _____

Grade Level: _____ Ages of Students: _____

Number of Students in Class: _____

School District Name: _____

School District Website Address: _____

School Building Name: _____

School Mailing Address: _____

Principal Name: _____

Principal's Email Address: _____

School Phone Number: _____

Best Time to Contact Us (Please indicate time zone.): _____

Return completed form to:

vennandfriendus@clermson.edu (OBPP VFE coordinator at Safe and Humane Schools, Clemson University)

and

norway@vennandfriend.com (OBPP VFE coordinator in Norway)



Student Matching Chart

School 1:				School 2:			
Teacher:				Teacher:			
Student Name(s)	M/F	Age	Notes	Student Name(s)	M/F	Age	Notes
1.				1.			
2.				2.			
3.				3.			
4.				4.			
5.				5.			
6.				6.			
7.				7.			
8.				8.			
9.				9.			
10.				10.			
11.				11.			
12.				12.			
13.				13.			
14.				14.			
15.				15.			
16.				16.			
17.				17.			
18.				18.			
19.				19.			
20.				20.			
21.				21.			
22.				22.			
23.				23.			
24.				24.			
25.				25.			



Sample Elementary Student Letter

Dear _____,

My name is Jennifer Smith. I am 11 years old and in 5th grade. I have one brother, Brandon, and one sister, Sarah. We live with our parents in York, Pennsylvania. We have one cat named Sunny.

I like drawing and dancing. One day I would like to dance on Broadway, a very famous place in New York City, a large city in America. I hope to go to college after I graduate from high school.

I think that bullying prevention is very important to our world. Bullying really hurts people and it makes students afraid to come to school. Everyone should feel safe at school, and everyone needs to have friends they can count on.

In our class meetings, we talk about how bullying happens and how it makes people feel. Sometimes we watch videos, play games, or hear stories that help us talk about how to stop bullying. We say a pledge every morning about how to help students who are bullied and how to get help if we are bullied ourselves.

I am glad we will have the chance to meet some day soon!

Sincerely,

Jennifer



Sample Class Meetings

Videoconference Meeting 1: Getting to Know Each Other

Videoconference Meeting 2: Building Friendships

Videoconference Meeting 3: Friendship, Mental Health, and Quality of Life

Videoconference Meeting 4: Friendships, Technology, and Communication



Videoconference Meeting #1: Getting to Know Each Other

Learner Outcomes:

- Students will have the opportunity to start getting to know their pen-pal and the other students from the international class by practicing friendship-related skills such as greeting others and having a conversation.
- Students will look for similarities and difference between themselves and their new pen-pal.
- Students will understand that steps to build a friendship include becoming acquainted with each other by sharing information about oneself and listening when the other person shares.

Materials Needed:

- Handout: “Getting to Know Each Other”

Preparation Needed:

- Teachers from both classes may consider choosing a meeting “opening” and “closing” to use each time they meet, in each language. They may select a song that they’ve taught to their students, a poem about friendship, or use the anti-bullying rules as a pledge.
- Teachers test the videoconferencing connection prior to the meeting.
- Copy the “Getting to Know Each Other” Handout and distribute to students before the meeting.
- Have students complete the handout.
- In a preparatory, separate class meeting, have student practice their «Getting to Know Each Other» answers with students from their own class to prepare to meet their pen-pal.

Videoconference Class Meeting Outline

1. As combined classes, teachers facilitate a selected meeting opening.
2. Each teacher introduces his/her class
3. Arrange for pen-pal pairs (or triads) to meet briefly to share:
 - a. Their birthday
 - b. Their favorite hobbies
 - c. Something they want their pen-pal to know about them
4. Teachers circulate as student pairs talk online to hear some ideas that are shared.
5. Each teacher summarizes some similarities and differences between the classes.
6. Teachers asks a few students to share some things they’ve learned about each other.
7. Conclude this session with the selected meeting “closing.”
8. Share the date for the next session.
9. Plan to have students prepare their next letter (mail or email) to their pen-pal.

Getting to Know Each Other Handout

Name: _____

1. My birthday is:  _____

2. My favorite hobbies are: 

3. My favorite outdoor activities 
are: _____

4. My favorite subjects in school 
are: _____

5. My favorite foods 
are: _____



6. Something I want you to know about my country

is: _____



7. Something I want you to know about me

is: _____



Videoconference Meeting #2: Building Friendships

Learner Outcomes:

- Students will be able to discuss why friends are important.
- Students will discuss attributes of a good friend.
- Students will be aware of ways they may or may not act like a good friend.

Materials Needed:

- Handout: “Exploring Friendship”

Preparation Needed:

- Copy the “Exploring Friendship” Handout, one for each student.
- Teachers meet to decide how they will share the facilitation of the class meeting.
- Ask students to complete the “Exploring Friendship” Handout before the combined class meeting.
- Conduct an individual class meeting with students to prepare for the videoconference with the paired class.

Videoconference Class Meeting Outline:

1. Gather students, perhaps in a semi-circle, so they can see each other and the videoconference screen showing students in the paired international classroom.
2. Consider allowing students to say their name so their pen-pal can identify where they are in the room.
3. Ask students, “What is a friend?” Have students respond, alternating between each of the classrooms.
4. Next ask: “Why is having a friend important in life?” Get responses.
5. Ask students to take out their “Exploring Friendship” Handout. Discuss responses to the questions.
6. Jot student responses on chart paper or a board. Appropriate responses might include:
 - a. Friendship is positive and should make you feel good.
 - b. Friends are equals.
 - c. Friends often share interests.
 - d. Friends often talk openly with one another about how they’re feeling.
 - e. Friends accept each other, even when they disagree.
 - f. There is “give and take” in friendships. One person doesn’t have power or control over another.
 - g. Friends treat each other with respect. You deserve to be treated well by your friends.



Exploring Friendship Handout

1. What actions does a good friend take to show their friendship for someone?

2. What qualities or traits do you look for in a good friend?

3. What qualities can your friend expect from you in return?

4. What are qualities that you would not want to have in a friend?

5. What are other ideas you have about friendship?

Adapted from Class Meetings That Matter: A Year's Worth of Resources for Grades 6-8, Hazelden Publishing.



Videoconference Meeting #3: Friendship, Mental Health and Quality of Life: Look at the Bright Side

Learner Outcomes:

- Students will be able to describe what mental health is and why it's important to overall health and a good quality of life.
- Students will identify typical emotions that accompany good mental health.
- Students will consider the ways in which friendship contributes to good mental health and a good quality of life.
- Students will identify what they can do to help themselves and others when they experience problems.

Materials Needed:

- Handout: "Look at the Bright Side of Life"

Preparation Needed:

- Copy the "Look at the Bright Side of Life" Handout and distribute to students before the next meeting.
- Ask students to complete the handout.
- Conduct a class meeting with individual classes to discuss content in the Class Meeting Outline and "Look at the Bright Side of Life" handout in preparation for combined meeting.
- Consider using two or more meetings to cover the content.

Videoconference Class Meeting Outline:

1. Gather students so they can see each other and the videoconference screen showing students in the paired international classroom.
2. Consider allowing students to say their name so their pen-pal can identify where they are in the room.
3. Say: "Being healthy is important for everyone to have a good quality of life. We know if we take care of our bodies, we can have good physical health. But our mental health is also something that we must take care of, too."
4. Ask students, "What is mental health?" Get responses from students, alternating between each of the classrooms. (e.g., learning to get along well with others, being able to do well at school and at home, being able to manage emotions, and learning how to cope when there are problems.)



5. Next ask: “Why do you think it is important for us to have good mental health?” Get responses.
6. Ask: “What does it feel like when we experience good mental health? Describe our emotions. (e.g., we may feel happy, a feeling of “things are right,” our bodies feel well, we have energy to do work, to listen, to help others, etc.)
7. How can friendship play a role in our good mental health? (e.g., having someone to be with is “social support” which makes us feel connected to others, it helps us feel good about ourselves when others like and understand us, laughing, sharing interests, and having fun with a friend helps us feel a sense of well-being and contentment, etc.)
8. “We all have problems at times. What emotions might we feel when we have problems?” (e.g., sadness, loneliness, anger, stress or anxiety, etc.)
9. The way we think can affect our emotions. Sometimes we think positive thoughts and other times we think negative thoughts. How do those thoughts affect us differently? (e.g., thinking kind or hopeful thoughts about ourselves or the situation helps us feel better and able to come up with solutions to the problems; thinking unkind, negative, or hopeless thoughts can keep us sad, depressed, or angry which may prevent us from solving the problem and can also affect how we feel physically, etc.)
10. What can we do to help ourselves if we have problems? (e.g., talk to your parents, siblings, talk to a counselor, talk to a trusted friend, draw, write down our feelings, exercise, drink water, cry, try to “look at the bright side” or think positive thoughts, and do remember, that things get better!)
11. How can we support others if they have problems? (e.g., listen attentively, offer to go with them to talk to an adult, spend time with that person, remind them that it’s normal to have difficult times and that things do get better, etc.)

Source: Center for Disease Control and Prevention, Children’s Mental Health Basics, <http://www.cdc.gov/childrensmentalhealth/basics.html>



Look At the Bright Side of Life Handout

1. How does having a good friend help us have good mental health?

2. How can we support others if they have problems?

3. What can we do to help ourselves if we have problems?

4. What does the expression “Look at the bright side of life” mean to you?



Videoconference Meeting #4: Friendships, Technology, and Communication

Learner Outcomes:

- Students will discuss ways in which children and youth use technology to communicate with each other.
- Students will explore ways technology can be used to develop or maintain friendships.
- Students will be able to define cyberbullying and explain how it is hurtful to others.
- Students will discuss actions they would take if they or another person is cyberbullied.

Materials Needed:

- Handout: “Friendships, Technology, and Communication”

Preparation Needed:

- Copy and distribute “Friendships, Technology, and Communication” Handout.
- Students must complete the handout before the next class meeting.
- Conduct a class meeting with individual classes to discuss content in the Class Meeting Outline and “Friendships, Technology, and Communication” in preparation for the combined meeting.
- Determine with paired teacher how to use both large group and/or pen-pal pairings to discuss content during the combined meeting.

Videoconference Class Meeting Outline

1. Gather students into their class meeting “circle” in view of the other classroom
2. Ask students, “What are the different ways that kids use technology to communicate with other kids?” (E.g., cell phones--talking or texting messages or photos, and the computer--email, instant messages, posts to social media sites, etc.)
3. Ask, “How can young people use cell phones or computers to make or keep friendships? (E.g. stay in touch, invite them to do something together, tell them about your day, post a kind or friendly message about each other, etc.)
4. “What is cyberbullying?” (Cyberbullying is when people use computers or phones to bully others.)
5. “What are examples of cyberbullying?” (E.g. posting mean comments about someone, sending mean messages or embarrassing photos, etc.)
6. “What can we do if we or someone we know is cyberbullied?” (E.g., tell an adult, don’t respond, save the evidence, take them off your contact list, etc.)

Adapted from *Class Meetings That Matter: A Year’s Worth of Resources for Grades K-5*, Hazelden Publishing.



Hey, give me a call later!!

Want to come over after school?

Let's get the new girl to go to go skating with us on Saturday!

Friendships, Technology, and Communication

Texting, emailing or messaging friends on social media sites can be a cool and fast way to communicate. However, if used without careful thinking, what is said may be hurtful and mean instead of friendly. Sometimes others purposefully use the computer, laptop, tablet, or cell phone to bully others. This is "cyberbullying."

1. List examples of how friends can use technology in a good way to make or keep a friendship?

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2. Explain how kids sometimes use technology to be hurtful to others.

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3. Explain how being cyberbullied could make someone feel?

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.....
.....

4. List safe actions you can take if you or another person is being cyberbullied?





Venn & Friend Meeting Evaluation

VENN & FRIEND MEETING EVALUATION

Meeting Content:	Meeting Date:
Evaluated by:	<input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Other
1. LIST THREE THINGS THAT YOU ARE SATISFIED WITH AFTER THIS MEETING:	
<ul style="list-style-type: none">•••	
2. LIST THREE THINGS THAT YOU WOULD DO DIFFERENTLY NEXT TIME:	
<ul style="list-style-type: none">•••	
3. LIST THOSE WHO DESERVE A SPECIAL THANKS FOR THEIR CONTRIBUTIONS (...AND WHY):	
<ul style="list-style-type: none">•••	
4. KEY IDEAS TO REMEMBER FOR THE NEXT MEETING:	
<ul style="list-style-type: none">•••	
Signature _____	

Please discuss with paired teacher and then return to: vennandfriendus@clermson.edu and norway@vennandfriend.com



Venn & Friend Final Evaluation

VENN & FRIEND EXCHANGE--OVERALL EVALUATION

Name:	<input type="checkbox"/> Student <input type="checkbox"/> Teacher <input type="checkbox"/> Other
SCHOOL NAME:	
DATE:	
1. LIST THREE THINGS THAT YOU LIKED ABOUT THE VENN & FRIEND EXCHANGE:	
<ul style="list-style-type: none">•••	
2. LIST THREE THINGS THAT COULD BE IMPROVED ABOUT VENN & FRIEND:	
<ul style="list-style-type: none">•••	
3. WOULD YOU CONSIDER USING THE VENN & FRIEND EXCHANGE IN THE FUTURE? WHY?:	
<ul style="list-style-type: none">•••	
4. OTHER COMMENTS:	
Signature _____	

Please return to: vennandfriendus@clemson.edu and norway@vennandfriend.com