



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



ABC YEAR 2 LESSON #6

Enemy Pie

By Derek Munson

Social Emotional Learning (Relationship Skills)

This book focuses on building interpersonal relationships and the Social Competency asset category. It also shows how caring adults can help create opportunities for *friendships to bloom*, even when misconceptions, prejudice, and fear are obstacles.

Asset Information:

This book builds assets from 7 of the 8 categories:

- **Support**-#1 Family Support, #2 Positive Family Communication and #4 Caring Neighborhood
- **Boundaries and Expectations**-#13 Neighborhood Boundaries, #14 Adult Role Models, #15 Positive Peer Influence
- **Positive Values**-#26 Caring and #31 Healthy Lifestyles
- **Social Competencies**-#32 Planning and Decision Making, #33 Interpersonal Competence and -#36 Peaceful Conflict Resolution
- **Positive Identity**-#37 Personal Power
- Empowerment-#10 Safety
- Constructive Use of Time-#18 Youth Programs, #20 Time at Home

The goals for this lesson are for students to:

- Understand that prejudice may cause one to have a *perceived enemy*.
- Learn not to judge others.
- Develop a growth mindset that embraces meeting new people and discovering new things about classmates and friends.
- Expand friendship making skills to include overcoming self-imposed obstacles, like prejudice and stereotyping.
- Be aware that friendships can *bloom and wilt*.
- Understand who is in their online community and how to communicate safely with them.

Types of Bullying Addressed:

At the beginning of the story, the narrator is teased, ridiculed, and excluded by the new boy in the neighborhood, Jeremy. With the help of a supportive adult, the narrator becomes empowered to *stand up* to Jeremy's verbal and relational bullying behaviors. Their misinformed perception of each other initially prevented them from becoming friends. Thanks to the *special recipe for enemy pie* (spending time together, getting to know each other, and discovering similar interests), their *friendship blooms*.

- **Stereotypes** are widely held but a fixed and oversimplified image or idea of a particular type of person or thing. Define it as a generalized idea about a thing or person for example: All flowers are yellow.
- **Prejudice** is having an opinion or some ideas about someone based on appearance without really knowing that person.
- **Discrimination** is when we act on negative opinions or attitudes and deny people fair treatment based on our prejudice. Discrimination is bullying someone with words, exclusion, and physical attacks.

LESSON

Conversation Starter:

For Grades K-3

Materials: chart paper with a big pie or white board, cookbook or recipe, measuring cups, pie plate

- How many of you have ever used a cookbook or recipe to make something to eat?
- Imagine you could create a *special recipe* to make friends. What ingredients would you need? Remind them about friendship boosters learned in *My Secret Bully* (See resource section). Write their answers on the paper or board.
- Show the cover of the book. Ask what they think the title of the book means?
- Ask what the word enemy means to them. (Someone who doesn't like you or you don't like.)
- Why do children have enemies?
- In this story, a dad has a special recipe to share with his son. Ask the students if they know what ingredient makes this pie so special?

For Grades 4-6

Materials: Chart paper or white board; For option 2-Backpack, rocks

1. Write this quote on the board or paper:
 "It takes a great deal of energy to stand up to your enemies, but even more to stand up to your friends." Dumbledore from *Harry Potter and the Sorcerer's Stone*.
 Discuss what it means to them. Have them think about your online relationships.
 Or
2. Bring in a backpack filled with rocks. Have students feel the weight. Say that the pack is filled with the baggage that we carry. As students talk about letting go of things in the discussion below or during the lesson, take out a rock. At the end of the lesson, the backpack should be lighter to emphasize that we don't need all that baggage.

Continue with the discussion below. Share a few examples of your own personal experiences about perceived enemies.



Record the student's answers to the following:

- What is an enemy? What are some of the actions a *perceived enemy* might do?
 - text or post mean things
 - whisper behind your back
 - laugh at you
 - stare at you or looks at you strangely

- exclude you by not inviting you to a social event
- ignore you
- doesn't talk to you
- How do you get an enemy? Did you ever play a role in getting or having an enemy?
- How do you feel when you know you are going to see, or be near an enemy?
 - Angry
 - Irritated
 - Vengeful
 - Hurt
- What do you *do or say* to the enemy?
 - Ignore them.
 - Become tense/quiet/rude/sarcastic.
 - Gossip or spread rumors.
 - Think of them as the enemy.
- Are you an enemy to your enemy? Do you *bucket dip*?
- What does it mean ...
 - to judge a book by its cover?
 - to jump to conclusions or make assumptions about someone else?
 - to stereotype someone?
 - to be defensive towards someone?



Read the Book:

Listen to the story to discover the narrator's special recipe. Listen for the secret ingredient! If you have been discussing enemies, have students listen to see what transforms from a perceived enemy to a friend. Continue the discussion with questions 7-10.

Discussion:

Materials: ABC Student Tool Kit signs from Asset and Building Year

1. Why was Jeremy Ross on the narrator's enemy list?
2. At the beginning of the story, what *friendship busters* did the narrator *say or do*? List specific actions that happened.
3. How did the narrator go from being the *target* to acting like an *UPstander*?
4. What strategy did the narrator's dad use?
5. What did the narrator discover about Jeremy Ross after spending the day with him? List specific actions.
6. At the end of the book—what did the narrator discover about his perceptions about Jeremy?
7. What friendship builders can you use to build friendships?

Questions for Grades 2-6

8. **What are some strategies to use in considering a *perceived enemy's actions*?**
 - Understand that something from home may be causing them to act this way.
 - Assume that you are not a target; it only looks that way.
 - Their *bucket may be empty* and it is not a personal attack toward you.
 - Your *bucket may be empty* and you are grumpy and in a bad mood.
 - Is this a personal prejudice?
 - Are you giving in to peer pressure?
9. **What can happen when you give a person a chance or the benefit of the doubt?**

- You can avoid making a real enemy.
- You don't waste your energy on a problem that's not real.
- You avoid unnecessary conflict.
- You use your energy in a positive manner.
- You get along better with more people.
- You can make a new friend.

10. How can you remember to get to know others for who they really are?

- *Stop and think and make a good choice.*
- Decide to be a *bucket filler*.
- Try to get to know someone before making a judgment.
- Spend time talking and doing things with them.
- Look for common interests that you share.
- Ask for advice from a caring adult.

11. What *friendship builders* (ingredients) will you *do or say* to turn your *perceived enemy* into a friend and make the *friendship bloom*?

- Mutual respect
- Time
- Caring
- Empathy
- Forgiving
- *A genuine apology*
- Listening

GROUP ACTIVITIES:

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.



*Special Recipe for Friendship Pie

Grades K-6

Materials: Large chart paper with pies drawn on it, or 5-8 pie plates and drawing paper, or recipe cards or paper plates, a wedge of pie for each student

This activity can be done in a couple of ways. Tell the students they are going to come up with their own *special recipe for friendship pie*. Review the tools in Tool Kits One and Two.

Choose one of the following:

1. Paper Plates—Have students write their special ingredients for their own friendship pie. They can choose one ingredient and illustrate it on the pie, or they could divide the plate into pieces and write several of the special ingredients that make their pie so friendly!
2. Kinder Friendship Pie -- Butcher Paper—Draw a large pie in the center of a large sheet of butcher paper. Have students draw friendship ingredients on their own piece of paper. Cut them out and glue them around the pie. Have them explain what they wrote.
3. Recipe Cards—Make a recipe card for Friendship Pie. Pass out recipe cards or 3x5 cards. Have the students write at least 4 ingredients at the top and the instructions on the bottom. Encourage them to decide on the amounts of each ingredient needed. A cup of kindness, 2 teaspoons of honesty sprinkles, mixed with a pinch of giggles and a bowl full of smiles .
4. Mini-party-- after creating their recipe card, let students create their own pie with

ingredients such as chocolate or vanilla pudding or ice cream, gummies, marshmallow, sprinkles. Make sure to have the approval from the teacher.

5. Pie Plate—Bring in a pie plate. Tell the students they are going to bake a friendship pie. Divide them into groups of 4. Have them work together to come up with their recipe. Have them write and draw their ingredients on the paper and put them in their pie plate. As a group, they can describe their pie and why they chose the special ingredients.
6. Buddy Activity—Have the older buddies work with their younger partners to do any of the above. Ask them to share their wisdom about getting along with others who are different from them. What did they learn about being sensitive to the feelings of others? How did they learn to make and keep friends? How can misunderstandings/disagreements/arguments be solved in peaceful ways?

Bucket Filler Lists

Grades 2-6

Materials: *Bucket Filler* List (You will need to add the names.)

Write one nice comment about each person in your class on the worksheet. It can be something that they are good at, something nice that they do, or something you like about them. It can be one word or a short sentence. Make a requirement that the word or statement can not be about physical appearance. Circle your own name. As students are done, make sure they have circled their name. Next you can prepare a sheet for each student by typing the statements the students have made for each other on nice stationary with a colorful border. At the top of the page, type "_____ this is what your classmates think about you:" Type the comments down the center of the page. You may have to filter some of the statements. For example: "game freak" becomes "You're a gamer."

Or

Another option is to make bookmarks with the statements. Type the name of the student at the top and list the students' comments in a column. Print the bookmarks on colored paper and laminate them so they will last as a keepsake.

Or

Sew a happy face pillow or bean bag with a pocket. In the pocket put the students laminated book mark. Pass out the pillows for graduation.

Shining Stars

Grades 4-6

Materials: index cards

Tape an index card to the back of each student. Have them walk around the classroom and write a positive comment about each person on their card. They can list strengths, how that person is a *bucket filler*, and ways that the person shares acts of kindness.

Digital Citizenship Connection:

Materials: Online Community Map Student Handout for each student

Online Community of Friends:

1. Draw three circles on the board. Label the central circle -"Me." Ask who is in the second circle - "Friends and Family" (people close to you). Third would be labeled my community - outside world (people that are a part of your life but not close to you).
2. Ask students to look at the "Friends and Family" circle. Who do they connect with online by using email with the help of a parent or other adult?

3. these Who would they like to connect with online in the “My Community” circle? Explain that people are or will be part of their online community of friends. (If the students are older, you can ask who they are already connecting with in their online community.)
4. Distribute copies of the Online Community May Student Handout. Have students fill out who is in their online community. Their community can contain people they see and people they interact with mainly online-friends, relatives living far away.

Talking Safely Online:

Older students explore who they contact in the digital world and through which kind of technology-text, email, instant messaging, posting on message boards, video chatting etc. Ask what the difference is between messaging with friends they know from school and people they have never met face to face. Ask if you can know your *online only friend* as well as your *face-to-face friend*. (Depending on the responses, you might want to continue to discuss this or move on to reading the book).

- a. Discuss if you ever really know if an *online-only friend* is male or female or can you know for sure how old they are?
 - b. Explain that the answer is no. You can't know for sure. So use caution to not reveal personal information that could put them in danger. Do not give out private information like you address, phone number or which school you attend.
1. Go over with the students what is considered private information. If an *online-friend* asks for private information, they should refuse and tell a caring adult.
 2. Remind students that they can't know for sure that an *online-only friend* is really a kid or someone they can trust because it's easy to hide your real identity when you're online.
 3. For more information on this lesson go to www.common sense media.org to the education section on Safety-“Talking Safety Online” grades 4-5 or click on this link: <http://www.common sense media.org/educators/lesson/talking-safely-online-4-5>
Digital Life –“My Online Community” grades 2-3
<http://www.common sense media.org/educators/lesson/my-online-community-2-3>

CLOSING

Three Minute Huddle (Led by ABC Volunteer)

Understanding the power of the *Upstander* role is vital to creating changes in behavior in our neighborhoods and schools. Before leaving the classroom, remind students of several ways they can be *UPstanders* when they see and hear bullying behaviors. Reflect back on their *special recipe for friendship pie*:

- Have students share one new thing they will commit to do to be an *UPstander* to change their perception of someone.
- If you are leaving the class at recess break, ask students to line up and give you a high-five on the way out of class. Take this moment to make eye contact with and thank each of the *UPstanders* as they leave for recess.

SCHOOL WIDE EXTENSIONS

Student Treasure Hunt

Materials: worksheet for each student

Do this as a grade level exercise, so students will interact with new classmates. Coordinate with all teachers to do this activity together in a large assembly area. Set up a signal that all can hear. Practice stopping and following the directions.

Pass out the worksheet and read over the boxes with the students. Explain that they are going to have 10-15 minutes to walk around the room and find one or more students that have the same answers in their squares. If they do—they can write each others name in their box. Give them a signal to move around. When time is up, review the student's answers with them. Choose a few of the statements and have students stand up next to the students that have the same answers.

Debrief:

- How did it feel to learn something new about your grade level classmates?
- What did you learn about each other? Anything surprising?
- Do you sometimes stereotype (make assumptions) others before getting to know them?
- What special ingredient will you use to get to know others for who they are?
- Over the next few days, encourage the students to reach out to classmates in different classrooms.
- Follow up with some interactive games or a Mix It UP 2 day extravaganza. (see The Recess Queen Lesson Plan-School Wide Extensions)

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

- As a class, decide on a classroom recipe of *Friendship Pie*. This recipe promotes practice with the friendship skills discussed in this lesson and learned from last year. Post the recipe on the walls. Practice performing an ingredient every day.
- Show the students a mirror. Talk about how their behavior reflects back to them. How can they change some perceptions of each other that they may have? Are some of their actions causing people to have the wrong impression? What could they change about themselves to clear this up? Encourage students to think of things to get to know each other better even though the year is almost over. Talk about meeting new people over the summer and next year.
- Ask students to brainstorm fun ideas for building new, strong, supportive relationships with peers. The more creative the ideas, the better.
- This lesson is done at the end of the school year. How can they apply these skills to new situations they may be faced with over the summer-in after school programs, at camps, on vacation, in their neighborhoods, at parks etc.?

Classroom Enrichment



Getting to Know You Interview

Materials: Getting to know you worksheet

Invite students to pair up with someone who has a hand size that is different than their own. Have these pairs interview each other. They must ask and answer 5-10 questions. The students can write up their introductions on note cards or in paragraph form. Then, have each student introduce his partner to the class. Repeat so that the whole class has a chance to share. This activity can be sprinkled throughout the day as a fun transitional activity.

Class Friendship Chain

Materials: Cut pieces of 9 x 12-inch construction paper into four vertical strips (each 2 ¼ x 12 inches) to use as links in the chain.

Invite students to watch for instances in which classmates are being *bucket fillers*. Ask students to write what they saw on a link. Glue or staple the links together in a chain and hang it so that it "circles the class in friendship."

Homework

Cooking Together

Tell the students their homework is to cook a dish with a caring adult. This can be a parent, family member, neighbor, friend, older sibling etc. They must sit down and look at recipes, a cookbook, or the Internet for a healthy dish to cook together. Planning the meal can be the activity. Or, cooking the meal together and reporting back to the class is a great extension of math, language arts, communication skills, reading and asset building from classroom to home and back to the classroom! This report can be oral, written, visual or sensory (tasty!):

- ❖ Bring in a copy of the recipe and talk about their experience.
- ❖ Take photos of the process. Print the photos and present the project steps to the class.
- ❖ Draw a picture of their dish. Dictate or write about their experience.

If students prefer, they could chose to do another activity with a caring adult. Some suggested activities: woodworking, basketball, lacrosse, boomerang, kite flying, fishing, trampoline, dancing, or gymnastics. They should report back about the steps they needed to follow to make their activity a friendship builder!

RESOURCES

Books:

- Adding Assets Series: *Making Choices and Making Friends* by Pamela Espeland and Elizabeth Verdick from www.freespirit.com
- For parents to help their children learn about friendship skills in more depth: *Making and Keeping Friends: Ready-to-Use Lessons, Stories, and Activities for Building Relationships* by John J. Schmidt from www.freespirit.com

Websites:





- Click on this link for Common Sense Media:
<http://www.commonsensemedia.org/educators/lesson/talking-safely-online-4-5>
Digital Life –“My Online Community” grades 2-3
<http://www.commonsensemedia.org/educators/lesson/my-online-community-2-3>
- *Enemy Pie* has a website at www.enemypie.com. There is information about author visits, teacher and student activities complete with coloring pages and bookmarks.
- Check out this website to learn information about “Mix It Up Day”:
www.tolerance.org

Newsletters:

- *Ideas for Parents* Newsletters #2-7 Support, #13-Safety, #14-19-Boundaries and Expectations, #21-24-Constructive Use of Time, #26 Time at Home, #33-Caring, #36-Honesty, #37-Responsibility, #39-44-Social Competencies #46 Personal Power

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21 st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity