



## LASER TEAM ANTI-BULLYING PROGRAM TEACHER GUIDES

Dear Assembly Coordinator and Teachers,

The following pages contain teacher guides to be used in conjunction with Prismatic Magic's Laser Team assembly and the Laser Team Student Worksheet Masters located on Prismatic Magic's Web site.

The teacher guides provide additional information about the laser show. They give ideas and suggestions for ways to tie the assembly into the curriculum for specific grade level ranges but you may use ideas from any age group you would like. All ideas are suggestions and may be used as deemed appropriate by individual teachers.

Sincerely,

Your Friends at Prismatic Magic



TEACHER GUIDE  
GRADES K - 2

*LASER TEAM ANTI-BULLYING PROGRAM*

To increase the educational aspect of the laser program, this guide is to be used AFTER the performance.



## Laser TEAM Sign Language Description Review

- RESPECT:** Cross the first two fingers on the right hand. Place crossed fingers over right eye. The sign is made by bringing the hand away from the head, almost like making a salute. Some variations of the sign include crossing the fingers on both hands, placing both hands together with fingers pointing straight up, then making the sign from the center of the forehead.
- INTEGRITY:** Place the pointer fingers on both hands on the chest over the heart. The sign is made by drawing a heart shape over the heart. Then both hands are brought in front of the body at chest level, one on top of the other, and closed into fists, like squeezing something.
- GENEROUS:** Place open hand, palm toward body, over the heart. The sign is made by bringing the hand straight out in front of the body with the palm up.
- HONEST:** Hold left hand in front of body, palm up. Place right hand, with first two fingers pointing straight out, at back of left palm. The sign is made by sliding right hand straight out across left palm and fingers.
- TRUE:** Hold pointer finger out on right hand. Place finger just below lips. The sign is made by bringing the right hand out and pointing away from the body. Some variations include opening the hand as it moves away from the body and ending in what looks like a hand extended for a handshake.
- DO THE RIGHT THING:** Hold pointer fingers out on both hands, pointing away from body, and place right hand on top of left hand. The sign is made by gently tapping the right hand on top of the left hand.

Please be aware that variations exist in many signs due to regional customs or differences. We have tried to select signs that are universally recognized. Common variations to these signs are listed in the description of each sign.

## Language Skills

### **Parts of Speech**

Make a list of as many adjectives the students can think of to describe someone who is not a bully. If they haven't learned about adjectives yet, ask them how they would describe a bully or the opposite of a bully. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs. Have a contest to see which student or group of students can come up with the most adjectives, nouns, verbs, or adverbs.

### **Writing**

Write about what happened during the performance or about not being a bully. Have the students ever been bullied? What would they do if they saw someone else being bullied? Depending on the students' writing level, have them write a sentence, a paragraph, or a story about the show. Or have them draw a picture and dictate a sentence or paragraph about what they drew.

### **Sign Language**

We used sign language during the assembly. Teach the children the alphabet in sign language. A separate sheet entitled Sign Language Alphabet Chart is included with the worksheets. Play games with sign language, like bingo or a spelling bee. See if the class can communicate in complete silence, only using sign language. Spell common objects around the room and have the students stand by them. Print out sheets with words spelled in sign language and see if the students can translate the words into written form. Post signs around the room, spelling the name of each object in sign language. You may be amazed at how quickly the students learn to recognize the sign language letters and how adept they become at creating the letters with their fingers.

If you need a sign language font, one can be downloaded at this Web site:

[www.lifeprint.com/asl101/pages-layout/gallaudettruetypefont.htm](http://www.lifeprint.com/asl101/pages-layout/gallaudettruetypefont.htm)

Many sign language sites on the Internet contain useful information. Many of them are commercial sites with ads and other content. We will let you search and see which ones are beneficial to you and your class. Sign language can be integrated into any subject and any content area in your current curriculum. What else can you come up with?

## Math

### **Graphing**

Many bar graphs can be constructed about the performance. Choose a few songs from the performance and graph the popularity of each one. Which part of the show was the most popular - the music, the laser images, or the teamwork demonstration with the targets and the laser pointers? Graph it and find out.

### **Basic Math Facts**

Make up some simple stories about the laser show that can be used to teach basic math facts. Examples:

The word RIGHT was shown 2 times before the music started and 3 times after it started. How many times did the word RIGHT appear during the assembly?

Three children in 2nd grade liked the teachers using the laser pointers the most. Two children in 1<sup>st</sup> grade liked the music the most. How many more children liked the teachers using laser pointers the most than liked the music the most?

Three classes watched the show. Two children in each class sang along with every song. How many children sang every song?

## Science

### **Reflection**

Reflection is what makes the lasers move around during the laser show. A fun way to learn about reflection of light is to gather several small mirrors and a flashlight. Cover the flashlight with an opaque material with a small hole in it. This will allow only a small beam of light to shine from the flashlight. The students or the teacher then try to hit a target, the ceiling, or the wall with the beam of light. The trick is that they have to reflect the light off of a mirror before hitting the target. Have them notice how the reflected light moves based on the position of the flashlight or if the mirror is moved. To demonstrate teamwork, a few students may each be in charge of a mirror and they have to work together to hit the target.

## Teamwork Activities

### **Ball toss**

Standing in a circle, explain to students that each person has to touch the ball in as little time as possible. They must remember who they threw the ball to and who threw it to them. Time students. When finished, explain that they are going to do it again in exactly the same order. Challenge them to beat their time. After repeating activity, brainstorm ideas to decrease time. Discuss how they had to work together and cooperate to accomplish the fastest time.

## **Rainstorm**

Create a rainstorm in your classroom without getting wet. Divide the class into five groups. The teacher will first rub both hands together. After a few second delay, the first group of students rubs their hands together. A few more seconds and the next group joins in until all groups are rubbing their hands together. Next the teacher snaps fingers on both hands. The first group then starts snapping fingers. Each group must continue rubbing hands until it is their turn to snap. When all groups are snapping, the teacher starts patting both legs. Go around until all groups are patting their legs. Again, each group must continue snapping until it is their turn to pat their legs. Finally, the teacher stomps both feet on the ground. Each group then stomps their feet in turn until everyone is stomping. Then on a signal from the teacher, everyone claps their hands loudly while continuing to stomp. Everyone in the class claps at the same time. You may clap a few times to represent lightning and a sharp crack of thunder. Then the teacher does each step in reverse with each group following – patting legs, then snapping, then rubbing hands. If done properly, it will sound like a rainstorm comes in and passes by your classroom.

## **Tower building**

Many variations of this activity exist but this is a fun one. Split the class into teams of 3-5 students. Give each group uncooked spaghetti, marshmallows, and gumdrops. Have each group work together to build the tallest tower they can. Teams can compete or the activity can be tried various times throughout the year and teams can try to beat their highest tower.

## **Living picture**

Divide the class into two teams. Larger classes may need to be divided into more teams. One at a time, each person on the team must stand in front of the class, become a statue and tell the class what they are. For example, the first student might pose and say they are a car. The next student might become a stop sign. The next might become the driver of the car. The next might be a police car coming after the first car. This continues until everyone is in the “picture” for the other team to see. Let the other team(s) have a turn. This can be repeated a few times in a row or done many times over the course of the year. Different teams may also be created each time.

## **Art and Music**

### **Art skills**

Have the students draw a picture of their favorite part of the performance. They can also decide what they would like to include in a laser show and draw that. Listen to music and have students picture how they could create the music visually. Then have them create it. The movies Fantasia and Fantasia 2000 are excellent examples of this.

### **Poster**

Challenge the students to create a poster to prevent bullying in the classroom.

## **Laser show painting**

This is a fun way to create a picture that looks like a laser show.

Materials needed:

White piece of 9"x12" construction paper

Piece of string about 24" long

Container of paint

Heavy book, dimensions of the cover larger than 6"x9"

1. Fold the paper in half so each half measures 6"x9".
2. Open the paper and lay it flat.
3. Dip the string in the paint, leaving one end dry so you can hold onto it.
4. Lay the string in a curved design without overlapping itself on one half of the paper.
5. The end of the string should hang out the bottom of the paper.
6. Refold the paper, making sure the end of the string is still hanging out of the paper.
7. Place the heavy book on the folded paper.
8. Pull on the end of the string until the entire string is out of the paper.
9. Open the paper and look at your laser show!

You should see a heavy line of paint where the string was placed which represents the laser image seen on the screen. You should also see faint smears of paint coming from the heavy line where the string was pulled out of the paper. This represents the lasers going through smoke so you can see the laser beams. You may want to try this before doing it with the students to make sure you get the proper length of string, amount of paint on the string, that the book is heavy enough, etc. The process can be repeated with a second color or even a third to make a more complex design.

## **Safety**

### **Precautions**

We take every necessary precaution to ensure safety during the show. It is not safe to shine any kind of laser directly into the eyes. Permanent damage may result. It is wise not to allow a laser to shine directly on any part of the body either as harmful radiation is emitted from a laser. You may want to emphasize that if lasers are used safely, they can be fun.

## **Your ideas**

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!



TEACHER GUIDE  
GRADES 3 - 5

*LASER TEAM ANTI-BULLYING PROGRAM*

To increase the educational aspect of the laser program, this guide is to be used AFTER the performance.





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## Language Skills

### **Parts of Speech**

Make a list of as many adjectives the students can think of to describe someone who is not a bully. If they haven't learned about adjectives yet, ask them how they would describe a bully or the opposite of a bully. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs. Have a contest to see which student or group of students can come up with the most adjectives, nouns, verbs, or adverbs.

### **Writing**

Write about what happened during the performance or about not being a bully. Have the students ever been bullied? What would they do if they saw someone else being bullied? Depending on the students' writing level, have them write a sentence, a paragraph, or a story about the show. Or have them draw a picture and dictate a sentence or paragraph about what they drew.

### **Sign Language**

We used sign language during the assembly. Teach the children the alphabet in sign language. A separate sheet entitled Sign Language Alphabet Chart is included with the worksheets. Play games with sign language, like bingo or a spelling bee. See if the class can communicate in complete silence, only using sign language. Spell common objects around the room and have the students stand by them. Print out sheets with words spelled in sign language and see if the students can translate the words into written form. If you need a sign language font, one can be downloaded at this Web site:

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With a font downloaded to the school computer, the students could create games and word puzzles for each other. We have included a word search in sign language. They could make their own word search or other puzzles, like crossword puzzles, codes, etc.

Sign language can be integrated into any subject and any content area in your current curriculum. What else can you come up with? You could even ask the students how they could use sign language in the curriculum and they will probably come up with some great ideas!

### **Slogan**

Have the students work together to create an anti-bullying slogan the class can use to remind them not to be bullies. Go further and have them create a song, chant, etc.

## Math

### **Graphing**

Many bar graphs can be constructed about the performance. Choose a few songs from the performance and graph the popularity of each one. Which part of the show was the most popular - the music, the laser images, or the teamwork demonstration with the teachers and the laser pointers? Graph it and find out.

## Science

### **Reflection**

Reflection is what makes the lasers move around during the laser show. A fun way to learn about reflection of light is to gather several small mirrors and a flashlight. Cover the flashlight with an opaque material with a small hole in it. This will allow only a small beam of light to shine from the flashlight. The students or the teacher then try to hit a target, the ceiling, or the wall with the beam of light. The trick is that they have to reflect the light off of a mirror before hitting the target. Have them notice how the reflected light moves based on the position of the flashlight or if the mirror is moved. To demonstrate teamwork, a few students may each be in charge of a mirror and they have to work together to hit the target.

## Teamwork Activities

### **Rainstorm**

Create a rainstorm in your classroom without getting wet. Divide the class into five groups. The teacher will first rub both hands together. After a few second delay, the first group of students rubs their hands together. A few more seconds and the next group joins in until all groups are rubbing their hands together. Next the teacher snaps fingers on both hands. The first group then starts snapping fingers. Each group must continue rubbing hands until it is their turn to snap. When all groups are snapping, the teacher starts patting both legs. Go around until all groups are patting their legs. Again, each group must continue snapping until it is their turn to pat their legs. Finally, the teacher stomps both feet on the ground. Each group then stomps their feet in turn until everyone is stomping. Then on a signal from the teacher, everyone claps their hands loudly while continuing to stomp. Everyone in the class claps at the same time. You may clap a few times to represent lightning and a sharp crack of thunder. Then the teacher does each step in reverse with each group following – patting legs, then snapping, then rubbing hands. If done properly, it will sound like a rainstorm comes in and passes by your classroom.

### **Hula hoop body pass**

Standing in a large circle, holding hands, one person starts a hula hoop going around. Every student must pass his or her entire body through the hula hoop without breaking hands. One person will time how long it takes to get the hoop around. Challenge the class to beat their time. Take a minute to discuss how they had to help each other to get the hoop around.

### **Ball toss**

Standing in a circle, explain to students that each person has to touch the ball in as little time as possible. They must remember who they threw the ball to and who threw it to them. Time students. When finished, explain that they are going to do it again in exactly the same order. Challenge them to beat their time. After repeating activity, brainstorm ideas to decrease time, like reorder students so they are standing next to the person they threw it to. When students have figured out that one person can hold the ball and touch it to each person's hand, the time will be the least and the game is over. Discuss how they had to work together and cooperate to accomplish the fastest time.

### **Tower building**

Many variations of this activity exist but this is a fun one. Split the class into teams of 3-5 students. Give each group uncooked spaghetti, marshmallows, and gumdrops. Have each group work together to build the tallest tower they can. Teams can compete or the activity can be tried various times throughout the year and teams can try to beat their highest tower.

### **Living picture**

Divide the class into two teams. Larger classes may need to be divided into more teams. One at a time, each person on the team must stand in front of the class, become a statue and tell the class what they are. For example, the first student might pose and say they are a car. The next student might become a stop sign. The next might become the driver of the car. The next might be a police car coming after the first car. This continues until everyone is in the "picture" for the other team to see. Let the other team(s) have a turn. This can be repeated a few times in a row or done many times over the course of the year. Different teams may also be created each time.

### **Body spelling**

Divide the class into two teams. The teacher calls out a spelling word to a team. That team must spell out the word using their bodies. It is easier to do if the students lay down on the floor. Capital letters are generally easier to create so you may wish to instruct students to spell the words using capital letters. For example, the letter L could use two students, one for the vertical line and one for the horizontal line. If a team runs out of bodies because a word is too long, the teacher may wish to write the letters on the board as they are being formed so the students can form the remaining letters in the words.

## **Art and Music**

### **Art skills**

Have a contest for students to create an anti-bullying poster. Hang all the posters around the room to encourage students to not be bullies, etc.

### **Music and art**

Listen to music and let the students draw and color whatever the music brings to mind.

## **Laser show painting**

This is a fun way to create a picture that looks like a laser show.

Materials needed:

White piece of 9"x12" construction paper

Piece of string about 24" long

Container of paint

Heavy book, dimensions of the cover larger than 6"x9"

1. Fold the paper in half so each half measures 6"x9".
2. Open the paper and lay it flat.
3. Dip the string in the paint, leaving one end dry so you can hold onto it.
4. Lay the string in a curved design without overlapping itself on one half of the paper.
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## **Safety**

### **Precautions**

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## **Your ideas**

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!



TEACHER GUIDE  
GRADES 6 - 8

*LASER TEAM ANTI-BULLYING PROGRAM*

To increase the educational aspect of the laser program, this guide is to be used AFTER the performance.

## Language Skills

### **Parts of Speech**

Make a list of as many adjectives the students can think of to describe someone who is a bully and someone who is not a bully. Compare and contrast the lists. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs. Have a contest to see which student or group of students can come up with the most adjectives, nouns, verbs, or adverbs.

### **Writing**

Write about what happened during the performance or about not being a bully. Have the students ever been bullied? What would they do if they saw someone else being bullied? Have the students write a short story about bullying that would convince others that bullying is not acceptable.

### **Sign Language**

We talked about communication during the program. Another language the students might enjoy learning is sign language. Teach the children the alphabet in sign language. A separate sheet entitled Sign Language Alphabet Chart is included with the worksheets. Play games with sign language, like bingo or a spelling bee. See if the class can communicate in complete silence, only using sign language. Spell common objects around the room and have the students stand by them. Print out sheets with words spelled in sign language and see if the students can translate the words into written form. If you need a sign language font, one can be downloaded at this Web site:

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With a font downloaded to the school computer, the students could create games and word puzzles for each other. They could make their own word search or other puzzles, like crossword puzzles, codes, etc.

Sign language can be integrated into any subject and any content area in your current curriculum. What else can you come up with? You could even ask the students how they could use sign language in the curriculum and they will probably come up with some great ideas!

### **How Many Words**

Write one of the words from the assembly on the board. See who can come up with the most words using only those letters.

Example Word: Integrity

Words from Integrity: tiger, tire, get, yet, try, ignite, etc.

### **Slogan**

Have the students work together to create an anti-bullying slogan the class can use to remind them not to be bullies. Go further and have them create a song, chant, etc.

## **Math and Science**

### **Reflection**

Reflection makes the lasers move around during the laser show. One way to learn about reflection of light is to gather several small mirrors and a flashlight. Cover the flashlight with an opaque material with a small hole in it. This will allow only a small beam of light to shine from the flashlight. The students or the teacher then try to hit a target with the beam of light. The trick is that they have to reflect the light off a mirror before hitting the target. To demonstrate teamwork, give a small mirror to several students and have the beam reflect off multiple mirrors before hitting the target.

This activity can be made much more complex. Have teams of students make a light beam path prediction by drawing a straight line on a large piece of butcher paper representing the beam of light. They can then draw the placement of mirrors and measure the angle of reflection and determine the path the beam of light will follow. After drawing their prediction, which can involve one or several mirrors and reflections, let the students try it with a real beam of light and mirrors to see if they were correct. You can determine which team got closest to the end of their intended path.

## **Teamwork Activities**

### **Ball toss**

Standing in a circle, explain to students that each person has to touch the ball in as little time as possible. They must remember who they threw the ball to and who threw it to them. Time students. When finished, explain that they are going to do it again in exactly the same order. Challenge them to beat their time. After repeating activity, brainstorm ideas to decrease time like reordering students so they are standing next to the person they threw it to. When students have figured out that one person can hold the ball and touch it to each person's hand, the time will be the least and the game is over. Discuss how they had to work together and cooperate to accomplish the fastest time.

### **Ball toss part 2**

Students stand in a circle, start with one ball and throw it back and forth around the circle so everyone gets the ball and it ends with the person who started. Students must remember who threw the ball to them and who they threw it to. Have them do it again slowly to be sure they remember the order. Do it again without stopping at the last student – the ball has to go around again and again. Once they are comfortable with the order, add a second ball after the first one is about half way through the group. See how long they can keep both balls going. Add up to eight balls, depending on the size of the group. See how long they can keep all balls going at the same time.

### **Tower building**

Split the class into teams of 3-5 students. Give each group uncooked spaghetti, marshmallows, and gumdrops. Have each group work together to build the tallest tower they can. Teams can compete or the activity can be repeated various times throughout the year and teams can try to beat their highest tower.



### **Living picture**

Divide the class into two teams. Larger classes may need to be divided into more teams. One at a time, each person on the team must stand in front of the class, become a statue and tell the class what they are. For example, the first student might pose and say they are a car. The next student might become a stop sign. The next might become the driver of the car. The next might be a police car coming after the first car. This continues until everyone is in the “picture” for the other team to see. Let the other team(s) have a turn. This can be repeated a few times in a row or done many times over the course of the year. Different teams may also be created each time.

## **Art**

### **Art skills**

Have students create posters, brochures, banners, flags, etc. that help remind or convince students not to bully and what to do if they are being bullied.

### **Team mascot/jersey/uniform**

Working in teams, have students design and draw or create a team mascot for the class. They should be able to answer questions like why it represents the class, how it behaves in certain situations, how it communicates, etc. Or let them design a class jersey, uniform, or anything else that could represent the classroom team. Again, they need to be able to back up how the jersey represents the entire class.

## **Safety**

### **Precautions**

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## **Your ideas**

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!