

# Croatian Theme: Bullying

Activities set: Prevention of peer bullying

## Set 1: Prevention of Peer Bullying

**By the end of this set of activities, children will be able to:**

### Early Years

- React peacefully and calmly in stressful situations
- Get to know different ways of managing unpleasant emotions
- Realize that conflicts do not have to end in fight but can be resolved peacefully

### Early Primary

- Understand emotional states of other children who are in some characteristics different from the majority of children
- Respect differences between all children
- Empathise with others
- Understand that excluding the others is not desirable form of behavior
- Understand how our words can affect others

### Tips for the Teachers

1. Create, together with children a „peaceful corner“where they can go when they want to „cool down“and calm themselves. This corner should be equipped with things which make children feel comfortable.
2. When discussing peer bullying with school age children, pay particular attention not to „push“them to talk about their personal things which are painful for them. If you want to prevent peer bullying, it is important to reach on each and every event the smallest situation when it happens. You can make support teams of pupils to enable them to help each other.

## **Late Primary**

- **Understand the observer's role and responsibility in bullying situations**
  - **Know how to act pro-actively in abusing/peer bullying situations**
  - **Make difference between conflict and violence/peer bullying**
  - **Respect diversities, empathise with others**
- 
- Talk about emotions
  - Comprehend that feelings can be changed
  - Talk about incidents that make us angry
  - Understand that the causes of anger can be persons, places, objects and/or events
  - Recognize persons, places, objects and events that can make them angry
  - Apply skills and strategies to deal and cope with unpleasant feelings
  - Understand that our words can hurt others
  - Recognize undesirable behaviours: mocking, exclusion
  - Apply skills and strategies of pro-active and pro-social responding to the unpleasant and threatening situations and events
  - Recognize the roles of all actors in the peer bullying process
  - Understand the difference between conflict and peer bullying

## Activity 1: Peaceful Corner

### **Goal**

Teach children peaceful ways of venting anger and fury

### **Learning Outcomes. By the end of this activity, I will be able to:**

React peacefully and calmly in stressful situations

### **Age Group:**

Early Years

### **Level**

Basic

### **Materials Needed**

Large paper, colour pencils, felt tip pens, glue

### **Activities**

1. Start the lesson with the Mindfulness activity.
2. Tell children that today you are going to arrange a special place in the room which will be their “peaceful corner”. Explain that the “peaceful corner” will be the place where they can go when they are angry, upset or sad. There they can calm down, compose themselves, face their emotions and, when ready, re-join the group.
3. Ask children: Do you have a special place where you can find peace? Why is it good to have such place? Where should we place our “peaceful corner” in the kindergarden? How shall we arrange it? What would you like to have in a “peaceful corner”? Are there any activities that help you to calm down when you are angry and upset?
4. Invite children to draw on the big paper the activities/persons/things that help them to calm down.
5. “Peaceful corner” should be visibly marked, e.g. the room corner in different colour. Make sure that there are as many as possible objects which children wanted in the “peaceful corner”. Paste the big paper with children’s drawing on calming ways on the visible place in the corner.

6. Talk about the situations when to go to the “peaceful corner.” Make an agreement with children that they can go to “peaceful corner” when they are angry, irritated, upset; that they go there voluntarily and always one by one.

### ***Take home activity***

Ask children to draw how they would like that the “peaceful corner” at their homes look like.

## **Activity 2: Calming Down Technique**

### ***Goal***

Get familiar with different not detrimental ways of calming anger in stressful situations

### ***Learning Outcomes. By the end of this activity, I will be able to:***

Get to know different ways of managing unpleasant emotions

### ***Age group***

Early years

### ***Level***

Intermediate

### ***Materials Needed***

Colour pencils, drawing papers

### ***Activities***

1. Start the lesson with the Mindfulness activity.
2. Invite children to sit in a circle
3. Start with the guided fantasy:

Sit comfortably. Relax. Close your eyes and focus on your breathing. Breathe normally. Try to follow your inhaling and exhaling. You are completely calm. Try to remember an event when somebody or something made you angry. Imagine this picture. Try to remember how it was. You again see the people surrounding you. You again hear the words said. You again get the feelings which you had then. You feel your annoyance, raising anger, fury which again boils up in you. You are angry. You are very angry.

Now, try to calm down: Imagine that you are a balloon. When you inhale deeply (blow the balloon), exhale all your anger and shout Uuuuu at the same time. Repeat it two times (deep inhale and exhale with shout Uuuuuu) twice.

4. Invite children to remember again the event that made them angry and to calm down by waving hands, crouching down and up or jumping up and down.

5. Ask children again to remember the event and then calm down by drawing the situations or person that made them angry. When they finish drawing, ask them to crush it and throw it away.

6. Elicit the discussion with children about the technique of venting anger which they liked most. And why.

### ***Take home activity***

Ask children to draw their family members venting their anger by one of the above methods.

## **Activity 3: Nonviolent Conflict Resolution**

### ***Goal***

Comprehend that conflicts can be resolved peacefully.

### ***Learning outcomes. By the end of this activity, I will be able to:***

Realize that conflicts do not have to end in fight but can be resolved peacefully.

### ***Age***

Early Years

### ***Level***

Advanced

### ***Materials needed***

Hedgehog and squirrel dolls

### ***Activities***

1. Start the lesson with the Mindfulness activity.

2. Perform a short play (10 min) with the hedgehog and squirrel dolls. While walking through the wood, squirrel and hedgehog have found a perfect shelter from vultures. It is very safe and they can spend night there. But, the shelter is big enough for only one animal of their size. Squirrel and hedgehog start to quarrel about whose shelter it is. Each of them thinks that he has more credit for finding the shelter and that he needs such shelter because his position is worse. For example, squirrel reminds hedgehog that he has spikes which help him to defend himself better from the vultures. Hedgehog reminds squirrel that she can climb the tree and is faster than him. Their quarrel goes on and on.

3. Invite children to think about the situation. Can hedgehog spikes always save him from the vultures? Can the quick climbing up the tree always save squirrel from the vultures? Guide children to the conclusion that everybody should have a safe place to spend night.

4. Invite children to suggest the ideas on how to resolve the quarrel between hedgehog and squirrel.

5. Tell children that now you will perform a play in which the conflict between hedgehog and squirrel gets resolved. After the quarrel, hedgehog and squirrel decide to search together for another shelter. Until they find it, they will take turns in the one which they found (one night it will be used by hedgehog, another by squirrel). If children came up with other adequate solution, play it too as one more possibility of resolving the conflict.

### ***Take home activity***

Ask children to draw hedgehog and squirrel quarrelling and making peace. Let them take the drawing home, show it to parents and tell them why the hedgehog and squirrel got in conflict and how they resolved it.

## Activity 4: Enhancing Empathy

### **Goal**

Realize and respect differences between people

### ***Learning outcomes. By the end of this activity I will be able to:***

Understand emotional states of other children who are in some characteristics different from the majority of children and respect the differences between all children.

### **Age**

Early Primary

### **Level**

Basic

### **Materials needed**

Paper, pencil, colour pencils, felt tip pens

### **Activities**

1. Start the lesson with the Mindfulness activity.
2. Give a paper to each child.
3. Tell children that you are going to read certain situations. After the each read situation, they should draw how they would feel in this situation.
4. When children draw the feeling, they lift up their drawing and look around at other children's drawings.
5. Make it clear to children that the same situation can evoke different feelings in different children and that all feelings are acceptable because everybody experiences differently the same situations.
6. Continue by reading one by one the situation on the list:

"How would you feel if..."

- nobody wants to play with you?
- somebody jokes about your look?
- you get an excellent mark at school?
- you are always chosen last for some game?
- other children do not invite you to their birthday parties?
- somebody gives you a hug when you are sad?
- you get offensive/ugly nickname?

7. At the end, start the discussion by asking questions: How could you help someone feel better after being pestered; after others laugh at his/her looks; after s/he is excluded from the game?

### ***Take home activity***

Ask children to draw the activities which their parents appreciate because of contribution and cooperation.

## **Activity: Include me in the game**

### ***Goal***

To make children aware that excluding the other is not desirable behaviour.

### ***Learning outcomes. By the end of this activity, I will be able to:***

Empathise with others, understand that excluding the others is not desirable form of behaviour, understand how our words can affect the others.

### ***Age***

Early Primary

### ***Level***

Intermediate

### ***Activities***

1. Start the lesson with the Mindfulness activity.
2. Teacher sits in the children's circle. She reads to story about hedgehog Ana:

### 3. Story about Hedgehog Ana

Once upon a time there was small hedgehog Ana. She lived with mother and father hedgehogs, two older brothers and one older sister hedgehogs. Ana was the youngest in a family, and not so long ago her mother would call her: "Ana, my little baby." Ana wanted to play with her brothers and sisters but whenever she came to them they would say: "Go away!"

"Go away!" – big brother Marko would say – you are too small and clumsy and you will break my toys! You cannot play with me!"

- Ana was sad. She would look at her clumsy hands and legs and sighed. She went to play with brother Ivan.
- "Go away!" – older brother Ivan would say – "you are too small and your spikes are too soft! You cannot play with me!"
- Ana got ashamed of her soft spikes and want to play with her sister Marija.
- "Go away!" – Marija would say – "You are too small and too slow and your legs are too short. You can not jump the rope with me."
- Ana felt hurt looking at her short legs and small feet while walking toward the living room. Her mother was reading a book there.
- Mom...Ana called her sadly.
- Hi, Ana, come to me – mom said putting the book down. Why are you sad?
- I am too small, clumsy, too slow and my spikes are too soft, sighed Ana.
- I think that you are wrong. You are just like one small hedgehog should be, mother said and gently kissed Ana.

4. After several moments, teacher starts the conversation about the story asking the children:

What do you think how Ana felt when brothers and sister told her "Go away!" Do you think that brother should send Ana away in such way? Why did brother send her away? Why did sister tell Ana that she could not play with her? Is it OK to exclude some friend from the game only because s/he is smaller, slower, weaker? Can children who are smaller, younger, slower be especially good in some game? Could brother tell Ana that he did not want to play with her in some other way?

Has it ever happened to you? How do you feel when this happens to you? What do you say to a friend, brother or sister when they want to play with you? How can you tell friends that you want to play alone without hurting them?

5. Role play: Teacher organizes role play in which children play the story they have heard, but in the play they invite little hedgehog to play with them.

### *Take home activity*

Describe what they will do when next time somebody from the classroom excludes friends from the game. How will they help friend?

## Activity 6: Words that hurt

### *Goal*

Make children aware of the influence that our words and actions have on the others.

### *Learning outcomes. By the end of this activity, I will be able:*

Empathise with others

Understand how our words can affect the others

### *Age*

Early Primary

### *Level*

Advanced

### *Materials needed*

Story about Hedgehog Ana

Paper hearts for each child cut from A4 size paper.

About 10 adhesive tape strips for each child

### *Activities*

1. Start the lesson with the Mindfulness activity.
2. Teacher and children sit at the tables. Teacher gives each child a heart cut-out from the paper. She puts adhesive tape strips pieces (10 for each child at the table) in the middle of the table on a box or plastic mat.
3. Teacher instructs children to listen story carefully and every time when they hear words that hurt little hedgehog Ana, tear a little paper figure (not to tear away a part of it but to do it so that a cut remains on the figure – teacher demonstrates)

#### **1. Story about Hedgehog Ana<sup>1</sup>:**

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<sup>1</sup> Teacher reads slowly and checks whether children tear paper when they hear words that hurt little Hedgehog Ana.

Once upon a time there was small hedgehog Ana. She lived with mother and father hedgehogs, two older brothers and one older sister hedgehogs. Ana was the youngest in a family, and not so long ago her mother would call her: "Ana, my little baby." Ana wanted to play with her brothers and sisters but whenever she came to them they would say: "Go away!"

"Go away!" – big brother Marko would say – you are too small and clumsy and you will break my toys! You cannot play with me!"

- Ana was sad. She would look at her clumsy hands and legs and sighed. She went to play with brother Ivan.
- "Go away!" – older brother Ivan would say – "you are too small and your spikes are too soft! You cannot play with me!"
- Ana got ashamed of her soft spikes and want to play with her sister Marija.
- "Go away!" – Marija would say – "You are too small and too slow and your legs are too short. You can not jump the rope with me.
- Ana felt hurt looking at her short legs and small feet while walking toward the living room. Her mother was reading a book there.
- Mom...Ana called her sadly.
- Hi, Ana, come to me – mom said putting the book down. Why are you sad?
- I am too small, clumsy, too slow and my spikes are too soft, sighed Ana.

I think that you are wrong. You are just like one small hedgehog should be, mother said and gently kissed Ana.

2. Teacher initiates the discussion about the story. When you were listening to the story you tore the paper when you heard the words that hurt Ana. What were those words? Can you remember?
3. Why her brothers and sister did not want to play with Ana?
4. How could her brothers and sister make Ana happier and help her to feel better?
5. What would you tell Ana to make her feel better?
6. Ask children to tell something nice to or about Ana to make her feel better. Every time when a child answers, take an adhesive tape strip and connect the torn part of the human figure. Repeat the activity until all the torn parts are fixed.

7. When finished, ask children to check whether they have mended and covered all torn parts. How their figures look like now? Are they as nice as they were at the beginning of story? Are they still torn? What do they see on the heart?
8. In the conversation, teacher explains to children that bad and offensive words often leave marks even when we apologize to our friends for our behaviour. Just like now on the paper figure, little “scars” remain on their friends, brothers or sisters every time when they hurt them, even if they apologize afterwards. Teacher points out that it is far better to be considerate and talk to friends politely, without offenses and excluding the smaller and weaker from the game.

### ***Take home activity***

Write down 5 words with which our friends can hurt us and five words which can make us happy.

## **Activity 7: Observer’s Role**

### ***Goal***

Developing knowledge about the observer’s responsibility in bullying situations.

### ***Learning outcomes. By the end of this activity, I will be able to:***

Understand the observer’s role and responsibility in bullying situations.

Know how to act pro-actively in abusing/peer bullying situations.

### ***Age***

Late Primary

### ***Level***

Basic

## Materials needed

*Story: At the Playground*

## Activities

1. Start the lesson with the Mindfulness activity..
2. Teacher tells the story: At the Playground

After the story, discuss with pupils: Which animals behaved badly in the story? How did they hurt Ana? Why did they do it? What did Karlo, coo-coo bird do? What did Funny Fred – fox do? How did Ana feel about it? How did Sly Sam – Snake feel during the story? Who helped Ana? Why did they help her?

Do you sometimes have problems with other children at the playground? How do you resolve them? Who helps you in such situations? What can we do that bigger children do not bully you or your friends?

Teacher emphasizes the importance and role that friends and observers have in providing help in bullying or violence situations. The higher frequency and intensity of bullying depends on the observers' reactions.

After the conversation, children act the plays in which they assume the roles of animals from the story. In their play, animals react and prevent every bullying situation.

At the Playground

*One day Ana the hedgehog and her friends Marko the squirrel and Karlo the coo-coo bird went to play in the playground. There they met a lot of animals:*

*Great Greg – the giraffe,*

*Big Bill – the buffalo,*

*Funny Fred – (let the children guess what kind of the animal Fred could be – starting with letter F: Who could that be?) the fox,*

*Pretty Penny – the penguin (Which animal could be Penny, pig, penguin, parrot – children guess);*

*Cuddly Clare – (Was it a cuddly crocodile? or a canary, or a Clown fish, or perhaps a Chameleon) - the cat;*

*Mini Mick – (which animal do you know that starts with the sound M: monkey? mole? monkfish?) - The mouse.*

*And there on the climber lurking from behind was Sly Sam – the snake.*

*Ana didn't like to play with Sam, he was often very rough and made her feel bad, but she was so happy to see all her friends that she ran off to play!*

*She played happily on the swing with her friend Mick the mouse and Karlo the coo-coo bird, when Sly Sam came, pushed her off the swing and said:*

*“Go away – you cannot play here! I will swing now!”*

*Ana was upset and she looked at her friend Mick. Mick was frightened of Sam's strong tail and didn't say anything. He looked away, and Ana left the swing. Karlo the Coo-coo bird just flew away. She looked around and everyone was happily playing. Her back hurt, and her soft spikes were bent. She walked for a while and saw Cuddly Clare at the slide. Ana looked at her and smiled. She started to climb and just as she was coming to the top of the slide Sly Sam slithered by her and stood at the top of the slide!*

*“No, no. You cannot slide, you will ruin everything. Go back down – I will slide now!” He looked at Anna and hissed angrily. Ana looked at Cuddly Clare, but she was frightened of Sam's sharp teeth and just looked away. Ana walked back slowly and Sly Sam smiled. Funny Fred the fox looked at Sam nervously and giggled.*

*Ana walked around and heard laughter and shouting, Her friends Pretty Penny, Great Greg and Mark the squirrel were jumping the rope.*

*“Come join us!” said Great Greg. Ana came and took the end of the rope. Just as she was starting to spin it Sly Sam came and said.*

*“You cannot spin the rope – I will do it”. And Sam pushed her away and Ana fell and bumped her head.*

*“Stop it!” said Mark the squirrel and ran to help Ana!*

*Sly Sam said – “Oh, yeah? Why should I? You gonna make me?”*

*Mark looked at their friends!*

*“S-s-stop it!” Muttered Great Greg! “We were all playing nicely. Wait for your turn”.*

*“You don't say..”– hissed Sly Sam.*

*“Yes, stop it!” said Pretty Penny and helped Ana up. “We are playing now, and you can come back and play with us later.”*

*“Is everything ok?” asked Big Bill as he was riding by on his bike.*

*“Yes, yes”... Sly Sam replied quickly and slithered of to the climber.*

*And dried her tiers and looked at her friends thankfully. Mark the squirrel took the end of the skipping rope. “It is your turn to skip. Go on!”*

*And Ana jumped and skipped and was as happy as a little hedgehog can be!*

### **Take home activity**

Draw the most favourite part of the story.

## **Activity 8: What is Conflict, and what is Bullying?**

### **Goal**

To make a difference between conflict and violence/peer bullying situations

### **Learning outcomes. By the end of this activity, I will be able to:**

Make difference between conflict and violence/peer bullying

### **Age**

Late Primary

### **Level**

Intermediate

### **Materials needed**

Paper, pencil, posters (attached) depicting conflicts and bullying; cards with situations (attached)

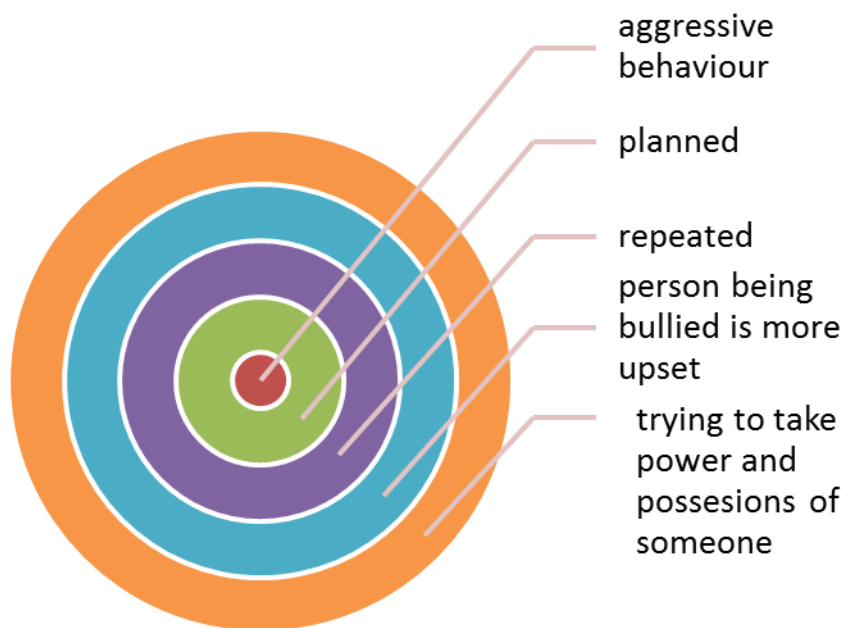
### **Activities**

1. Start the lesson with the Mindfulness activity.  
Arrange the classroom by sticking the posters showing conflict and bullying to the blackboard or wall (the attached drawings should be printed on A3 size paper)
2. Arrange the chairs in the circle and sit together with children in the circle. Tell children that there are many different children in the school grades and that sometimes a conflict can happen between

them. Sometimes or often children do not get along well with each other. Sometimes, they can be angry, sad, bored and do something that may cause the disagreement with their friends. Such situations can lead to a conflict. Teacher explains what conflict is and points to the poster showing conflict elements.

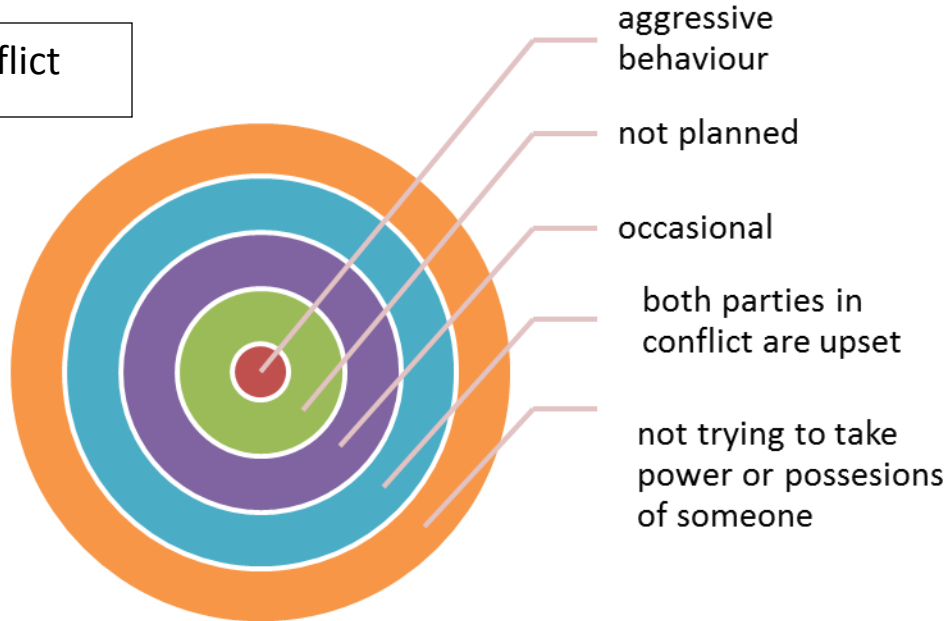
3. Ask children to tell about the situations which caused conflicts in the class.
4. Explain to children that sometimes pupils behave in an undesirable and aggressive way without any obvious reason. Tell them that when they notice that such behaviour is deliberate and planned and happens often with a goal to hurt somebody than this is no longer conflict but bullying.
5. Bullying is undesirable, aggressive behaviour between pupils (school age children) which involves real and visible power disbalance. Such behaviour is frequent or has a potential to be frequent over a time. Bullying involves threats, spreading rumours, physical and verbal violence and excluding from the group. (Olweus, 1993)<sup>2</sup>.
6. To help children understand more clearly the difference between bullying and conflict, make the cards with bullying and conflict situations written on them (attached). Pupils read the situations from the cards and stick them on the adequate poster.

## Bullying



<sup>2</sup> Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Malden, MA: Blackwell Publishing

## Conflict



Ana and Marko quarrelled badly. She called him ugly names and Marko called her rude names back.	Luka from the last bench calls Ana rude names. He did it yesterday and entire last week to upset her.
Marko came to Ana and told her not to touch the nuts in the box he played with because he wanted to use recess to finish the project he started and needed all nuts.	Zlatko came to Ana and told her not to touch the nuts because he wanted to play with them. He warned her that he would hit her if she touched the nuts. During the lesson, he was sending her threatening notes.
Ana, Marko and Luka have an argument on whose turn it is to choose the games to be played during PE class.	Borna rides a bicycle. He constantly rides over the sand basin where the girls play and try to make a sand castle. Every time he rides over the sand, he ruins what they built. Last week he rode like that over their chalk drawings on the floor.

Ana's older sister Klara told her that Ana could not go with her to visit a friend but that she would play with her tomorrow.

Maja told Paula that Ana is too slow to play with them. She said that she heard Ana talking that she did not like to play with Paula knowing that it was not true.

7. After children have placed the situations on the adequate posters, teacher talks with them to check where they did it correctly. Then, each pupil gets a piece of paper to write down situation they encountered that are either bullying situation or a conflict situation and then they discuss to decide which situations are conflicts and which bullying.
8. They put together the situations on the corresponding posters.
9. After discussing several situations, children offer suggestions how to avoid conflicts or bullying in the classroom.

### ***Take home activity***

Describe situations which they observed in the classroom and define them as conflict or peer bullying. Write the suggestion how to resolve this situation successfully.

## **Activity 9: Do not Lough at Me**

### ***Goal***

Develop empathy in children

### ***Learning outcomes. By the end of this activity, I will be able to:***

Respect diversities, empathise with others.

### ***Age***

Late Primary

### ***Level***

Advanced

## Materials needed

Photographs of children wearing braces, glasses, who are too fat, who make ugly faces and stick their tongues out....

## Activities

1. Start the lesson with the Mindfulness activity.
2. Invite children to sit in a circle
3. Put the photographs in the middle of circle and tell children to take one photograph each.
4. Observe their facial expressions. Ask them: What did you laugh at? What is funny on the photo? Is it also funny to the child on the photograph?

Have you ever tripped and fallen down? Has anybody seen you at that moment? What has s/he done? Has anybody ever made fun of you? In which situations? Why? Do you think that it is OK when somebody laughs at you or when you laugh at somebody? What would you tell children who laugh at you? Have you ever laughed at anybody?

5. Tell children that you will listen a song. Ask them to try to remember why children laughed at the characters in the song.
6. Listening song "Do not laugh at Me<sup>3</sup> (UNICEF).
7. Ask children to list situations in which they were laughed at: wearing glasses, being geek, having pimples on the nose, old clothes...

Learning song strophe by strophe.

## Take home activity

Singing song to the family (learning a song)

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<sup>3</sup> Children choir "Prva ljubav" conducted by Zoran Jašek 'Ne rugaj se'; original: *Don't laugh at me*; Steve Seskin and Alen Shamblin. <http://www.youtube.com/watch?v=4gNtwwvbmXA> (Croatian version)

# Don't Laugh at Me

Words and Music by  
Steve Seskin & Allen Shamblin

(capo on 2nd fret)

Verses 1-3

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  
3. I'm the kid on ev'ry playground who's always chosen last, a single teen-age mother tryin to wouldn't be out here beggin' if I

braces on my teeth and I know how it feels, to cry my-self to sleep  
over-come my past 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 sun eyes never meet.

1. 2., 3. Chorus

2. I'm that Don't laugh at me, don't call me names, don't get your plea-  
sure from my pain. In God's eyes, we're all the same, some-day we'll all

have perfect wings. Don't laugh at me.

2 Bridge

I'm far I'm thin I'm short I'm tall I'm deaf I'm blind Hey aren't we all?

Coda

Don't laugh at me.

Fine

## DON'T LAUGH AT ME

(Steve Seskin/Allen Shamblin)

I'm a little boy with glasses  
The one they call a geek  
A little girl who never smiles  
'Cause I have braces on my teeth  
And I know how it feels to cry myself to sleep

I'm that kid on every playground  
Who's always chosen last  
A single teenage mother  
Tryin' to overcome my past  
You don't have to be my friend  
But is it too much to ask

Don't laugh at me  
Don't call me names  
Don't get your pleasure from my pain  
In God's eyes we're all the same  
Someday we'll all have perfect wings  
Don't laugh at me

I'm the beggar on the corner  
You've passed me on the street  
And I wouldn't be out here beggin'  
If I had enough to eat  
And don't think I don't notice  
That our eyes never meet

Don't laugh at me  
Don't call me names  
Don't get your pleasure from my pain  
In God's eyes we're all the same  
Someday we'll all have perfect wings  
Don't laugh at me

I'm fat, I'm thin, I'm short, I'm tall  
I'm deaf, I'm blind, hey, aren't we all

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