

Take A Stand:

Preventing Bullying,
Interpersonal Conflict and
Violence

Second Grade

Teacher Guide

Developed and written by

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“What we do to children
they will do to society...”

Karl Menninger

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INTRODUCTION FOR TEACHERS

The **Take A Stand** Program has been created to teach specific interpersonal skills to children and their parents. Reflecting the direct experience and concerns of children and their families, it has its roots in who children are, what they can do and what they need to know to grow up feeling safe and valued.

YOU PLAY AN ESSENTIAL PART. As one of the most important and trusted adults in their lives, children will look to you for understanding and support in handling these issues. To assist you in this process, this manual walks you through what to say, what responses to expect, what role-plays to use and how to follow up. Each day's lesson plan includes a statement of the objectives for the day, discussion outlines, role-plays and follow-up activities.

This guide, however, is only a tool. You should feel free to use the curriculum in a way that is consistent with your own style and comfort level, and the needs of the children in your group. For example, you may break the presentation down into smaller parts, adapt the role-plays to your community, or change some of the language to make it more appropriate to the developmental level of your group.

Children are directly affected by their perception of their own well being in their environment. If we talk to them in a way that makes them feel fearful or insecure, we heighten their sense of vulnerability. Understanding this is central. Children who are frightened have fewer options and less self-confidence to handle life events effectively. On the other hand, when we talk to children in a way that makes them feel confident, capable and informed, they can actually be more effective in protecting themselves.

Teacher's Guide

To make the process of teaching the **Take A Stand** Program as easy as possible, the manual walks you through what to say, what responses to expect, what role-plays to use and how to follow up. It covers all the common - and some not so common - concerns children express, with the accompanying explanations.

The actual manual is divided into a number of sections to minimize preparation time and maximize your ability to work with the children on the day's objectives.

- Objectives: serve to crystallize the lesson's purpose. These will help you determine the children's readiness to move ahead to the next concept.
- Lesson Plan: the layout of each day's lesson is designed to make the successful presentation of this material as effortless as possible so that you can give your full attention to the children. You may use these as a script.
- **Teacher statements to children appear in bold.**
- Expected comments appear in normal typeface.
- *Notes about what to look for or coaching comments appear in italic.*

Once again, this curriculum guide should be used as a tool. You are the teacher. Your instincts and knowledge of the children in your group is as important as the curriculum guide in shaping the learning process. You should feel free to use the curriculum guide in a way that is consistent with their own style and comfort level and the needs of the children in their group. Feel free to break the presentation down into smaller parts, adapt the role-plays to the community or change some of the language to make it more appropriate to the developmental level of your group.

The Program is most effective when the five sessions are presented about once a week. This allows time for the children to utilize the skills and begin to see changes. Change over time is the goal, and the Program should be conducted on an annual basis. This allows the children to learn new skills as they mature and keeps the concepts fresh for all age levels every year.

Parental Involvement

Parents who are informed about the content and approach of The Take A Stand Program will be more supportive and parental support is a key element in making a difference in the lives of children. The techniques taught in the program will be much more powerful if parents understand and support their use at home and in the community.

A Parent Seminar is one powerful way to make parents aware of the Program. However, most schools will have a maximum attendance of 25% of parents at any parent meeting. Other ways to let parents know about the Program is and how they can support it include the Parent Handbook and take-home activities. The Parent Handbook should be duplicated and sent home with all children prior to beginning the Program. Take home activities area as much for the parents as for the children and should not be skipped.

Parents who have questions should be invited to come and see a session of the Program, or to review the teacher materials. They can also be referred to the Coalition for Children website to learn more about the Program.
www.safechild.org

Adult Role in Prevention of Bullying

As soon as children begin to interact with others, we can begin to teach them not to be bullies and not to be bullied. We can give them words for their feelings, limit and change their behavior, and teach them better ways to express their feelings and wishes. **Children do not learn to solve these kinds of problems and get along by themselves. We need to teach them.**

When preschoolers begin to call people names or use unkind words, intervene immediately and consistently. In kindergarten, children learn the power of exclusion. We begin to hear things like, "She's not my friend and she can't come to my party." Respond with, "You don't have to be friends with her today, but it's not all right to make her feel bad by telling her she can't come to your party."

In the early elementary grades, cliques and little groups develop which can be quite exclusionary and cruel. Children need to hear clearly from us, "It's not all right to treat other people this way. How do you think she feels being told she can't play with you?" Kids don't have to play with everyone or even like everyone, but they can't be cruel about excluding others.

Boys who are physically small or weak are more prone to victimization. Making fun, picking on and other forms of bullying need to be identified in their earliest stages. The message needs to be crystal clear. "This is not okay. Think about how he must feel. How could you include him and let other kids know it's not all right to treat others this way?"

Children who are not bullies or victims have a powerful role to play in shaping the behavior of other children. **Teach children to speak up on behalf of children being bullied.** "Don't treat her that way, it's not nice." "Hitting is not a good way to solve problems, let's find a teacher and talk about what happened."

While the Take A Stand Program methodically introduces concepts and skills that are age appropriate and can be used daily as children learn to address interpersonal conflict more effectively, adult intervention and guidance is a necessary part of that proves.

RP Role-Play

Children learn by doing. Role-play is what makes prevention of bullying and interpersonal conflict real for children. There is a fundamental difference between a “concept” and a “skill.” This is important for parents and schools to understand because stories, videotapes, coloring books, etc. only teach concepts. Concepts don’t change the nature of interpersonal conflict.

Role-playing takes concepts and turns them into skills. Actually walking through situations and having the children practice different responses is what takes the information from the level of a concept – or an idea – to a skill that is learned in the “muscles” and will never be forgotten.

It is like the difference between understanding how to ride a bicycle and actually being able to ride a bicycle. Classroom role-play, merged with discussion and activities, enables the children to learn the skills in their muscles. This is what allows them to actually intervene on behalf of themselves or others in real life situations.

The process of teaching role-playing is one of discussion first and then actually walking through a scenario, applying the concepts to real situations and learning how to implement the concepts with skill. This is usually a process of successive approximations based on your coaching.

Most children begin a role-play not being able to implement the very thing they were just talking about. As you act out a situation, you want to coach the participants to communicate effectively, utilizing eye contact, clear and straightforward language and consistent body language. Each time they role-play, the children will improve and feel more comfortable taking action. This comfort level – advance preparation for life – is what will enable them to use the skills in their peer group and community.

Most people are uneasy about role-play in the beginning. But it is really what we do every day. We walk through how to handle a business meeting or a conflict with a family member. We think through how to handle getting the baby and the dog and the groceries into the house. The difference in the classroom is that we act out solutions rather than just thinking about them.

The role-play suggestions in this Program are just that. You should feel free to modify scenarios or create new ones that work for your group of kids. The point is only to create opportunities to practice for life in such a way that kids are really prepared to be effective advocates for themselves and others.

Intervention With Bullies

Children who are bullies need to be dealt with consistently and effectively. Bullying should not be overlooked or excused. We know bullying behavior only escalates as children get older and the ramifications for bullies and the group as a whole are significant.

DO NOT BLAME. Do not get into a discussion about the "whys" of what happened. Your discussion with a bullying child should focus on several key points:

- Bullying is not acceptable in our school, family or in society.
- If you are feeling frustrated or angry or aggressive, here are some things you can do. Then provide concrete examples based on the current situation.
- Role-play or act out the new behaviors so your teaching is experiential. Remember that role-play is the key to changing behavior!
- Ask, how can I help you with this? Who could you go to in school if you see yourself getting into this type of situation again?
- Specify concretely the consequences if the aggression or bullying continue.
- Your objective is to stop the behavior, understand the child's feelings, then teach and reward more appropriate behavior.

No More Secrets Rule

The No More Secrets Rule taught at the younger age levels is particularly important because intimidation and secrecy keep young children from telling about bullying and other abusive behavior, particularly at the hands of older children or adults. This rule is central to protecting younger children and the rule should be applied in the classroom as well as at home.

The No More Secrets rule is an agreement you make with your family that you won't keep secrets anymore (not even in the family) and if asked to keep a secret, your children will say "No, we don't keep secrets in our family and I'm going to tell." Younger children can simply say, "No, I'm going to tell."

Surprises are okay. Surprises are things that make people happy that get told sooner or later, whereas secrets are never told. Children quickly learn the difference, and by age four can respond to a request for secrecy about a birthday gift with "That's not a secret, it's a surprise."

Young children often confuse secrecy with whispering. Explain to them that telling something you only want one person to hear is different from keeping a secret. A secret is when they promise not to tell anyone else.

By age five or six, children can learn that there are many ways to be asked to keep a secret. They enjoy making a game of trying to trick Mom and Dad into keeping a secret without using the word secret. For example, what if someone says any of the following: "This is just between you and me." "Do you promise not to tell anyone else.?" "You don't need to tell your mom and dad, I'll tell them later." "We won't tell them about our little game." Your children should respond to all of these requests by saying, "No, I don't keep secrets and I'm going to tell."

By age seven or eight, secrecy is such an integral part of children's lives with their friends that they are reluctant to give it up. This includes friendship clubs, secret bonds, oaths, pacts, etc. Essentially, we're allowing and expecting secrecy with peers and discouraging it with anyone older.

If a request for secrecy, whether or not the word secret is actually used, seems confusing or odd or compromising, one option open to older children is to say "I really don't like keeping secrets and I don't want to start now," or "I don't like this idea, let's do something else," or "I'd like to go home now."

Privacy is not the same as secrecy. Privacy means you can be by yourself or keep something to yourself. Secrecy means you're bound not to tell. **Privacy respects individual needs. Secrecy creates shame and keeps children from getting help when they need it. It's important that children know the difference.**

Recommended Materials

Flip Chart

Markers

Tape or Tacks to post lists

Family Handbook duplicated

Activity Sheets Duplicated

NOTE TO THE TEACHER: It will be helpful to post these flip charts to keep the issues in front of the group for the duration of the curriculum. Do not write the lists on the flip chart ahead of time. The ideas should be written down as they come to the members of the group. The lists in the manual are to assist you in coaching the members of the group.

SECOND GRADE OVERVIEW

DAY 1

Objectives

To identify what a bully is

To recognize the behaviors of bullies including more subtle forms of bullying including exclusion, shaming, etc.

To establish the three elements of effective communication:

Eye contact; say what you mean, and consistent body language

Day 2

Objectives

To discuss what they observed about bullying at home and at school

To define **Taking A Stand** and **Advocacy**

To define **Coaching** and **Being Coachable**

Role-play being bullied, standing up for yourself and being an advocate

Day 3

Objectives

To recognize bullying when they see it and their feelings as an observer

To role-play intervention when they observe bullying.

To recognize bullying behaviors in themselves and to clean it up.

Day 4

Objectives

To recognize times when children have been bullies themselves

To learn how to apologize and “clean up” after their behavior

To acknowledge that adults have problems.

To acknowledge that they sometimes take their problems out on their children

To introduce the concept of hitting which is excessive

To introduce the concept of words that hurt

DAY 5

Objectives

To give permission to tell someone when they're being hurt

To discuss resources for getting help

To teach children how to tell effectively

To emphasize the importance of telling truthfully and thoroughly

To encourage children to tell and list resources for telling

SECOND GRADE DAY 1 OBJECTIVES

To identify what a bully is.

To recognize the behaviors of bullies, including more subtle forms of bullying such as exclusion and shaming.

To establish the three elements of effective communication:

Eye contact,
Say what you mean, and
Consistent body language

Teacher-Directed Discussion and Role-play

Who can tell me what a bully is? (Fill in chart – see example below)

What is verbal bullying?

What about bullying that hurts your feelings?

What about bullying that happens in groups of kids?

Physical	Verbal	Emotional	Group Bullying
Hitting	Name-calling	Exclusion	Peer pressure
Pushing	Teasing	Talking about	Excluding
Kicking	Being mean	Acting superior	Making fun
Shoving	Making fun	Being mean	Taunting
Pinching	Bad language	Not caring	Set up to get in trouble
Violence	Verbal abuse	No conscience	Threats
Abusive	Bossy	Thoughtless	Ganging up on someone
Destructive	Shouting	Gossip	Name-calling
Spitting	Taunting	Making fun	Pranks
Tripping	Cursing	Belittling	

Do we have any bullying problems in our school – no names – just talk about the behavior?

Which of these types of behaviors that we've listed have you seen – no names. (Highlight those.)

ROLE-PLAYING

We're going to act out some examples of bullying and see what we can do about bullying in our community. I'm going to have two or three of you come up here with me. I'm going to give you a part to play. You'll pretend to be that person and act the way that person would act.

RP I need two people to help me. (1 bully, 1 victim)

Bully: I'd like you to be the bully, to act out saying to the other child "You're a slob and no one likes you!"

Victim: I'd like you to be the child being bullied. Show us what you would say and do?

Have them act this situation out.

NOTE: Brainstorm possible responses and begin to list them on a chart as you continue with several more role-play situations.

<u>STATEMENTS</u>	<u>BEHAVIORS</u>	<u>ACTION FOR HELP</u>
"That wasn't nice."	Walk away	Go play with another group of kids
"Don't do that."	Join another group	If you're really afraid for your safety, run to help
"I'm going to tell if you do that again."	Get away and tell	Go and tell a teacher
"That really hurts my feelings."	Ignore them	Tell a parent or other adult
"That's not a very nice thing to say."	Act like you don't care	Go play with another group of kids
"Give that back or I'll tell the teacher."	Avoid the bully	If you're really afraid, go for help
Make a joke – "Whatever" "No kidding" "So what"		
"Leave me alone"		

Communication

As you're practicing how you will deal with bullying situations, you want to remember the three parts of communication:

Words - saying what you mean

Body language - having your body mean the same thing you're saying

Eye contact

Practice using each of these in the following role-plays: *(Help them to make all three elements effective.)*

RP I need two people to help me (1 bully, victim)

What if someone shoves you against a tree and pretends it was an accident?

RP I need two more people to help me (1 bully, victim)

What if a kid says, "You're so fat you take up three seats at the movies!"

RP I need two more people to help me (1 bully, victim)

What if an older kid takes your CD player and runs around keeping it from you?

RP What if a kid pushes you towards the wall every time he walks by you?

RP What if a group of girls is making fun of your clothing?

RP Who has another situation you would like to role-play?

I want you to start noticing bullying behaviors here at school and at home and on television.

Notice how bullying makes you feel or how it makes other people feel.

Activity

Send home Family Handbook

DAY 2

OBJECTIVES

To discuss what they observed about bullying at home and at school

To define **Taking A Stand** and **Advocacy**

To define **Coaching** and **Being Coachable**

Role-play being bullied, standing up for yourself and being an advocate

Teacher-Directed Discussion and Role-play

Who can tell me about bullying that you saw happening at school or at home? Remember no names.

Take A Stand

This Program is called Take A Stand. What do you think “Take A Stand” means?

When you speak up for what you believe in, for what you know to be right, you take a stand. You literally stand up, look out at the world and say, “This is who I am, and this is what I stand for.”

In this class, we take a stand for treating people fairly, with respect for who they are, and for speaking up for those who are not treated with respect. We speak out against bullying and conflict among people.

We declare that we want to live in a community that treats everyone with respect. We declare that we can be counted on to remind other people when they are not treating others with respect and consideration for their individuality.

Part of taking a stand is learning to be an “Advocate.” Who knows what an advocate is?

An advocate is someone who speaks up for someone else. We’re going to speak up, to be advocates for kids who are being bullied. We’re also going to be advocates for our community by speaking up and letting bullies know that their behavior is unacceptable in our community.

RP I need three people to help me (a bully, a victim and an advocate)

Bully: Take this kids backpack and toss it away.

Victim: Say, "Stop it."

Bully: laughs

Advocate: Come over and say, "That's not nice. We don't treat other people that way." Pick up the backpack and give it back to the other child.

RP I need three more people to help me (a bully, a victim and an advocate)

Bully: You are calling this kid names like "dummy"

Victim: Say, "Quit it."

Bully: laughs

Advocate: Intervene and say, "Stop it. We don't talk to people that way." To other child, say, "Let's go do something."

RP Now I need 6 kids (4 bullies, 1 victim, 1 advocate)

Bullies: You are teasing and taunting and poking this child

Victim: You are trying to defend yourself but there are too many of them.

Advocate: Intervene and say "That's not nice, stop it!" or "We agreed not to treat each other that way." Walk away with child being made fun of.

Remember that the PRIMARY MESSAGE is:

1. You need to stop. That behavior is unacceptable in this community (school, house, neighborhood).
2. I do not want to be around someone who treats others with disrespect. (Walk away, taking bullied person with you.)
3. I am going to tell an adult if this bullying of others doesn't stop.

Coaching and Being Coachable

NOTE: Kids who are bullies and victims are often unwilling to consider what you are saying and have a lot of difficulty trying on a new way of behaving. The concept of Coaching and Being Coachable are designed to enable them to try something new.

Who know what it means to be a coach?

A Coach is someone who provides training, who gradually shows you how your performance can be improved.

In order to learn from a coach, you must be “coachable.” You must be willing to listen, to follow directions, to try something you’ve never tried before, to recognize that your coach knows more about the subject than you do. If you’re not coachable, you’re not learning. You’re wasting your time.

So in the following role-plays, be sure you’re listening for coaching from me and from the advocates!

RP I need 5 kids. (1 bully, 1 victim, 3 advocates)

Bully: **“Your clothes look like they came from a shelter!”**

Victim: **“That’s not a very nice thing to say.”**

Advocates: **“That’s really unkind, stop it!”**

“I’m not going to hang with someone who acts this way.”

“That’s hurtful, cut it out.”

RP I need 6 players. (3 bullies, 1 victim, 2 advocates)

Victim and Bullies: **you’ve come out to recess late and when you try to join a game, the other kids make fun of you and won’t let you play**

Advocates: **How are you going to intervene?** (*Allow coaching from group*)

RP This time I need four players. (2 bullies, 1 victim, 1 advocate)

Bullies: **You take this kids homework and throw it in a dumpster?**

Victim: **You get very upset but don't know what to do.**

Advocate: **Say, "You're a jerk, I'm going to tell."**

Bully: **"Go ahead and tell, I don't care."**

Discussion: Is this tattling?

No, tattling is when you tell on another kid or your brothers or sisters to get them in trouble. Telling because you need help with a problem is not tattling.

I'd like you to pay attention to your own behavior for a few days and see if you can identify times when you are a bit of a bully. Notice how you feel and how it makes others feel.

Activity

1. Draw a picture showing a bullying situation with an advocate. Put into bubbles what they are saying.

DAY 3

OBJECTIVES

To recognize bullying when they see it and their feelings as an observer
To role-play intervention when they observe bullying.
To recognize bullying behaviors in themselves
To act after they have been a bully to clean it up.

Teacher-Directed Discussion and Role-play

Note to teacher: *The concept of coaching and being coachable are particularly important with children who have been bullies or who have been victims. Use these role-plays to allow them to see other ways of behaving. If they are resistant, use the concept of being coachable to remind them to use the role-play to try on new roles, new ways of behaving.*

Who can tell me about bullying behaviors that they observed at home or at school or on television? Remember, no names.

Have any of you been successful advocates? Describe, no names

What other ways have you thought of to respond to bullies? Add to lists from previous days.

Costs and Payoffs

If I say that bullying is very costly -- it is expensive -- for all of us, what do you think I mean? We are talking about some of the consequences of bullying.

Who can tell me how you feel when you are being bullied. That would be a cost of bullying in our community?

What do people feel when they are a bully? What do they get out of bullying? They must get something they want out of bullying because they keep doing it? We call that a "payoff?"

What about people who watch bullying or encourage it? What do they feel? What do they get out of bullying continuing to happen? What is their "payoff?"

Costs of Bullying	Payoffs of Bullying	Payoffs to Observers
Physical effects, injuries, etc.	Power	Entertainment
Pain	Strength	Protected
Feeling of not belonging	Control	Glad its not them
Feeling like dirt, worthless	Feeling smarter	Safe because its not them
Low self-esteem	Feeling tougher	
Loss of community	Feeling superior	
Loss of friendship	Getting revenge	
Loss of privileges	Feeling safe	
Loss of feeling safe / Fear	Reaction of other	
Loss of energy and aliveness	Popularity	
Loss of respect for others		
Loss of dignity		
Loss of trust		
Loss of happiness & well-being		
Feeling sick		

Are these things worth it -- remembering all the bad feelings that come from bullying?

If not, then you need to really take a stand and be an advocate every time you see bullying happening.

Role-Play

RP I need 5 children to help me. (2 bullies, 2 victims, 1 advocate)

Bullies: You are second graders making fun of these two kindergartners.

Victims: You don't know why these guys are being mean or what to do about it.

Advocate: Says, "You know better than to pick on younger kids. Stop, or I'll tell both teachers what's going on." Then take the two kindergartners over to play with friends their age.

Discussion: What other solutions can you think of?

RP I need 6 children to help me. (3 bullies, 2 victims, 1 advocate)

Bullies: You are sitting at lunch stealing food that you like from two other kids lunches.

Victims: You are yelling telling them to stop, but they don't.

Advocate: Say, "You're being bullies, stop it." Then to victims, say "Come on, let's go sit somewhere else."

Discussion: What other ways could you handle this?

RP I need 5 children to help me. (1 bully, 1 victim, 3 advocates)

Bully says, "You're so stupid, you can't even remember your name!"

Victim says, "That's mean, don't say that."

Advocate says, "If you're so smart, why are you acting this way?"
"We're not going to hang around with anyone who treats people this way."

Discussion: What impact do advocates have on a bully's behavior? Is this a form of coaching the bully to change his or her behavior?

Asking for Help

What about when your efforts aren't enough? When do you think you should go for an adult?

Have you ever reported bullying behavior to an adult?

How did you feel about doing that?

What happened?

If the adult did nothing, how did you feel about that?

I'd like you to pay attention to how you treat other people and practice making up after you've hurt someone else.

Activity

Think about the following questions:

- Am I ever a bully?
- How does that make me feel?
- Do I ever let myself be bullied?
- How does that make me feel?
- Have I ever seen someone else being bullied and stood by doing nothing?
- How did that make me feel?
- How could I act on my commitment to stop bullying behavior in this group?

DAY 4

OBJECTIVES

To recognize times when children have been bullies themselves
To learn how to apologize and “clean up” after their behavior
To acknowledge that adults have problems.
To acknowledge that they sometimes take their problems out on their children
To introduce the concept of hitting which is excessive
To introduce the concept of words that hurt

Teacher-Directed Discussion and Role-play

How many of you recognized times that you were being a bully, or being unkind to someone or making someone else feel bad?

How did you feel when you realized you were doing that?

Did you go back and apologize or do anything to make up for your behavior?

How did you feel after that?

How do you think the other person felt?

RP Elicit from group several examples to role-play when they were a bully and then apologized.

Physical Bullying

How many of you think the grown-ups you live with have problems? (Most kids know adults have problems and have no reluctance about saying so.)

Do adults ever treat you differently because of their problems?

What are some of the ways you know the grown-ups around you are under stress? No names or specifics.

How many of you have ever been punished?

Did you ever feel that the punishment was unfair? (*Most kids have this experience.*)

What if someone punishes you in a way that injures your body?

What if that punishment is something like hitting you so hard that it leaves bruises or marks that are there the next day?

What if they say they only did it because you were bad?

Would you tell someone?

Would you be afraid to tell?

You need to know that no child ever deserves to be punished in a way that leaves marks or bruises that are there the next day. An adult who does that is having problems that are being taken out on the child. When you ask for help for yourself, often the grownup can also get help with their problems.

Telling someone else about what is happening to you is important so you don't continue to get hurt and the adult can get help for their problem.

**Would it take a lot of courage to ask for help in a situation like this?
Absolutely.**

Is it important that you do it? Absolutely!

Emotional Bullying

Do grown-ups ever hurt you with their words?

Just because an adult gets upset and says things that aren't very nice, that doesn't make what they say true.

RP I need someone to help me.

(Teacher will play role of adult in all these examples.)

If I say to you, "You're so stupid, I can't believe you belong in my family." Does that hurt?

Is it true just because I say it? Of course not!

How does having someone say something like this feel in your body?

What other feelings do you have?

What response do you feel like making?

This time, when I say something unkind to you, I want you to say, "That's not true about me" inside your head.

"You're good for absolutely nothing!" Did you remember to say, "That's not true about me?" How did it feel?

RP What if an adult says to you, "You'll never amount to anything!" Does that hurt?

How do you handle it?

RP What if an adult says, "You're the worst kid I've ever had to be around." Does that hurt?

How do you handle it, so you don't take it inside you or believe it?

Discussion: If someone hurts you with his or her words, and it happens to you a lot, you should tell someone about that. One important benefit of you asking for help is that the adult who is having a hard time can also get help with handling their problems. If you need to ask for help, who would you talk to? Make a list.

Activity

1. Make a list of all the grown-ups that could help you with a problem. Write down their numbers and begin to develop your own phone book.

DAY 5

OBJECTIVES

To give permission to tell someone when they're being hurt
To discuss resources for getting help
To teach children how to tell effectively
To emphasize the importance of telling truthfully and thoroughly
To encourage children to tell and list resources for telling

Teacher-Directed Discussion and Role-play

We've talked about speaking up for yourself and intervening when you see other kids in trouble.

But what if you need to get adult help. Who are some of the people who can help you if you have a problem? Who loves you and cares about you?

List them

Who else could you talk to if you were having a problem?

List them.

RP I need one person to help me. Let's pretend that your Uncle pinches you so hard it leaves little bruises. He says he is teasing, but it really hurts and he hasn't stopped when you asked him to. You want to tell your dad, but he is watching television. How will you get his attention?

NOTE: It's important that children learn how to effectively get attention when they need help. Often parents, teachers or other adults are too busy or preoccupied to really listen to what children have to say. Role-playing helps children learn appropriate ways to get attention when they need it.

Role-play the steps of getting someone's attention

NOTE: Role-playing this is fun and involves several steps. Allow them to do all the things they normally do that are ineffective so they can see how funny they are before you introduce steps 2 – 6.

- 1. Try to get someone's attention: talking when they're doing something else, pulling on the persons clothes, putting your face in their face. All of these are more annoying than effective.**
- 2. Getting someone's attention: that means the person stops what he or she is doing and looks at the child.**

3. Practice saying what actually needs to be said using three elements of communication
4. Practice having the person understand and do something about the problem.
5. Also practice having the person not be interested or not help.
6. Then, practice having the child go and tell someone else.

RP What if your sitter is always mean to you? She pinches you and twists your ears to make you do what she wants you to do. You want to tell your mom. What would you say and do if she was reading a book? Role-play getting attention and telling,

RP What if one of your friend's parents yells at you all the time when you're visiting, telling you "you're stupid." Who would you tell?

What if your grandmother says, "Oh, he's always like that, just ignore him."? Would you tell someone else? Who?

If the adult you tell doesn't understand or help you with a problem, who else could you tell?

RP Who has another example we could role-play. Remember no names. Practice as time allows with their examples.

Do you need to be careful that you tell the whole story and that you are absolutely truthful? Why?

What could be the consequences of making something up or exaggerating your situation?

Other Resources for Help

Can the school help with problems at home?

Most young children think school problems are for school and home problems are for home. They rarely think of overlapping their resources.

Can the adults you live with help with problems at school or at the neighbors?

Do your teachers care about what happens to you at home?

So, how many of you think you really have lots of people who care about you, people that you could talk to.

Whenever you have something you need to talk about, a problem that you need help with, if the first person you tell doesn't believe you, you need to keep telling until someone does.

In the same way I help teach you new things, there are grownups that help other grownups with their problems so they don't have to feel so bad.

But, if you don't tell, no one will know and they won't be able to help.

Who is the only person who can get help for you in the kinds of situations we've been talking about?

Can anyone read your mind and figure out that you need help?

Are you old enough to be responsible for asking for help?

I think so. How many of you think so?

Good, then I'll expect you to ask for help when you need it and I'll also expect you to speak up for other kids who don't know how to speak up for themselves.

Conclusion

We've done a lot of work on being kinder and more respectful of each other, of speaking up for each other. How many of you think you can keep using these skills and ideas for the rest of the year and on into next year? I'll keep reminding you and see if we can have this be a wonderful class that takes care of each other every day.