

# Take A Stand:

## Preventing Bullying, Interpersonal Conflict and Violence

### **Third 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](http://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.



## **Recommended Materials**

Flip Chart

Markers

Tape or Tacks to post lists

Family Handbook duplicated

Handouts

**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.

# THIRD GRADE OVERVIEW

## DAY 1

### Objectives

- To identify what a bully is
- To recognize the behaviors of bullies
- To identify current bullying problems or patterns in their community
- To role-play responses to bullying

## DAY 2

### Objectives

- To recognize feelings generated by bullying behavior
- To define **Advocacy**
- To define **Coaching** and **Being Coachable**
- To role-play being bullied, standing up for yourself and being an advocate

## Day 3

### Objectives

- To practice skills for handling bullying behaviors through role-play
- To recognize their feelings as an observer
- To recognize costs and payoffs of bullying
- To declare commitment to no longer tolerate bullying in their community

## Day 4

### Objectives

- To identify changes in community behaviors as a result of curriculum
- To acknowledge that adults have problems
- To acknowledge that adults sometimes bully physically and emotionally.
- To introduce skills for not internalizing words that hurt

## DAY 5

### Objectives

- To give permission to tell someone when they're being hurt
- To discuss resources for getting help
- To discuss the importance of truthfulness and thoroughness when telling
- To teach children how to tell effectively

# THIRD GRADE

## DAY 1

### OBJECTIVES

- To identify what a bully is
- To recognize the behaviors of bullies
- To identify current bullying problems or patterns in their community
- To role-play responses to bullying

## Teacher-Directed Discussion and Role-play

*NOTE: All of the charts in this section should be started with just the headlines. The group can fill them in as they go through the five lessons.*

**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	Threatening	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 on the chart.)

# 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.**

**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.**

## 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. *(One will be a bully and one will be the child being bullied.)*

**Bully:** I’d like you to be the bully, to act out bumping into the other child deliberately and knocking the books out of his hands. Remember we’re acting so don’t be rough.

**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 with the group possible responses and begin to list them on a chart as you continue with several more role-play situations. Keep this list posted throughout the sessions and keep adding their ideas.*

<u>STATEMENTS</u>	<u>BEHAVIORS</u>	<u>ACTION FOR HELP</u>
"That wasn't nice."	Walk away	Go play with another group
"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	
"Give that back or I'll tell a teacher."	Avoid the bully	
Make a joke – "Whatever" "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** - look at the person you are speaking to

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

**RP** I need two people. *(1 bully, 1 victim with braces)*

Bully: **You say, "You have so much metal in your mouth, you're a magnet!"**

Victim: **How do you respond?** *(If the child isn't sure, solicit ideas from the group. Then coach the child to use all three elements of communication.)*

**RP** I need two people. *(1 bully, 2 girl victims)*

Bully: Say, **"You guys are still playing with dolls? Grow up already!"**

Victims: **How would you respond?**

**Does this contribute positively to our school? What do you think the long-term effect of bullying is? How many of you would like to see an end to bullying in this community? That's what we're going to be working on in this program**

## **Activity**

Send home Family Handbook

Pay attention to how you interact with people and begin to identify what it feels like to be a bully, to be bullied and to see bullying in our community.

## DAY 2

### OBJECTIVES

To recognize feelings generated by bullying behavior

To define **Advocacy**

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

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

### Teacher-Directed Discussion and Role-play

**Did any of you observe bullying situations since our last discussion?** (No names.)

**If you have ever been bullied, how did it make you feel?** (List as they think of feelings – see example below)

**If you have ever been a bully, how did it feel?**

**If you have ever seen someone else being bullied, how did you feel?**

<b>Feelings of Person Being Bullied</b>	<b>Feelings of Bully</b>	<b>Feelings Seeing Someone Else Bullied</b>
Pain / Hurt	Powerful / Taking over	Sorry
Want revenge	Superior / Justified	Mad / Angry
Shocked	Lonely / Isolated	Confused
Confused	In control	Scared / Afraid
Want to bully back	Tough	Worried / Anxious
Get bully in trouble	Sadness / Depression	Vulnerable / Uncertain
Want to die	Pain	Want to defend person
Embarrassed	Guilty	Dislike / Hatred
Afraid / Terrified	Afraid / Cowardly	Guilty
Sad / Depressed / Alone	Mean	Revengeful
Explosive	Getting attention	Glad its not you

# Being An Advocate

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.

There are really three primary messages we want to give:

1. Bullying behavior is unacceptable in this community (school, house, neighborhood).
2. We do not want to be around people who treat others with disrespect.
3. We are going to report bullying that is on going, that we are unable to stop through our own efforts.

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

Bully says, “Your whole family is stupid.”

Victim: I want you to respond using all the elements of communication.

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

Bully: Pretend to trip the other person and then laugh?

Victim: How are you going to respond? Be sure to use eye contact, body language and clear language in your response. You might say, “That was not an accident. Leave me alone.”

Why is it important to speak up, to take a stand for yourself? If you don’t speak up, how will people know how you feel?



## Group Bullying

**What about bullying that happens in groups? What kinds of things happen?**

Add to list from above. (Teasing, scape-goating, exclusion, peer pressure, getting a younger child to do something stupid or inappropriate)

**RP** I need four people to help me. (2 bullies, 1 victim, 1 advocate)

Bullies say, **“You’re too clumsy to play this game?”**

Victim: **How would that feel? What could you say or do?**

Advocate: **What could an advocate say or do?**

**RP** I need five people to help me. (3 bullies, 1 victim, 1 advocate)

Bullies: **You are playing keep away with another kid’s coat?**

Advocate: **How could you intervene as an advocate?**

Possible responses: “That’s not nice. We don’t treat other people that way” Take coat and give it back to other child.

**RP** I need three people to help me. (1 bully, 1 victim, 1 advocate)

Bully: **You are calling a younger kid names?**

Advocate: **How could you be an advocate?**

Possible responses: “Stop it. We don’t talk to people that way.” To other child, say, “Let’s go do something.”

**RP** I need six people to help me. (3 bullies, 1 victim, 2 advocate)

Bullies: **You are making fun of other kids and throwing leaves or sticks at them?**

Advocates: **How could you intervene as advocates?**

Possible responses: “That’s not nice, stop it!” “We agreed not to treat each other that way.” Walk away with children being made fun of.

**Discussion:** Who can give me some other examples of situations in which you could be an advocate, perhaps situations in the neighborhood or at home, maybe with your brothers and sisters or cousins? (Role-play or discuss some examples)

## **Coaching and Being Coachable**

**Who knows 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 next few days, look for opportunities to coach others about how we treat one another and be willing to accept coaching from me and other advocates!**

## **Activity**

**Draw a picture of a bullying situation in which someone intervenes as a coach. Put in bubbles what the people would say.**

## **DAY 3**

### **OBJECTIVES**

To practice skills for handling bullying behaviors through role-play  
To recognize their feelings as an observer  
To recognize costs and payoffs of bullying  
To declare commitment to no longer tolerate bullying in their community

### **Teacher-Directed Discussion and Role-play**

**We want to spend our time today practicing standing up effectively to bullying behavior and being powerful advocates.**

**RP** Who's ready to role-play today? (3 bullies, 1 victim, 1 advocate)

**Bullies: You are making fun of a new kid, saying things about how s/he looks or acts?**

**Advocate: You know this is wrong and makes the new kid feel bad. What could you do?**

Possible responses: "That's not very nice, let's find a way to make her feel welcome." Or "I think we hurt her feelings. I'm going to go spend the rest of recess with her."

**Discussion: What is exclusion and how does it make people feel?**

**How do you feel as an observer, when you see it happening?**

**RP** (1 bully, 1 victim, 1 advocate)

**Bully: You are an older kid taking lunch money away from someone.**

**Advocate: What could you do to help your friend?**

Possible responses: "You're being a bully, stop it." Or "Leave my friend alone." Or "Come on (friend), let's go tell the teacher."

**How do you think your friend feels when you intervene?**

**How do you feel seeing this happen?**

**How do you feel after you intervene?**

**RP** (1 bully, 1 victim, 3 laughers, 1 advocate)

Bully says: **“Your hair looks like you slept in a trash can!” and the kids standing around start to laugh?**

Advocate: **How could you intervene?**

Possible responses, “That’s not a very nice thing to say.” Or “That’s really unkind, stop it! Or “I’m not going to hang with people who act this way.” Or “That’s hurtful, cut it out.”

**RP** (3 bullies, 1 victim)

Bullies: **You are teasing someone.**

Victim: **What if several kids are taunting you? We can’t count only on advocates; we need to be skilled at standing up for ourselves as well. What could you say and do?**

Possible responses: Walk away and join another group. Say, “I’m going to tell if you do that again.” Then, get away and tell.

**RP** (1 bully, 1 victim, 3 laughers, 1 advocate)

Bully says, **“You stink” and the kids standing around start to laugh?**

Victim: **How are you going to respond?**

Possible responses: “That really hurts my feelings.” Or “That’s not a very nice thing to say.” Or just walk away.

**What could one of the kids standing around say to be an advocate?**

Possible responses: “That’s really unkind, stop it!” Or “I’m not going to hang with people who act this way.” Or “That’s hurtful, cut it out.”

**RP** (1 bully, 1 victim)

Bully: **You pull the other persons hair every time they walk by you?**

Victim: **What is your response?**

Possible responses: "You're a jerk, I'm going to tell."

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

Victim: **What are you going to say or do?**

Desired response: Tell anyway

**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.**

## **Impact of Bullying**

**How many of you can see that you might have been a bully in the past, even though you didn't know it at the time?**

**How did it feel at the time you did it?**

**How did it feel later?**

**Did your friends know about it at the time?**

**How did they react at the time?**

**How did the person you bullied feel?**

## Costs and Payoffs

**Who can identify some of the costs of bullying in our community? What does it take away from us?**

<b>Costs of Bullying</b>	<b>Payoffs of Bullying</b>	<b>Payoffs to Observers</b>
Physical effects, injuries, etc.	Power	Entertainment
Pain	Strength	Protected
Feeling of not belonging	Control	Glad it's not them
Feeling like dirt, worthless	Feeling smarter	Safe because it's 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		

**What do people get out of bullying? What is the payoff for them? They must get something out of it, or they wouldn't keep doing it?**

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

**Raise your hand if you are willing 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; then notice how you feel and how it makes others feel.**

**Raise your hand if you promise to be an advocate for other people being bullied by either speaking up yourself or going to get an adult who can help.**

## **Activity**

None

## **DAY 4**

### **OBJECTIVES**

To identify changes in community behaviors as a result of curriculum  
To acknowledge that adults have problems  
To acknowledge that adults sometimes bully physically and emotionally.  
To introduce skills for not internalizing words that hurt

### **Teacher-Directed Discussion and Role-play**

**Who can identify some changes that have happened in this community as a result of your taking a stand about bullying?**

**Who has a specific instance when you were an advocate and stopped bullying from happening?**

**Who can identify a time when you were being a bully and stopped yourself?**

**Did you apologize?**

**Was your apology accepted?**

**How did you feel?**

**How do you think the other person felt?**

**[RP] Who has an example of a time that you were unkind or a bully and later apologized. Let's role-play each example and see how it goes.**

### **Hurtful Words**

**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.**

**What if someone says to you, (say this loudly, like you mean it) "You're an idiot. I can't believe you think you're smart." Does that hurt?**

**Where do you feel that in your body?**



**What feelings do you have?**

**What response do you feel like making?**

**Now I have an exercise that will help you learn not to take what people say inside, to not let people's words hurt you.**

*NOTE: Choose a child with pretty good ego strength for this next exercise. Say the following and throw either nerf balls or pieces of paper as you say the words so they hit the child. Say these phrases like you mean it so the full impact is felt. As shocking as it is, the point of this exercise is to teach children not to internalize hurtful things that are said to them. This exercise makes real the adage "Sticks and stones may break my bones, but words can never hurt me."*

**STEP 1:** (use a pretty secure child) **I have three pieces of paper (or nerf balls). I want you to pretend that these are the words I am saying and to let them hit you.**

**"You are so stupid!" "You never do anything right!" "I hate you!"**

**Was that pretty shocking? Was it hurtful?**

**Is it true about you? Of course not.**

**Who has the problem here, you or the adult? The adult does and she is taking her problem out on you.**

**There's no reason for you to take that into yourself. So this time I want you to:**

- **Step aside as you see the words and paper coming and**
- **At the same time say "That's not true about me" inside your head when I say the hurtful words.**

**Step 2:** Teacher: Again throw the papers or balls and say, **"You're an idiot?" "You never get anything right!" "I wish you belonged to someone else!"**

**How does that feel? How is it different?**

**Did the words hurt you that time?**

*Note: If they did the child is still letting the hurtful words in, try having them say, "That's not true about me," out loud first and then silently.*

**Step 3: Now, if someone was really angry, they wouldn't want to see you stepping aside, so this time just see the words coming toward you and then taking a big detour around you. At the same time say to yourself "That's not true about me."**

Teacher: This time just say the words without throwing anything. **"You can't get anything right." "You're hopeless, you'll never learn this." Did you let it in?**

**So you really do have a choice about whether you let hurtful things people say into yourself or not. This same thing works with things kids say to you. You have a choice.**

**RP** *Note: Have a child who is particularly sensitive to what other kids say to him or her come up. You start saying things so the child can practice disregarding them. Then have 6 children line up and say things so the child can experience not caring what they say and not being aggravated by it. Do this with several children who need to learn this skill. This is particularly effective with bullies who believe they are set off by what people say to them. They too can learn to ignore other people's taunts.*

## **Adult Verbal Bullying**

**Everyone experiences unkind words from time to time and this skill is for knowing how to handle the occasional insult. For some kids, however, this happens all the time and it can be really hard not to take it in.**

**If someone hurts you with his or her words, and it happens to you a lot, you should tell someone about that.**

**If someone says unkind and hurtful things to you on a regular basis, they need to get some help with their problems. It's not about you; it's about the person saying the unkind things. Another adult needs to be the one to help the person who says the unkind things.**

**You need to keep telling yourself "That's not true about me" and you need to get another adult to help.**

# 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 that 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? Is that true?**

**Would you want to tell someone?**

**Would you be afraid to tell?**

**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. They need to get some help with their problems just as kids get help with problems.**

**Telling another grownup about what is happening to you is important. They can help the adult that is hurting you to get help so they can deal with their problems in better ways.**

**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!**

**Next time we're going to talk about how to tell so you really get help when you need it.**

## Activity

1. Make a list of all the grown-ups that could help you with a problem. Get their phone numbers and make your own resource directory.

## **DAY 5**

### **OBJECTIVES**

To give permission to tell someone when they're being hurt  
To discuss resources for getting help  
To discuss the importance of truthfulness and thoroughness when telling  
To teach children how to tell effectively

### **Teacher-Directed Discussion and Role-play**

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

**What would you do if a group of kids in your neighborhood threaten or intimidate you? What would you do? Who would you tell?**

**If you just avoid them, how does that make you feel? Would this be an appropriate time to ask for adult help?**

**What if a kid threatened to get a weapon and hurt you? Would this be a situation you could handle yourself or one that you should get adult help?**

**When you need adult help, who would you go to? List them**

**Who else could you talk to if you were having a problem? Really brainstorm and make this an expansive list.**

### **Telling and Getting Help Effectively**

**RP: What if your coach is physically mean to you? He slaps you and hits you on the back of the head whenever you don't do things exactly as he wants you to. You want to tell your dad. What would you say and do if he was watching television? Role-play getting attention and telling. It is important to tell the whole story so dad has all the facts.**

*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 person's 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 the 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** I need one person to help me.

What if your grandfather is really mean to you when he gets sits after school? You feel like he hates you and hates being there. You want to tell your mom, but she's always busy and stressed out. What would you do?

**RP** I need one person to role-play,

What if one of your friend's big brothers says bad things to you when you're visiting, telling you "you're stupid." Who would you tell?

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

If you tell an adult who 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.

**Discussion:** Do you need to be careful that you tell the whole story and that you are absolutely truthful when you are telling about something that has happened to you? 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**

**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, to be advocates and to be someone who can be counted on to take a stand for treating all people with respect.**