

Take A Stand:

Preventing Bullying, Interpersonal Conflict and Violence

Fourth 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 Family Handbook and take-home activities. The Family 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.

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 these 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.

FOURTH GRADE OVERVIEW

DAY 1

Objectives

To identify what a bully is and recognize the behaviors of bullies
To identify current bullying problems or patterns in their community
To emphasize more subtle forms of bullying, exclusion, shaming, peer pressure
To identify appropriate responses to bullying
To define Take A Stand and Being Coachable

DAY 2

Objectives

To establish elements of effective communication
To use these skills in role-playing bullying situations
To identify their own ways of communicating and the effect on others

DAY 3

Objectives

To reinforce elements of communication and comfort with speaking up
To introduce aggressive, passive and assertive behaviors
To role-play being bullied including group bullying
To introduce and role-play advocacy as a response to bullying

Day 4

Objectives

To recognize bullying behaviors in themselves
To identify costs and payoffs of bullying
To act after they have been a bully to clean it up.

Day 5

Objectives

To acknowledge that adults have problems.
To acknowledge that they sometimes take their problems out on their children
To introduce the concept of words that hurt
To give permission to tell someone when they're being hurt
To discuss the importance of truthfulness and thoroughness when telling
To discuss resources for getting help and teach children how to tell effectively

DAY 1

OBJECTIVES

To identify what a bully is and recognize the behaviors of bullies
To identify current bullying problems or patterns in their community
To emphasize more subtle forms of bullying, exclusion, shaming, peer pressure
To identify appropriate responses to bullying
To define Take A Stand and Being Coachable

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?

What about peer pressure? What is peer pressure? Is that a form of bullying?

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 pushing the other kid into the wall as you walk by. 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 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 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"		

COACHING

In order to learn to eliminate bullying from our community, you'll need to learn some new skills.

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

Your job is to 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.

Raise your hands if you're willing to be "coachable."

Between now and the next session, when we'll do a lot of role-playing, I'd like you to think about several things. You may write about them or just think about them. No one is going to look at what you write and whether or not you do the assignment is up to you. If you raised your hand when I asked if you were committed to learning another way to get along, then you'll want to do this assignment.

Think about the following questions:

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

ACTIVITY

Send home Family Handbook

DAY 2

OBJECTIVES

To establish elements of effective communication
To use these skills in role-playing bullying situations
To identify their own ways of communicating and the effect on others

Teacher Directed Discussion and Role-Play

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

How did you handle the situation when it occurred?

What did you say? (Role-play the situation they are describing as a transition to a discussion of the elements of effective communication.)

Communication

As you're practicing how you will deal with bullying situations, you want to be aware of all the elements that affect your communication:

ELEMENTS OF COMMUNICATION
Say what you mean
Eye contact
Body language
Comfort zone
Gestures
Facial expressions
Voice tone
Timing
Listening

Say What You Mean

The first thing on the list means that you have to be clear about what you're saying in order to be understood.

You need to say what you want to say.

For example, "don't," can lead to the question, "Don't what?" Whereas, "Don't make fun of me, I don't like it," leaves very little room for question.

Eye Contact

Why is eye contact important? How does someone know who you are talking to?

Ask someone in the group a question without eye contact.

Eye contact effectively says, "I mean YOU."

Body Language

We also communicate with our bodies. Who can give some examples of how we might speak with our bodies?

Communication is more powerful if what we say with our words is matched by what we say with our bodies.

Comfort Zone

How close you are to someone or how far away from them you stay influences the message that is communicated.

Each of us has a comfort zone, a distance that we like to be away from people when talking.

Demonstrate with a volunteer the feeling when someone is too close, infringing on his/her comfort zone.

Could this be a form of bullying?

Gestures

What is a gesture?

Gestures are body language that tells us something about how or what the person speaking to us feels.

What do you think the following gestures mean?

- Arms folded across chest
- Waving arms wildly
- Rubbing hands together or twisting fingers
- Rubbing neck
- Shrugging

What other ones have you noticed or used yourself?

Facial Expressions

Have you ever heard the expression, "It's written all over your face?"

The expression on a person's face can tell you a lot about how a person feels when they are communicating with you.

At the same time, other people can read what is on your face.

Voice

The sound of your voice, the volume, and the speed of your speech all communicate.

Listen to the sound of your voice in the following role-plays. We're going to do some coaching so you sound more clear and effective.

When someone says one thing and means another or they say one thing and something about their voice or body or face gives another message. This is called a mixed message.

Timing

Another important part of communication is timing. If people aren't prepared or ready to hear you, it won't matter how clearly you communicate.

You need to get someone's attention first, and then determine that they are prepared to listen.

Remember, communication only happens when the other person gets what you meant to say, verbally or nonverbally.

Role-Play

Practice using each of the elements of communication in the following role-plays:

NOTE: As the group leader, you need to coach the kids through these so their body language, posture, gestures, are effective and clear but not threatening (which only escalates conflicts). Also coach them to use clear, audible verbal expression. Work with them to give up sounding babyish, silly, aggressive etc. in their communication.

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 the 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?**

Listening

What does it mean to listen to someone?

Listening is what makes communication work. If you're not listening you won't know if the person you are talking to got your communication or not. You won't hear their answers, questions, comments, requests for clarification, etc.

When you're nervous about a situation, it's very easy to focus all your attention inside yourself and not hear what the other person is saying at all.

Raise your hands if you continue to be committed to learning another way to get along, to reducing the conflict in your school and home?

Between now and the next session, I am also requesting that you choose to stop behaviors which escalate bullying situations and that you intervene when you see it happening with others. Raise your hand if you accept my request to do that.

Activity

Make a list of all the bullying situations you see on television tonight.

DAY 3

OBJECTIVES

To reinforce elements of communication and comfort with speaking up
To introduce aggressive, passive and assertive behaviors
To role-play being bullied including group bullying
To introduce and role-play advocacy as a response to bullying

Teacher-Directed Discussion and Role-play

Who can tell me about bullying that you saw happening at school or at home in the past few days? Remember no names.

Assertiveness

Who knows what it means to be assertive?

Assertiveness is a behavior, a way of communicating. When a person is assertive, s/he is directly communicating feelings, needs, or opinions without threatening or trying to manipulate another person.

By definition assertive behavior is appropriate.

The ability to be assertive is not something that we are born with. It is something we learn to do.

The three general ways of behaving are:

***Aggressive* behavior or communication is without regard for the feelings or needs of others. It is self-centered.**

***Passive* behavior is often without regard for the feelings or needs of yourself. It is also a way of putting the responsibility for what happens to your life in the hands of someone else.**

***Assertive behavior* takes care of your needs without hurting someone else. It respects everyone involved.**

It is important to know which way you are acting because then you have choice. You can keep behaving that way or you can choose to behave another way.

Role-Play

Have two people act out each of the following situations. Then ask the group to decide whether the interaction is assertive, aggressive or passive.

RP Your mother asks you to take the recycling down and you tell her you'll do it when you're good and ready.

RP Your coach gets on you for not putting the towels in the bin. It wasn't your job, but you quietly pick up all the towels and put them in the bin.

RP Your father is angry because your bicycle is in the driveway when he comes home. Your brother left it there. You say, "John left it there, but I'll be happy to put it away."

Discussion: Can you think of some situations from your life when you acted in one of these ways but you see another way you could act now?

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.

By definition, advocates are required to be assertive. You can't be passive and be effective. You can't be aggressive without escalating the situation.

So the three primary messages we want to give assertively are:

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 ongoing, that we are unable to stop through our own efforts.

RP I need three people (1 bully, 1 victim, 1 advocate)

The bully is making fun of the victim's clothes.

The first time the victim says, "Don't."

The second time the victim says, "Don't make fun of me, it isn't nice and I don't like it."

Have the bully continue, then have the advocate step in and say, "Stop it, we're not going to put up with that in our school."

Discuss how the interaction felt from all three points of view.

RP I need three people (1 bully, 1 victim, 1 advocate)

Bully says, "You're fat."

Victim responds with "Not nice, get a life."

First, say this not looking at the person. See how that feels.

Then say it standing up straight, looking right at the person.

Describe the difference.

Advocate says: "Cut it out, you don't need to make yourself feel bigger by being mean to someone else."

The first time, say it with no eye contact.

Now say it looking right at the person.

RP I need two people (1 bully, 1 victim)

Bully says, "You're a shrimp and you can't play on our team."

Victim responds, "That's not true and it stinks that you're excluding me."

The first time, respond with your body turned away, no eye contact and soft voice.

Second time, say the same words using eye contact, clear body language and firm voice.

RP I need five people (4 bullies, 1 victim)

Victim: **What if a bunch of kids (4) call you four eyes or metal mouth?**

Demonstrate a passive way to respond?

How about an aggressive way to respond?

Finally, an assertive way to respond.

What is most effective?

RP I need five people (4 bullies, 1 victim)

Bully says “You smell like a fish” and the kids standing around start to laugh?

Victim: **Demonstrate a passive way to respond?**

How about an aggressive way to respond?

Finally, an assertive way to respond.

What could one of the kids standing around say that would be assertive?

Did you change from a bully to an advocate by that action?

How did that feel?

RP I need two people (1 bully, 1 victim)

The bully pulls your backpack off and throws it across the field every day after school?

Can you demonstrate a passive way to respond?

How about an aggressive way to respond?

Finally, an assertive way to respond?

What felt more effective? Why?

Feelings: assertive, passive, aggressive behavior

If you were bullied, how did it make you feel when you were passive?

How did you feel when you were aggressive?

How did you feel when you were assertive?

How did it feel to be the bully when the person was aggressive?

How did it feel as the bully when the person was passive?

How did it feel as the bully when the person was assertive?

I'd like you to pay attention to your own behavior for a few days and see if you can identify whether you are being passive, aggressive or assertive.

Most of us are one of the three most of the time. See if you can branch out and try being other ways.

Notice how you feel and how it makes others feel.

Activity

Make a list of assertive phrases that you could use as an advocate.

Get with two or three other people and put together a skit demonstrating bullying and an advocate who successfully intervenes.

DAY 4

OBJECTIVES

To recognize bullying behaviors in themselves
To identify costs and payoffs of bullying
To act after they have been a bully to clean it up.

Teacher-Directed Discussion and Role-play

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?

Costs of Bullying	Payoffs of Bullying	Payoffs to Observers
Physical effects, injuries, etc.	Power	Entertainment
Pain	Strength	Protected
Feeling of not belonging	Control	Glad it's not you
Feeling like dirt, worthless	Feeling smarter	Safe because it's not you
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 others	
Loss of energy and aliveness	Popularity	
Loss of respect for others		
Loss of dignity		

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?

What about people who watch bullying or encourage it? What do they get out of 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?

RP I need 5 people to help me (3 bullies 1 victim, 1 advocate)

Advocate: **What if your friends are making fun of a new kid, saying things about how s/he looks or acts.**

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

Emphasize the role of the observers. If there is any hesitation, remind them about discussions of:

- Exclusion and how it makes people feel
- How the bullying kids feel
- How the observers feel

RP I need 3 people to help me (1 bully 1 victim, 1 advocate)

Advocate: **What if you saw an older kid taking lunch money away from one of your friends. What could you do to help your friend?**

Again, emphasize the role of the observers.

- How do you think your friend feels?
- How do you feel seeing this happen?
- What could you do?

RP I need 4 people to help me (3 bullies 1 victim)

What if a group of kids in your neighborhood threatens you? What would you do? Who would you tell?

Discuss role of avoidance, how does that make you feel? Is it possible that sometimes avoidance is the best response?

RP I need 5 people to help me (3 bullies 1 victim, 1 advocate)

Advocate: **What if you see a group of kids saying to another kid things like, “You’re so stupid, you can’t even remember your name!” What could you do?**

Again, emphasize the role of the observers.

- Discuss how this makes the bullied child feel.
- Discuss how the bullying child feels.
- Discuss how you feel seeing this happen.

Discussion: How many of you can think of a time when you were a bully, or made someone feel bad with your words?

Discuss specific instances including the feelings of the bully and being bullied.

Did anyone tell you your behavior wasn’t nice?

How did that make you feel?

Did you apologize or do something else to make the other person feel better?

How did that make you feel?

I’d like you to pay attention to how you treat other people and practice taking responsibility for cleaning up after you’ve hurt someone else.

Activity

Think of someone you have been unkind to, or have bullied. Apologize to that person in the next 24 hours. Notice how you feel anticipating apologizing, while you are apologizing, and how you feel after you apologize. Did apologizing make any difference in how you feel about the other person or how the other person feels about you?

DAY 5

OBJECTIVES

To acknowledge that adults have problems.

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

To introduce the concept of words that hurt

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

To discuss the importance of truthfulness and thoroughness when telling

To discuss resources for getting help and teach children how to tell effectively

Teacher-Directed Discussion and Role-play

How many of you recognized times when you had been a bully, or were unkind to someone or made someone else feel bad?

Did you 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 Role-play examples from the group when they were a bully and then apologized.

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 the most stupid kid I've ever been around." Or "I can't stand you!" 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 your self 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.

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

Pretend I'm your coach, and I'm physically mean to you? I slap you and hit you on the back of the head (pretend to do this in the role-play) whenever you don't do things exactly as he wants you to.

You want to tell your dad. Now pretend I am 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 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 I need someone else to help me now.

What if your sitter is always rude and ignores you? You feel like he hates you and hates being there. You want to tell your mom, but she's always in a rush and doesn't listen very well. Pretend I am your mom and show me what you would do?

RP I need another person.

What if your aunt is always putting you down, telling you "you're just lazy and good for nothing?" Who would you tell?

Pretend I am the person you would tell and show us what you would say and do.

What if I say, "Oh, she's always talked that way, just ignore her."? 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 people 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?

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

I think so. How many of you think so?

Conclusion

We've had really good discussions about being a community that is willing to treat people with greater respect and we've agreed not to tolerate bullying. Your job now is to keep that promise, to continue to pay attention to what is happening in our community and to take responsibility for what you say and do. Stand up if you're willing to continue that process for the rest of this year and on into next year.

Thank you, I promise to help you keep that promise.

Activity

Make a list of all the grown-ups that could help you with a problem including their telephone numbers and e-mail addresses.