

# Take A Stand:

## Preventing Bullying, Interpersonal Conflict and Violence

### **Fifth Grade**

#### **Teacher Guide**

**Developed and written by  
Sherryll Kraizer, Ph.D.**

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

Karl Menninger

We acknowledge the following groups for their invaluable assistance in creating this curriculum:

Tender Mercies Foundation, Inc., Syracuse, New York  
Rabbi Levitt, the children and teachers of Denver Academy of Torah  
The fifth grade at Denver Academy  
Steck Elementary School, Denver

A special thanks to Pat Segall for her invaluable input and editing.

For training, additional materials or more information, please contact:

Coalition for Children  
P.O. Box 6304  
Denver, CO 80206  
[www.safechild.org](http://www.safechild.org)  
1-800-320-1717

Written by Sherryll Kraizer, Ph.D.  
© 2005 Sherryll Kraizer, Ph.D.

Permission is granted to reproduce “duplicating masters” only  
No other portion of this curriculum may be reproduced without explicit written permission

# 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.

# **5<sup>th</sup> 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 identify appropriate responses to bullying
- To define Take A Stand and Being Coachable

## **DAY 2**

### **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 3**

### **Objectives**

- To reinforce elements of communication and comfort with speaking up
- To identify bullying that happens in groups
- To define choice and identify the process of choosing
- To identify process of giving choices away
- To apply concept of choice to bullying behaviors

## **Day 4**

### **Objectives**

- To recognize bullying when they see it
- To recognize 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

## **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 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 bullying hurts your feelings?**

**What bullying 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.)**

**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?**

**What about witnessing this type of bullying. Have any of you had that experience?**

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

**How did you feel about it later, after you'd had time to think about it?**

## **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.)*

First child: I'd like you to be the bully, to act out leaning over as you walk by and saying, "You're an idiot!"

Second child: I'd like you to be the child being insulted. 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.*

STATEMENTS	BEHAVIORS	ACTION FOR HELP
"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"		

# **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 my suggestions and to those of other people in the class. You need to be willing to follow directions, to try something you've never tried before, to recognize that a 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?

## **ACTIVITY**

Send home Family Handbook

## **DAY 2**

### **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.**

**Who knows the three elements of effective communication?**

- **Eye contact**
- **Words that express what you want to say**
- **Body language consistent with what you want to say.**

**Communication is how we resolve problems. It is important to understand your own responsibility for what you say and how you say it. You have total control over that.**

### **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 father asks you to let out the dog and you tell him you've already let the dog out three times and you have other things you need to be doing.

**RP** Your teacher gets on you about not turning in your homework. You know you turned it in, but you say, "I'm sorry," and do it again.

**RP** Your mother asks you to help clean out the garage even though she knows you have made other plans. You say, "Remember, I'm going to the mall this morning, but I will be glad to help when I get back."

**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.**

**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 to help me. (1 bully, 1 victim, 1 advocate)

**The bully is pushing a kid around and calling him names.**

Victim says, **“Don’t.”**

**Bully pushes again.**

Second time the victim says, **“Don’t make fun of me, it isn’t nice and I don’t like it.”**

**The bully continues.**

Advocate steps in and says, **“Stop it, we’re not going to put up with that in our school.”**

**How did each of you feel in your role?**

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

Bully says, **“You got held back, you must be stupid!”**

Victim responds, **“Not nice, get a life.”**

**First, have the child say this not looking at the person.**

**Ask how that feels.**

**Then have the child say it standing up straight and looking right at the person.**

**Have the child describe the difference.**

Advocate enters scenario and says, **“Cut it out, you don’t need to make yourself feel bigger by being mean to someone else.”**

**The first time, have the advocate say it with no eye contact.**

**Then have them repeat it looking right at the person.**

**Ask all three participants to describe the difference.**

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

Bully says, “You’re a loser and you can’t be a part of this game.”

Victim says, “I am not, that’s not nice.”

**The first time, have the victim say this with body turned away, no eye contact and soft voice.**

**Repeat it having the victim use eye contact, clear body language and firm voice.**

**Describe the difference.**

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

**What if a bunch of kids (4 bullies) are making fun of how you look?**

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

**How about an aggressive way to respond?**

**Finally, an assertive way to respond?**

**Which one felt most effective? Why?**

**How did it feel to those of you being bullies?**

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

**Victim drops his books.**

**The kids (4 bullies) 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 who has been a bully say that would be assertive?**

**How does it feel to be an advocate versus being part of the crowd?**

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

**The bully punches you every time you walk by.**

**Can you demonstrate a passive way to respond?**

**How about an aggressive way to respond?**

**Finally, an assertive way to respond?**

## **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**

**Notice if you are assertive, passive or aggressive in your interactions with your family and friends. Try being assertive more often and notice if people respond to you any differently.**

## **DAY 3**

### **OBJECTIVES**

To reinforce elements of communication and comfort with speaking up  
To identify bullying that happens in groups  
To define choice and identify the process of choosing  
To identify process of giving choices away  
To apply concept of choice to bullying behaviors

### **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.**

**What about bullying that happened in groups?**

**Did any of you have the opportunity to be an advocate? Tell us about what happened.**

**Who remembers the differences between aggressive, assertive and passive behaviors? In the following role-play, let's focus on being assertive.**

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

**What if a bunch of kids (4 bullies) say to you “You’re too weird to hang with us?”**

**How would you (victim) respond?**

**Remember the various parts of communication and make what you have to say clear and straightforward.**

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

**Bullies: You are taunting and teasing another kid, calling him names and making fun of him.**

**Victim: What do you do?**

**Advocate: How would you intervene to change the situation?**

**RP** I need five people. (3 bullies, 1 victim, 1 bully who becomes an advocate)

Bully says, “**You stink**” and the other kids (other three bullies) **standing around start to laugh?**

Advocate: **What choice could you make to move from being a bullying participant to being an advocate?**

**How does it feel to change roles?**

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

Bully: **You flip his hat off every time he walks by you?**

(Victim) **You say, “You’re a jerk, I’m going to tell.”**

(Bully) **Says, “Go ahead and tell, I don’t care.**

**What should the victim do?**

Tell someone.

**Discussion: Is telling tattling or ratting the person out?**

**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.**

## **Choices**

**What is choice?**

**Why are choices important?**

**Have any of you ever felt trapped, that you have “no choice”?**

**For example, if someone hits you or bullies you, how many of you feel you have no choice but to hit back?**

**That is a very real feeling, but you actually do have lots of different choices. You have the choice to hit back, to walk away, to say something to the person, to tell an adult. You do not automatically have to do anything; you can stop, think and choose.**

**Making choices isn't acting automatically. It isn't picking what you want out of the sky, it is:**

- Looking at what you want
- Looking at what is possible
- Looking at what you expect to happen if you make a particular choice

At the same time, you are still kids, so it looks like there are a lot of things you have no choice about, such as coming to school, homework, chores, etc.

But, you still have choices. You can choose to be in school and not participate or you can choose to be in school and get everything you can out of it. You can choose to do your chores with a negative attitude and grumbling or you can choose to do them quickly and get it over with or you can choose to do your chores with pleasure knowing you are helping to keep your home clean and cooperative.

You choose in every minute what you're going to think about and how you're going to act in your life. And then you get the consequences of the choices you've made.

## **Giving Choices Away**

Some people give their choices away, for example, acting without thinking, believing that you have no choice, letting your peer group determine your behavior.

People sometimes give their choice away by asking other people to solve their problems. They become helpless and let other people take care of them.

Can any of you think of some times that you've given your choice away?

How did it make you feel?

You can listen to the ideas of others and accept their help, but you and you alone can really decide what's right for you.

Having control in your life is partly:

- Looking at what choices you have
- Making a choice
- Realizing there will be consequences that follow from your choices.

**It doesn't mean you'll like all of them or that they will be easy, but choosing feels better than being a victim because you didn't know how to make a better choice.**

*NOTE: This next exercise is for those kids who feel they have to hit back if they are shoved or hit. It is for those kids who believe they cannot control their own behavior. The intention of this exercise is to demonstrate that:*

- 1. They can control themselves*
- 2. They do have choice about their behavior*

**Do any of you ever feel you have no choice about your behavior? Let's see how much control you really have?**

**RP** (Choose a child who has a history of bullying and hitting back. Hit this child in the arm and ask...)

**Do you feel like hitting back? Do you have a choice about hitting back?**

*NOTE: Clearly the child will have made a choice not to hit the teacher back. The next step is to have them see they can exercise that same choice with a child.*

(Now have a smaller child come up and hit the larger child.)

**Now, do you feel like hitting back? Do you have a choice about hitting back?**

*NOTE: For some kids you'll need to work with them, doing this again and again, in order for them to see that they are in control, that they are able to choose. If they can choose not to hit the teacher back, they can choose not to hit another child.*

*Take as much time as you need with this exercise and repeat it with other kids to make the point that they always have choice about hitting back or otherwise escalating bullying/victim situations.*

**What if you forget that you have a choice and automatically hit back or escalate the situation? What happens?**

**At the moment you realize you've forgotten you have the opportunity to make a choice, to stop escalating the situation.**

**There is also a role for advocates in these types of situations. Other kids can remind you that you might want to make a better choice. That is part of the role of an advocate.**

## **ACTIVITY**

**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 behavior which escalates bullying situations and that you intervene when you see it happening with others.**

**Raise your hand if you accept my request to do that.**



## **DAY 4**

### **OBJECTIVES**

To recognize bullying when they see it.  
To recognize 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**

**Are we becoming a community that is not going to accept bullying behavior?**

**How is that happening?**

**Have any of you seen someone else being bullied lately?**

**How did you feel?**

**Have any of you acted as advocates recently?**

**If you acted as an advocate, how did you feel?**

**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?**

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

**Bullies: You are making fun of a younger kid on the playground, saying things about how s/he looks or acts.**

**Advocate: These bullies are your friends, but you know this is wrong. 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 5 people to help me. (3 bullies, 1 victim, 1 advocate)

Bullies: **You are intimidating someone into giving up his or her CD's.**

Advocate: **What could you do to intervene?**

Act out possible responses. Again, emphasize the role of the observers.

- How do you think the kid being intimidated feels?
- How do you feel seeing this happen?
- What could you do?

**RP** I need 7 people to help me. (4 bullies, 3 victim)

Bullies: **You are intimidating a group of kids in the after school program.**

Victims: **What would you do? Act out this situation.**

If you just avoid them, 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)

Bullies: **You are teasing a younger kid saying things "You're so ugly, your mother doesn't even like you!"**

Advocate: **What could you do? Act this out.**

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 in the past few days?

**Did you do anything to clean up your behavior? Did you ask the other person to forgive you? Did you apologize? If not, is it cleaned up?**

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

Bullies: **You are making fun and saying unkind things to the fifth child?**

Advocate: **You apologize for being mean. Act this out.**

Have every child practice apologizing. The concept of apologizing and actually finding the words to do so, and then doing it with eye contact and appropriate body language, are two very different things. Children need practice.

**How did it feel to apologize for the bully and for the bullied person?**

**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 one or more people you have treated badly. Apologize to them in the next 24 hours. Notice how you feel as you are thinking about apologizing, how you feel while you are apologizing and how you feel after you have apologized. Does apologizing make any difference in how you feel toward the person or how the person feels toward you?

Notice how often group bullying behavior occurs in what you watch on television. Keep track of how often you see an advocate intervene. Bring specific examples to the next class.

## **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, since the last time, that you were being a bully, or being unkind to someone or making someone else feel bad?**

**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?**

**How many of you brought back examples of advocacy in group bullying situations?**

Allow a few minutes of discussion of examples of this.

### **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 can't do anything right." Or "I hate you!" Does that hurt?**

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

**What emotions do you have?**

**What do you feel like doing?**

**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 such a brat!" "You're worthless!" "I can't stand to be around 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 such a loser?" "You never get anything right!" "I wish you'd never been born!"**

**If the child isn't stepping away to avoid what you're throwing remind them to do so.**

**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 do anything right." "You're so stupid, you'll never learn this."  
Did you let it in?**

**So you really do have 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 an adult in your life hurts you with his or her words, and it happens to you a lot, you should tell someone about that.**

**If an adult 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 them. You need to tell another adult who can 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.**

**When you need to get help, who do 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 uncle, and I'm physically mean to you? I push you and smack you in the ear (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 mom. Now pretend I am your mom. What would you say and do if I was watching television?**

Role-play getting attention and telling. It is important to tell the whole story so mom 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 (eye contact, accurate language and consistent body language).**
- 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 she hates you and hates being there. You want to tell your mom, but she's been sick and you don't want to bother her.**

**Would you need to tell her anyway?**

**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?**

*NOTE: 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

**This is the end of this program. As a reminder of what we've promised to do to make this a better community for everyone, we've said:**

**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.**

**Stand up if you can be counted on to keep this as part of your commitment for the rest of the year and on into Middle School?**