

Dear Educator,

Taking Care reviews concepts that were presented in Everyone Belongs, including empathy, The Golden Rule, types of bullying behavior, the four rules to prevent bullying, bystanders skills, and "Walk, Talk, Squawk." Additionally, the show explores more specific issues, including teasing, rumors, cyber-bullying, peer aggression, and developing good character. Typically, two versions of the program are presented, splitting the student body into grades k-2 and 3-5. In the case that a school presents only one program, a hybrid version is performed. The following is a review of the concepts covered in *Taking Care*, along with suggestions for activities. I have divided the material into 2 sections: **I. New Concepts** and **II. Reviewed Concepts** to help with organization.

Accompanying support materials are available in pdf form. Please feel free to print, copy, and distribute any documents that you feel will be helpful. They include:

- Bystander Skills
- Walk-Talk-Squawk
- Pledge
- The Case of Billy Briefcase
- The Ballad of Little Fazool
- Do The Right Thing

I hope you find them helpful. If you have suggestions for improvement they are always welcome.

Sincerely,

Paul Hadfield, LCPC

paulhadfield@comcast.net

I. NEW CONCEPTS

A. Empathy is part of what makes humans so great- it helps us to take care of one another, to build trust, and to "walk in another person's shoes."

Empathy helps us to know how other people are feeling. It is important to pay attention to the feelings of others. It is the basis for forming friendships. Friends need to trust one another and to respect one another's feelings. When classmates respect the feelings of others, school becomes a better, safer place to learn.

Talking Points:

- Great leaders, like Martin Luther King Jr., feel empathy for the citizens they lead. Why is it important for a leader to feel empathy? What would happen if a leader did not care how the people felt?
- When you see someone feeling sad at school, what can you do to help?
- How is empathy important to a friendship?

Activities for students:

Have students:

- Read the story Billy Briefcase and answer these questions:
 - Did Marcos show empathy toward his friend?
 - What could Billy have done to let Marcos know how he felt?
 - How might the story have been different if Marcos had shown empathy toward his friend?
- Draw a picture of someone who is feeling sad, angry, or lonely. Tell why they are feeling these emotions.

- Undercover detective assignment: during lunch or recess. Pick a student that does not look happy-- smile at them and say hi. Report back on what happens.

B. 4 W's and an H- Mr. Barry does detective work to understand bullying at school. Learn the what, how, who, when, and where of mean behavior.

Talking Points

- **What** is bullying? Repeated mean behavior. When someone is mean to you over and over again. Usually someone with more power, so it is hard get away. You can feel nervous and trapped.
- **How** do kids bully? Hitting (kicking, pushing, tripping and other physical methods); Name calling; Exclusion; Rumors.
- **Who?**
 - Bullies- kids with more power (bigger, older, more popular, funny)
 - Targets- anybody can be a target; sometimes kids who are different, do not have many friends, or are not being included
 - Bystanders- the majority (the most); really have the most power if they practice bystander skills and good character
- **Where & When** do students bully? Usually in places where there is less adult supervision, like in the cafeteria, on the bus, at recess and even in the bathroom.

Activities for Students

Have students:

- Without using names, have students tell the class about a time that they felt they were being bullied. As a class find the What, How, Where and When of the "case" presented. Write the answers on the board.

- Write a story about someone being bullied. At the end, list the What, How, Who, When & Where bullying happened in the story.

C. Good Character means practicing making good decisions or "doing the right thing when no one is watching."

Talking Points:

- It is great to be respectful, caring, trustworthy, fair, responsible and a good citizen when you are with a teacher in the classroom-- it helps learning and makes your classmates feel safe and relaxed.
- What are the consequences for being irresponsible or disrespectful in class? What are examples? In class, grades and discipline help students to display good character, but what about outside the classroom?
- Outside the classroom is when character comes from the "inside," when students know what is right and do what is right even though no one is watching.

Activities for Students

Have students:

- Write, tell, or draw a picture of a story in which someone "did the right thing" even though no adults were watching.

D. Rumors

Rumor is another word for talking about people behind their backs. Rumors can be very mean, hurtful, and it can be very hard to know where they came from. Whenever a rumor is repeated, it grows bigger and causes more harm. Spreading or repeating rumors is a form of bullying.

Talking points:

- How would you feel if other students were talking about you behind your back? Name the emotion.
- Are rumors true? How can rumors change as they are repeated?
- What is the best way to pop a rumor?

Activities for Students

- The rumor game: the teacher whispers a phrase to a student at one end of the room. It is passed around the room from student to student. Compare the final phrase that is whispered to the original. What does this say about rumors?

E. Relational Aggression

Sometimes, bullying is not carried out by an individual-- it is a "group effort." Taking sides, spreading rumors, and supporting mean behavior can turn a conflict between friends into a battle in which students get hurt. An example of this is in the story Billy Briefcase.

Talking points:

- If you are having a conflict with a friend, what can you do to make it better? Can two students who have a disagreement still remain friends? Is it OK to take a break and play with different friends?
- If two of your friends are having a disagreement, how can taking sides make it worse?
- In Billy Briefcase, what were the rumors? Were they hurtful?
- In Billy Briefcase, Billy avoids the teasing by playing with other friends. What else could he have done?

Activities for students:

- Write or draw an ending to the story Billy Briefcase. What happens after Billy talks with the school counselor? Will Billy and Marcos still be friends?

F. Teasing

Is teasing bullying? It depends on the circumstances and it depends on POWER. (download and print Teasing Diagram PDF.)

Talking Points:

- Use the diagrams to understand some of the dynamics of teasing.
- Have you ever been teased by a friend? Was it hurtful or was it more like playing? What can you do if a friend is teasing you, and you do not like it?
- How can teasing among friends become bullying?

Activities for students:

- Have children pick one of the diagrams and write or describe an example in which they experienced that particular type of teasing.
- In diagrams 5-9 someone is teased for being different. Have the class write a list of ways to prevent this from happening at your school.

G. Cyber-bullying

Cyber-bullying is a form of bullying that can happen while using cell phones or computers. Name-calling, exclusion, and rumors are just a few ways that students can be hurt. People can feel anonymous while using their phone or computer, and therefore are more likely to act mean. In cyberspace, bullying is not restricted to the school day-- it can happen 24/7. That is why it is extremely important to demonstrate good character while using the internet, even though "no one is watching." For their own safety, children should

- Never share any personal (address, phone #, etc.) or embarrassing information (pictures, etc.)
- Never share a password
- Never retaliate when someone is acting mean
- Always talk to an adult when there is a problem

Talking Points:

- Who sees what is posted on the internet? (it is available world-wide). Once you post something on the internet, can you get it back? (no).
- Why would kids who do not act mean at school, act mean in cyberspace? (They think they are anonymous).
- Is there a school policy for bullying on the internet?

Activities for Students:

- Make a poster that states an important rule for cyber-safety (i.e. "Never share your password.")
- Write a simple contract listing the 4 rules of cyber-safety. Have each student sign it and take it home for his or her parents to sign.

II. REVIEWED CONCEPTS

A. Anti-Bullying Rules:

1. We will not bully
2. Help others
3. Include everyone
4. Tell an adult.

Talking points:

- Bullying is when someone is mean over and over.
- What does being mean do to others?

- What are some of the ways that kids are mean at school? (See IV)
- How can bullying behavior make it hard to learn at school?
- Why should we help others?
- What can we do to help others?
- How can we include students who have been left out?
- How can an adult help if someone is being mean?

Activities for students:

Have students:

- Choose one of the four rules and make a poster to support it. Include the rule and a picture in each poster.

B. The Golden Rule: Treat others the way you want to be treated.

Talking points:

- Sometimes people wrongly think that the Golden Rule is: Treat others the way they treat you. How is this different from the real Golden Rule?

Activities for students:

Have students:

- Make a list of 3 rules that they and their friends/families always try to follow.
- Write his or her own classroom rule for everyone to follow. Share and discuss the rules. Post everyone's rule in the front of the classroom.

C. Four Types of Bullying

1. Hitting, kicking, pushing.
2. Name calling.
3. Leaving people out on purpose.
4. Rumors.

Talking points:

- Everyone knows that hitting and kicking hurt, but how do rumors hurt? What is a rumor?

- What kinds of names hurt people? What can you do when someone calls you a name?
- What can we do if someone is saying mean things about another student?
- What can we do if someone is left out?

Activities:

- Form a friendship "club" of students who look out for and develop strategies for assisting victims of bullying or students who are "left out." Have them work in teams. Brainstorm a list of strategies and have students "report back" on any mean behavior they witness and what they were able to do to help.

D. Bystanders

Bystanders are the kids that witness bullying. They have the most power, because they are the majority. When bystanders are silent, being mean can seem ok. When bystanders laugh, being mean seems fun.

Bystanders Skills:

1. Do not be silent.
2. Do not laugh.
3. Invite victims to play.
4. Talk to victims to let them know that you do not agree with the bully.
5. Tell an adult
6. Make friends with kids that are being treated mean.

Talking points:

- Why do bystanders have the most power?
- What emotion might a victim feel when bystanders laugh?
- Why do kids need the help of bystanders?
- How does being silent help bullying to "grow?"

Activities:

- At recess, assign children to play with "someone you've never played with before." Have them report back what they learned about the new playmate.

E. Walk-Talk-Squawk

Three steps to take if you think you are being bullied. If you are scared or think that someone might get hurt, it is always ok to just SQUAWK (Tell an adult).

WALK- 1st time: walk away without saying anything

TALK- 2nd time: use an assertive "I" statement ("I want you to leave me alone.")

SQUAWK- 3rd time: tell an adult.

Talking points:

- Why can it be hard to "stand up" to a bully?
- Why is it sometimes best to just walk away?
- What are "I" statements?
- Is it possible to do all three at once? (Talk, walk, then squawk)

Activities:

Role-play- the class creates a one-on-one bullying situation in which one child calls the other a name. Choose 2 students to role-play: one calls the other a name. The victim responds by:

- Walking away without speaking or making eye contact.
- Stating an assertive "I" statement, then walking away.

Discuss with the class how each student felt during the role-play. (Use the Feeling Words handout.) Brainstorm with the class "I" statements, and write them on the board.