Take A Stand: Prevention of Bullying

7 YEAR OLDS - Instructional Guide Day 5

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**Objectives**

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

To discuss resources for getting help

To teach children how to tell effectively

To emphasize the importance of telling truthfully and thoroughly

To encourage children to tell and list resources for telling

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

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

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

List them

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

List them.

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

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

Role-play the steps of getting someone’s attention

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

1. **Try to get someone’s attention: talking when they’re doing something else, pulling on the persons clothes, putting your face in their face. All of these are more annoying than effective.**
2. **Getting someone’s attention: that means the person stops what he or she is doing and looks at the child.**
3. **Practice saying what actually needs to be said using three elements of communication**
4. **Practice having the person understand and do something about the problem.**
5. **Also practice having the person not be interested or not help.**
6. **Then, practice having the child go and tell someone else.**

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

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

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

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

**RP Who has another example we could role-play. Remember no names.**

Practice as time allows with their examples.

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

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

**Other Resources for Help**

**Can the school help with problems at home?**

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

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

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

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

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

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

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

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

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

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

**I think so. How many of you think so?**

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

**Conclusion**

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

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