



## Caregiver Resource Packet

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## Communities for Safe Kids: Presentations

On the day of a presentation Communities for Safe Kids will arrive at a classroom and notify the teacher upon arrival that we are ready to go whenever the teacher is. It takes around five minutes to set up the stage. We try to select a spot where most children can see from their chairs but some shifting of seats may be necessary.

We begin with an introduction of the three C4SK presenters, a brief overview of the topic, and what the kids can expect for the day. Each show is followed by a questions and answers section for and an activity.

C4SK has posters that we leave with classrooms for many of our topics. We encourage teachers use them to re-enforce the lessons. The posters are also useful if reviewed before C4SK returns to help kids get ready to expand their knowledge base on these topics.

**Teacher participation is key; it shows students that the school supports the messages that are being taught and that their teachers care about these issues**

### Communities for Safe Kids: Topics

#### Bullying (Grades 1-5)

During the show the basic topics covered are:

- Examples of Bullying
- Bullying others about differences
- Kids who act like bullies
- Kids having bullying problems
- Kids watching a bullying problem
- Telling and Fault



During the bullying workshops, kids practice helpful, assertive, safe bystander responses in common situations involving bullying behavior in person. Facilitators and puppeteers work with kids to use puppets to practice skills through role play. Younger children also talk about ways to be a good friend to others and to someone having a problem.

### Cyberbullying (Grades 3-5)

During the show the basic topics covered are:

- Examples of Cyberbullying
- Kids having bullying problems online
- Kids watching bullying problems online
- General internet and phone safety



During cyberbullying workshops, kids practice helpful, assertive, safe bystander responses in common scenarios where technology is involved. We divide kids into small groups and pass out scenario slips.

### Understanding Feelings (Grades 1-2)

During the show the basic topics covered are:

- Listening to body cues
- Ways to manage emotions

During the workshop, students play a game that allows them to practice calming themselves down quickly after being active. They practice breathing slowly and deeply. Students also think of, and have the opportunity to share a time when they felt happy, safe, or did something they felt proud of.

### Accepting and Respecting Diversity (Grades 1-5)

During the show the basic topics covered are:

- Identity
- Discrimination
- Problems with Discrimination

During the workshop for grades 1-2, students learn the definition of “welcoming” and talk about why feeling welcome at school is important. Students practice inviting others to play and introductions through role plays with our mini puppets.



During the workshop for grades 3-5, students will define prejudice as “pre-judging” others based on assumptions. Students brainstorm about the type of judgments people might make without getting to know someone. Students reflect on the difference between what others might assume about them and how they truly are on the inside through work on a two sided self-portrait; one side being what they think others might assume, and the other side reflecting who they really are. Students take a few moments to observe each other’s portraits.

## How to Intervene Effectively in a Bullying Incident

### During a bullying incident

- **Separate the parties involved & assess safety**
  - Remain calm and use a direct, non-emotional, assertive voice. Determine if there are weapons involved or if the scenario poses an immediate physical threat to anyone. Don't try to force an apology between the two students or mediate the conflict right away. If you can determine who was the target, speak with them first, and the bullying student(s) second.
    - Evaluate the situation further by addressing the student you think is being bullied.
      - "Are you okay? I heard/saw [event] happening."

### IF you discover any of the following, seek assistance immediately:

- \*Threats of serious injury
- \*Threats of hate-motivated violence (e.g., racism, homophobia)
- \*Serious bodily harm
- \*Sexual abuse
- \*Robbery or extortion

### Immediately following a bullying incident

- **Verify what the target has told you by repeating or summarizing the key events and emotions conveyed by the child.** This process also serves to validate the experience of the child. Try to encourage non-verbal children to speak with you by noting and mimicking their body language. Don't try and force the conversation if the child isn't ready to talk about it right then. If you do step away, return in the amount of time you specified. Knowing what will happen, and in what order is helpful for individuals in traumatic situations.
  - "I can tell you are [emotion] because you are [body language]. Is that right?"
  - "It seems like you need to take a minute to breathe slowly. I'm going to give you some space and come back in [two] minutes."
- **Ask clarifying questions using an empathetic tone to determine what happened. Let them know the behavior they experienced was not okay and they did not deserve it.** Asking about specific details that might seem aside the point at the time can be helpful later and can clarify what happened beyond what the student is able to convey. Details can also reveal dishonesty on the part of students suspected of bullying as well.
  - "I'm trying to get a clear picture of what happened. Is there more you can tell me about it?"
  - "Where were you when that happened? Did you see any adults or other kids around? What did their face look like? What did their voice sound like?"
  - "It's not okay for her to call you names. You deserve to feel safe. I'm sorry that happened. I don't think what they said was true at all."
- **Let them know you will address the situation.**

- If the target broke rules also, let them know you understand why they might have acted that way, but it was not okay to break the rules.
  - “I know it is hard, but it is not okay to bully back. It makes things worse. Next time, you can choose to [alternative action].”
- Listen carefully: screen the children, looking for clues in their demeanor or behavior (see ‘victims of bullying’ and ‘kids who bully others’ below)
- Resistance versus Terrorism: Children may become violent or act out to resist being mistreated. This is not the same as intentionally terrorizing someone over time in order to make the target ‘smaller’ (socially & emotionally in particular) and themselves ‘bigger,’ and should not be addressed in the same way.

### Victims of bullying

- Are concerned with their safety or making the behavior stop
- Often has tried to modify their own behavior to avoid being bullied in a variety of subtle ways
- Express fear or dread. Consider dread; who is dreading coming to school or going on the bus?
- Tend to focus on what happened rather than why they shouldn’t get in trouble
- Desire to be heard and seen/need social validation
- Fear of consequences are less important compared with the violence they experience

### Kids who bully others

- Focus on avoiding consequences & justifying their actions
- Focus on their own annoyance with the situation
- Call out character flaws in the victim
- Claim victim is “crazy” “liar” “exaggerates”
- Tend to have established social supports or power via size, popularity, ability, etc.



Listen Carefully

- **Speak with the kid acting like a bully using an assertive, serious tone, but remain matter-of-fact and non-judgmental.** It can be helpful to get very specific about what happened, even asking about eye contact/physical movements/word said. Start with a milder offense. Direct conversation away from what the target did or said.
  - “Are you okay?”
  - “Can you tell me what happened? Tell me what you did/said.”
  - “Did you [behavior]?”
  - “Everyone makes mistakes. I want to understand you so we can work together to find a solution.”
  - “I want to be sure we find the best way to make things better and easier for everyone, including you.”
- **Reflect what the student says, and reframe the action that was against the rules in the way you’ve talked about that rule in the past.** This helps the student feel heard. It is not the same as agreeing with their behavior.

Example: “I heard that you felt [angry], so you chose to [tell Gina that Levi said she was ugly, even though that wasn’t true.] That was not okay. You know that spreading rumors like that is a type of bullying and it’s against the rules.”

- **Administer a logical, consistent consequence that is not so harsh that it is likely to cause retaliation.** The student should already know the potential consequences because they are clear and have been discussed before. Any consequences are ideally developed with input from the students early in the year.
  - Research indicates that consequences which involve a student’s social connections are most effective (ie: talking with student and parents together, losing privileges where they spend time with their friends). An element of community service as part of the consequence also has good support in research, and frames the behavior as impacting community health and wellness.
  - If the issue persists, or the behavior is serious, refer them to the counselor or principal for a more in depth conversation. Devise a plan to communicate clearly between adults involved.

**After the incident**

- **Be sure to check in with the target and any bystanders.**
  - **Target:** “How are you doing, now? Have things gotten better/worse/no change? Let me know if [action] happens again.”
  - **Bystander:** Help the bystanders connect their feelings with their actions and encourage strong responses. Identify their behavior at the time, in a curious, non-judgmental tone.
    - “I noticed when that happened you [action]. I wonder why you did that?”
    - “How did you feel when you did that?”
    - “What might help you feel even stronger?”
    - “So you were quiet, and you noticed that something was wrong! You paid close attention to what happened. Would you do anything different if you had to do it over?”
- **Check in with the kid who acted like a bully.** Reiterate community responsibility and shared values. Post the consequence and ask how they are feeling. Validate complex feelings. Ask how the child feels about repeating their actions and offer assistance.

Example: “Well now that’s over, how does it feel to give back to the community by [consequence]? Do you think it will be hard not to [action] again, why or why not? Sometimes it’s hard to change, and there are people here that can help you if you want. Would you like to spend time with the school counselor on this? Some kids say they feel better and things get easier because of working with the school counselor.”



## Communities for Safe Kids Tool Kit

On the next few pages we have ideas and examples of different things you can do to re-enforce the lessons taught in C4SK and to build relationship with kids.

### Play “what if” games

These games are designed to help kids think beyond stereotypical or media glorified solutions to interpersonal problems such as, “stand up to the bully” or other direct confrontation by bystanders or victims because these solutions often lead to the exclusion of other possibilities for action; many that are likely to yield positive results. This game is also a powerful opportunity to create connectivity, trust & positivity in the environment. Be creative and playful!

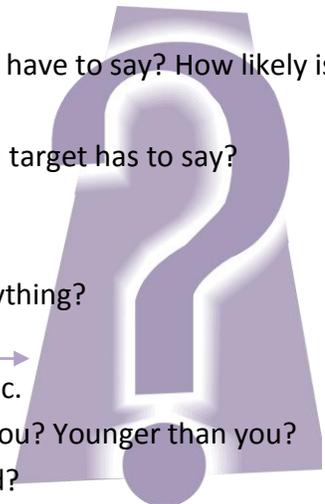
#### Give kids a scenario and help them think through what to say and do. Some guidelines:

- Be curious and really listen to what they have to say.
- Ask more questions if their ideas might be dangerous or hurt them or others.
- Try to avoid telling them their ideas are wrong; remember the point is to get them to think for themselves.

Scenario example: “What if you saw someone calling someone else a mean name on the playground?”

#### Ideas for questions that support critical thought:

- What if you were right next to the person saying mean words? What if you were standing far away?
- What could you do? What then? What might happen if you did that?
- What can you do when you feel really upset? What else?
- How would it feel to do that? How might the other person feel?
- How likely is it that the kid acting like a bully will listen to what you have to say? How likely is it that the target will listen to what you have to say?
- How likely is it that a kid acting like a bully would listen to what the target has to say?
- When would you ask an adult for help? When wouldn't you?
- Whose fault would it be if you didn't do anything?
- Whose fault would it be if the person being picked on didn't do anything?
- What if your friends were there? What if you were alone?
- Who are some safe grown-ups at school? At home? At the park? Etc.
- What if the person acting like a bully was your friend? Older than you? Younger than you?
- What if you said something and they started picking on you instead?



**Useful questions to get students thinking, become invested, & feel empowered to act**  
**From Stan Davis**

These questions give adults the opportunity to build a community that gives students the opportunity to express and be a part of creating a safe school. The questions are useful in group settings that will support a safe environment of sharing; like small group in a classroom or a leadership committee of students.

- What specific behaviors should adults at school act to stop?
- If you asked an adult at school for help with a peer action, did things get better? Was there no change? Did things get worse?
- Which staff actions helped all students here feel safe and learn?
- How many school adults do you have a positive connection with? What did those adults do that helped you connect?
- If you were mistreated by peers, what did you do that helped? What did adults do that helped? What did peers do that helped? For each, what happened next? (Focus on repeating what HAS worked rather than on what you think “should” work.)
- What have you done to help others who were mistreated or excluded? What happened when you did that?
- How will we work together with peers at school as colleagues/classmates, so everyone can learn?

**Questions to build empathy**

1. What did you do? Ask for specifics
2. How do you think they felt? How else did you effect them? How did you effect yourself? How do you know? What happened after that? Why do we have that rule? What would happen if you did that as an adult?
3. **What problem were you trying to solve or goal were you trying to meet?**
4. Next time you have that problem how will you solve it without hurting anyone? Brainstorm three or more ways to solve the problem and discus what would happen if their solutions weren't effective right away.

**What was your goal?**

On the next page there is a guide for 'What was your goal' that you can cut out and laminate as an easy pocket reference for talking to kids. It can be used to help develop your relationship and understand and talk to a student who acted like a bully by helping them identify their goals by finding out what was at the root of their decision. Reflecting their goal back to them can help them feel that they are being understood, but isn't the same as agreeing with their behavior.

## Guide for Parents: How to Respond to Bullying & Friendship Problems

### Bystander and Friendship Conflicts or Very Mild Bullying Problems

- Listen for what they want you to know and repeat the most important bits back to them. This often involves:
  - a) What feelings did they have? Exp: "So [event] happened and you did [action/passive action]. Wow, how did you feel then? How did [others involved] feel?"
  - b) What did they do and how did that change the situation? Exp: "So [event] happened and you did [action/passive action]. Wow, how did you feel then? How did [others involved] feel?"
  - c) For you to know they did the best they could. Exp: "It sounds like you did the best thing you could think of at the time. Do you think so?" If "no" ask, "What would you do differently next time?"
  - d) For you to understand how challenging the problem was. Exp: "Friendships are really tough sometimes. You can't control what other people do, but I'm so glad you're doing your best to think about and control what YOU do." Exp: "It is really hard to get along with everyone in places like work and school because we are all SO different."
  - e) For complex/unsolvable problems, ask what they wished would have happened and repeat their response to close the conversation.



### Bullying Victimization

- Again, listen for what they want you to know and repeat it back to them.
- It may be important for you to know what steps have already been taken to resolve the problem, so it is okay to gently ask about that.
  - a) Validate feelings and any actions of the child. "That sounds hard. I wonder how you must have felt."
  - b) Let them know it wasn't their fault, they didn't deserve it and you are glad they were able to talk with you. "I'm so sorry that happened. It's not your fault and you don't deserve it. I'm really glad you're talking to me about this. That is so brave of you."
  - c) Identify and validate even small acts of bravery or strength the child used to resist bullying or advocate for themselves.
  - d) Remind them of their strengths and good qualities. Let them know you will advocate for them to be safer.
  - e) Check in with them about the incident later on, too.

Listen for what they want you to know and repeat it back to them.

## **Resources**

### **For Educators**

**Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying** by Stan Davis. Easy to read and up to date bullying prevention theory and practice. Davis was a school counselor and educator for 40 years and is one of the leading experts in the country on bullying prevention.

**Stop Bullying Now! Website** – [www.stopbullying.gov](http://www.stopbullying.gov) - Handy government website with resources, research, tips, and ideas for understanding the scope of bullying, cyberbullying and effective prevention techniques.

**Futures Without Violence Website** – [www.futureswithoutviolence.org](http://www.futureswithoutviolence.org) – Website for administrators and those interested in the most up to date violence prevention programs. Provides technical assistance to the Department of Justice’s Defending Childhood Initiative in Multnomah County.

**Welcoming Schools** – [www.welcomingschools.org](http://www.welcomingschools.org) – Ideas and curriculum for teachers about how to talk about diverse families, gender and sexuality in the classroom.

**Teaching Tolerance Website and Magazine** – [teachingtolerance.org](http://teachingtolerance.org) is a website for educators and includes sample lesson plans, information and articles on how to incorporate anti-bias education into existing curriculum. The magazine is published twice per year and is free for educators.

**Anti-Bias Education for Young Children and Ourselves** – by Louise Derman-Sparks. Easy ideas for incorporating activities and games that promote acceptance and respect of diversity in the classroom and school environment.

### **For Students & Caregivers**

**Off Limits: A Parent’s Guide to Keeping Kids Safe from Sexual Abuse** by Sandy Wurtele and Feather Berkower. An excellent and comprehensive book with ideas for how to talk with kids about normal sexual development and tips and rules to keep kids safe from sexual abuse.

**Just Kidding, Say Something, Confessions of a Former Bully, and Trouble Talk** – Books by Trudy Ludwig on the topic of bullying.

**The Hundred Dresses** – By Elenor Estes is a longer story centering around the effects of bullying on a polish girl named Wanda in the 1940s, and a bystander named Maddie who watches what happens. Perfect for understanding reasons why bystanders don’t interrupt bullying, and the effects of watching without taking action.

**thatsnotcool.com & loveisrespect.org** – A website for tweens and teens on the topics of healthy dating relationships and cyber-harassment.

### **Books on specific topics**

These are great books that show kids dealing with violence in their community, school or home. We like these books because they avoid victim blaming, false promises and fear tactics.

**Neglect** – Our Gracie Aunt by Jacqueline Woodson – two neglected children adjust to living with their aunt and the idea of their mom being in rehab.

**Physical Abuse** – I Don't Want to go to Justin's House Anymore by Beth Jepsen – a boy doesn't want to go to his friend's house because of violence there.

**Sexual Abuse** – Not in Room 204 by Jamie Zollars. A teacher sets rules of respect in her room and tells her students they can talk to her about touching problems.

**Partner Violence** – Something is Wrong at My House by Diane Davis. A boy talks about the violence in his family and how it makes him feel.

### **Feelings and Empathy**

**Today I Feel Silly** – by Jamie Lee Curtis. Covers a wide variety of emotions, with plenty of humor.

**The Feelings Book** – by Todd Parr. A preschool through 1<sup>st</sup> grade friendly book about various feelings.

**I Love You Rituals** – by Becky Bailey. A book for parents/caregivers full of short rhymes, finger games and other ideas to promote closeness and attachment; the best way to foster obedience and emotional health in young children.

### **Other Resources**

**211** – 2-1-1 provides free and confidential information and referral. Call 2-1-1 for help with food, housing, employment, health care, counseling and more. Learn more about your local 2-1-1 by looking it up at [ww.211.org](http://ww.211.org)

**Impact NW's Early Childhood and Family Programs off a range of resources for families including classes, groups and one on one support on a variety of topics. Please do not hesitate to call the Brentwood-Darlington Community Center at 503.988.5961 for more information.**

### **References**

For the PowerPoint presentation.

*Anada, R., & Felitti, V. (n.d.). The adverse childhood experiences study. Retrieved from <http://www.acestudy.org>*

*Davis, S. & Nixon, C., (2010). The Youth Voice Project [Pdf document]. Retrieved from <http://www.youthvoiceproject.com>*

U.S. Department of Health and Human Services. (n.d). Prevent Cyberbullying. Retrieved from <http://www.stopbullying.gov/cyberbullying/prevention/index.html> on 8/20/2012