

Dear Educator,

Everyone Belongs is an assembly program that overviews the basic components for reducing bullying. Topics include recognizing emotions, empathy, The Golden Rule, types of bullying behavior, the four rules to prevent bullying, bystanders skills, friendship, and the method of handling bullying called "Walk, Talk, Squawk." The following is a review of *Everyone Belongs'* basic concepts, along with suggestions for activities.

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
- Feeling Words (older students)
- Feeling Words (younger students)
- Feeling Words With Faces (older students)
- Feeling Words With Faces (younger students)

I hope you find them helpful.

Sincerely,

Paul Hadfield, LCPC

I. Emotions- developing an "emotional vocabulary" is crucial to developing empathy.

"Emotions are feelings we feel in our bodies while showing them on our face." All emotions are important; some feel good and some feel bad. It is important that children develop an "emotional vocabulary" so they can talk about the way they feel as well as recognize the feelings of others. This knowledge is key to the development of empathy.

-Some emotions that feel good: happy, excited, safe, confident, surprised.

-Some emotions that feel bad: sad, angry, embarrassed, lonely, and scared.

Talking points:

- Bullying can hurt us on the outside, but it can also hurt us on the inside-- it hurts our feelings. Hurt feelings are harder to see than hurt bodies. Why?
- Being hurt on the inside can be worse than being hurt on the outside. i.e. a student can come to school with a broken arm, but many children who are hurt by bullying are afraid to come to school.
- How many feeling words do you know?
- How do we know when someone's feelings are hurt?
- How can you affect the feelings of others?
- What can we do when we know someone's feelings are hurt?

Activities for students:

Using the Feeling Words PDF, have students:

- List all the emotion words they can, then compare their lists with the Feeling Words handout.
- Put a star next to their favorite emotion to feel. Put an X next to their least favorite emotion to feel.
- Circle the emotions on the feeling words chart that feel good; underline the ones that feel bad.
- Pick an emotion that feels good and one that feels bad and tell a story or draw a picture about when they felt each of these emotions.
- Tell/write/draw a story about someone they know and name an emotion that this person felt.
- Tell/write/draw about an emotion that can feel both good and bad.
- Pick 5 emotions and draw faces to represent them.

II. 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.

III. 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.

IV. 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.

V. 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.

VI. 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.

