

Lesson 5

Teaching Strategies for the Helpers

MATERIALS

Poster 25: CARES

Handout 26: What I Can Do IF . . .

OBJECTIVES

To present strategies for the students to use as “helpers” in the classroom. These “CARES” strategies are techniques that “the caring majority” of students (the 85% of students who are neither bullies nor victims) can employ to assist the victims and prevent bullying behavior.

STEPS

1. Last Lesson Review
Check that the students still remember what HA HA, SO stands for.
2. Group Activity
To expand upon the students' understanding of bullying situations and break the ice, read a story from your school's library or show a video that addresses a bully-victim situation that emphasizes the feelings of the victim. Be sure to select one that is appropriate to the age group of the children.

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After the story or video, lead a class discussion about how the victim character might have been feeling. Have the class brainstorm appropriate “feeling words,” and write them on the board. Get them started with words like “scared,” “lonely,” “sad,” “hurt,” and “fearful.”

Encourage the students to develop compassion for the victim by making pointed statements and asking leading

questions, such as:

- ▶ “How many of you have ever had a similar thing happen to you?”
- ▶ “Feeling afraid is not a very nice feeling, is it?”
- ▶ “How does your body feel when you are scared?” *upset*
- ▶ “What does it feel like to be sad? Do you ever feel like crying when you are sad?”
- ▶ “Does everyone feel lonely sometimes? Can you remember the last time you felt lonely?”

Encourage the students to think about their answers to these questions. They will not have to raise their hands or answer out loud, to avoid embarrassment, but they can volunteer answers or feelings if they like.

3. Teach and Model for the Students the CARES Strategies
Explain to the children that as part of their classroom rules against bullying, they will be expected to (and taught how to) help the victims of bullying (see Poster 25).

CARES

- C – Creative Problem Solving
 - A – Adult Help
 - R – Relate and Join
 - E – Empathy
 - S – Stand Up and Speak Out
- ▶ Creative Problem Solving—Teach the students how to address a bullying situation through creative problem solving.

RESOURCE GUIDE

See “Videotapes and Films for Students,” “Books for Primary Students,” or “Books for Intermediate Students” for materials that emphasize the feelings of the victim in bullying situations.

A helper can use this strategy by saying, for example, “It looks like you two have a problem and maybe I can help you solve it. Lisa, you’ve been giving Margaret put-downs so now you could even it out by giving her some build-ups.”

- **Adult Help**—Teach the students when and how to seek help from an adult to keep things safe. Remind them about the difference between “tattling” and “telling” (see *Handout/Poster 14*). Also remind students of the adult they named in Lesson 3 that they could get help from.

This strategy should be used when the “Stand Up and Speak Out” and “Creative Problem Solving” strategies are not working and especially when the helper feels scared too. The helper should seek out the teacher or another adult, explain the bullying situation and the strategies that have been tried, and ask for help.

- **Relate and Join**—Teach the students how to join with and support the victim. Remind them that “there is strength in numbers.”

This strategy involves helping the victim by clarifying differences. If a learning-disabled student is called “dumb,” for example, a helper could say, “We all have things we’re good at and things we’re not so good at. I’m not so good at being organized.” With racial slurs, a helper might say, for example, “Jody is black and I’m glad. Think how boring our class would be if we were all white.”

This helping strategy can be illustrated by historical examples of joining, e.g., King of Denmark putting on the Star of David when the Nazis arrived and demanded it of the Jews.

- **Empathy**—Teach the students how to empathize with feelings the victim might be experiencing. This strategy can involve simply telling a victim you felt with them after an observed bullying incident.

This strategy also can involve speaking out against bullying (the “Stand Up and Speak Out” strategy). A helper could say, for example, “Janet, you’ve been spreading rumors about Amy that aren’t true. I don’t like it and it is against our school rules. If I were Amy, I’d feel hurt, confused, and mad.”

- **Stand Up and Speak Out**—Teach the students how to speak out against bullying (use *Handout 26*). A helper might say, “Juan, making fun of James’ baggy sweater isn’t nice. I have one almost like it at home and I think I’ll wear it tomorrow because old, soft sweaters are so comfortable. You can wear one too if you want to.”

Explain to the students that the first strategy that they try when helping a victim may not work. In that case, they will have to try another. That is why you are giving them five strategies and an easy way to remember them (CARES)—so that they will have lots of things to try. After they know the five strategies really well, they will be able to quickly figure out which strategy to try first, second, and so on, in each unique bullying situation.

As an indication of their understanding of these strategies, ask the class to identify the strategy or strategies used by the other characters (other than the bully and victim) in the story or video you presented to the class at the beginning of this session. If none of the CARES strategies were used, ask the students to identify the strategy or strategies that the other characters should have used to help the victim.

To reinforce the memorization of the CARES mnemonic, you may wish to have the students repeat the strategies in some way, such as singing CARES to a familiar tune, calling out the strategies as you yell the CARES “cheer” (e.g., “Give me a C!” “Creative Problem Solving!” “Give

me an A!” “Adult Help!”), or by any other means you can think of that would be fun and memorable for the students.

Hang *Poster 25* up in the classroom with the other bullying posters to remind the students about the strategies they can use to help the victims of bullying.

Facilitator Notes

Be sure to present these strategies using examples relevant to the students' lives and experiences at school. This will assist the students in internalizing them.

NEXT LESSON

In the next lesson, the children will have the opportunity to try these strategies themselves, and practice them to a comfort level through role play.