

Lesson 6

Practicing Strategies for the Helpers

MATERIALS

Handout 27: First Grade Role Play

Handout 28: Second Grade Role Play

Handout 29: Third Grade Role Play

Handout 30: Fourth Grade Role Play

Handout 31: Fifth Grade Role Play

Handout 32: Sixth Grade Role Play

Handout 33: CARES Buttons

OBJECTIVES

To have the students practice the strategies that they learned to use to help the victims of bullying, to introduce a weekly reinforcement program for caring behavior (“I Caught You Caring”).

For each role play scenario, ask for student volunteers to play the bully, the victim, and the “helper.” As the rest of the class watches quietly, direct the volunteers in performing the role plays appropriately (using one or more of the CARES strategies). After each role play, have the whole class discuss the role play scenario and identify the strategy or strategies used by the helper.

Facilitator Notes

If the majority of the students appear to find the role playing uncomfortable or intimidating, an alternate method of enacting the bully-victim situations is through puppet play. Using puppets (available in any toy store) sometimes distances the students from the roles they are playing and allows them to more easily “speak through the character.”

STEPS

1. Last Lesson Review

Ask the students to recall what CARES stands for.

2. Role-Play

Ask the students to each write one bullying incident that they have witnessed on an index card or piece of paper. (If for some reason the students are unable to generate any scenarios, sample role plays are provided—see *Handouts 27 through 32*.) Select a few of the students’ scenarios to role play that are representative of both typical male and female bullying tactics. Be sure to include at least one example with a provocative victim.

Sample Role Plays

Besides role plays, the following six scenarios can be used in a variety of ways:

- ▶ You could read a scenario aloud and then have the class vote on the different alternatives, followed by some classroom discussion.
- ▶ You could hand these out individually and ask each student to read them alone and to indicate the alternative(s) he or she prefers.
- ▶ You could then collect them and without revealing names, share with the class the different alternatives that the most students voted for.

- With the intermediate grade levels that have reading and writing skills, you could ask the students to complete them on their own as an assignment and to hand them in for discussion during the next session.

One Friday you overhear Lauren, a bossy, know-it-all girl who sits next to you, tell another girl in your class, Tamara, "I bet you got an 'F' again on your spelling test." You notice that Tamara looks like she is about to cry. Tamara often looks sad and you know that she is not a very good student, but she is nice and you like her. (This role play is found in *Handout 27*.)

You are on a class field trip to the zoo with a fifth grade class. You notice three of the fifth grade boys making fun of Jerold, a boy in your class, because he is having trouble filling out his question and answer sheet about the animals. You look around for a parent or teacher to do something and you can't find any adult to help Jerold.

Later in the morning, your group meets with the rest of the class for lunch. Jerold is missing and does not come for lunch. You feel very worried about him. (This role play is found in *Handout 28*.)

At recess, a lot of the children like to play a game called "Capture." Sometimes Jane doesn't like to play because running a lot is difficult for her. This particular day Jane decides to play and sure enough, she gets captured right away. The captors call her "slow, slimy snail" and take her to "The Dungeon." They tell her to clean all the crab apples off all the other captured children's shoes before she can be released. You can tell she feels angry and doesn't want to do it. You feel scared and worried for Jane.

Finally the bell rings and recess is over. You feel so relieved and happy to go back into class. All through the afternoon, you keep thinking about what happened and worrying about the next recess. You aren't certain what to do.

(This role play is found in *Handout 29*.)

You usually play with Brent at recess. In fact, Brent is probably one of your best friends. One day you end up playing soccer with some of the other kids instead of playing with Brent. He doesn't mind because he has other friends too.

During the soccer game, you look over and see Brent in a fist fight with Mitchell. Brent doesn't ever play with Mitchell, but they live in the same neighborhood and ride the bus together so you know they know each other. You've never seen Brent fight before and you are really surprised. (This role play is found in *Handout 30*.)

You have known for a long time that there is a secret club of girls in your room. The three girls who run it are bossy and pretty mean. They scare you a lot of the time and you just avoid them. They have never picked on you and you are thankful.

One day you are walking into class when you hear them calling Leah, an African-American girl who is new, a really nasty name. You feel upset and sorry for Leah, who seems pretty nice to you. Plus you know that putting someone down for their skin color is wrong and unfair. (This role play is found in *Handout 31*.)

Your school has a new program this year. Every morning a group of eight students meets with a teacher advisor to talk about school issues and feelings. You don't really like these meetings and usually you just keep quiet and listen. One morning about five of the other kids start complaining about a boy named Jonathan. They say that he is always a pest. He stands too close to them, bothers them when they are working, and won't play games by the rules. He gets in fights all the time with Chris and the other kids give the impression that Jonathan is the one who starts the fights.

Because you are quiet and watch others a lot, you know that what they are reporting is not quite how it all happens. You agree that Jonathan is a pest, but you also know that Chris is really a bully and the one who starts the fights. Jonathan is just easy for Chris to pick on because he is always pestering others. In fact, you have seen Chris do some really mean things, like write bad names inside Jonathan's locker and threaten him out of money and things in his lunch. You feel like someone needs to tell the advisor the truth about Chris. (This role play is found in *Handout 32*.)

3. Introduce the "I Caught You Caring" Reinforcement Program
Now that the students are familiar with and comfortable about performing the caring behaviors of a "helper," let them know that the best helper each week will be rewarded.

Explain to the students what will happen in the "I Caught You Caring" sessions each week, when these classroom sessions will take place, and what the special reward will be.

I Caught You Caring

These weekly sessions are designed for reinforcement of caring behavior within the classroom. They occur at the end of the week (e.g., Friday before dismissal), and take approximately five to fifteen minutes.

Each teacher chooses one of his or her students who he or she "caught" being kind or helpful to another student for this special recognition. The teacher should keep a log of "acts of kindness" that he or she notices during the week, and then pick a good example to reinforce.

During the session, the teacher should announce the "Caring Student of the Week" and describe the caring behavior that he or she performed. The teacher should discuss with the class why the behavior worked/how it complied with the classroom rules, and model the

skill(s) for the students. Some brief discussion can then occur about what motivated the caring behavior.

Note: These class discussions can be expanded upon and enlivened, if you wish, by employing creative discussion techniques. For example, you could read *Finding the Greenstone*, by Alice Walker, to your class, and then allow the children to pass a green marble among themselves as they are "caught caring."

Also explain to the students that when they have all become very good helpers, who perform the caring behaviors almost all the time, they will be able to nominate and vote for the student with the "Best Caring Behavior" each week. When appropriate, explain that program and the special reward (the "CARES Buttons," *Handout 33*).

NEXT LESSON

In the next lesson, all the skills presented in the classroom curriculum will be reviewed and reinforced for the students.

RESOURCE GUIDE

See "Books for Primary Students" for complete information on Alice Walker's book.

First Grade Role Play

One Friday you overhear Lauren, a bossy, know-it-all girl who sits next to you, tell another girl in your class, Tamara, "I bet you got an 'F' again on your spelling test." You notice that Tamara looks like she is about to cry. Tamara often looks sad and you know that she is not a very good student, but she is nice and you like her.

1. How could the helper use each of the following CARES strategies?
 - a. Creative Problem Solving
 - b. Adult Help
 - c. Relate and Join
 - d. Empathy
 - e. Stand Up and Speak Out
2. Which is the best strategy to try first?
3. Which is the best strategy to try second?
4. Is there any strategy the helper would be wise not to try?

Second Grade Role Play

You are on a class field trip to the zoo with your second grade class and a fifth grade class. You notice three of the fifth grade boys making fun of Jerold, a boy in your class, because he is having trouble filling out his question and answer sheet about the animals. You look around for a parent or teacher to do something and you can't find any adult to help Jerold.

Later in the morning, your group meets with the rest of the class for lunch. Jerold is missing and does not come for lunch. You feel very worried about him.

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Third Grade Role Play

At recess, a lot of the children like to play a game called "Capture." Sometimes Jane doesn't like to play because running a lot is difficult for her. This particular day Jane decides to play and sure enough, she gets captured right away. The captors call her "slow, slimy snail" and take her to "The Dungeon." They tell her to clean all the crab apples off all the other captured children's shoes before she can be released. You can tell she feels angry and doesn't want to do it. You feel scared and worried for Jane.

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Fourth Grade Role Play

You usually play with Brent at recess. In fact, Brent is probably one of your best friends. One day you end up playing soccer with some of the other kids instead of playing with Brent. He doesn't mind because he has other friends too.

During the soccer game, you look over and see Brent in a fist fight with Mitchell. Brent doesn't ever play with Mitchell, but they live in the same neighborhood and ride the bus together so you know they know each other. You've never seen Brent fight before and you are really surprised.

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Fifth Grade Role Play

You have known for a long time that there is a secret club of girls in your room. The three girls who run it are bossy and pretty mean. They scare you a lot of the time and you just avoid them. They have never picked on you and you are thankful.

One day you are walking into class when you hear them calling Leah, an African-American girl who is new, a really nasty name. You feel upset and sorry for Leah, who seems pretty nice to you. Plus you know that putting someone down for their skin color is wrong and unfair.

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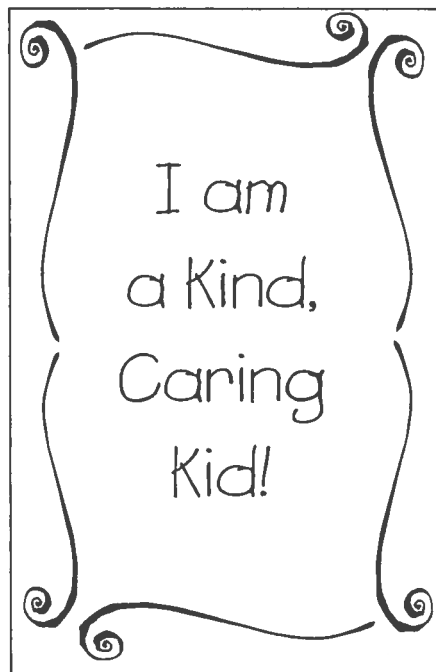
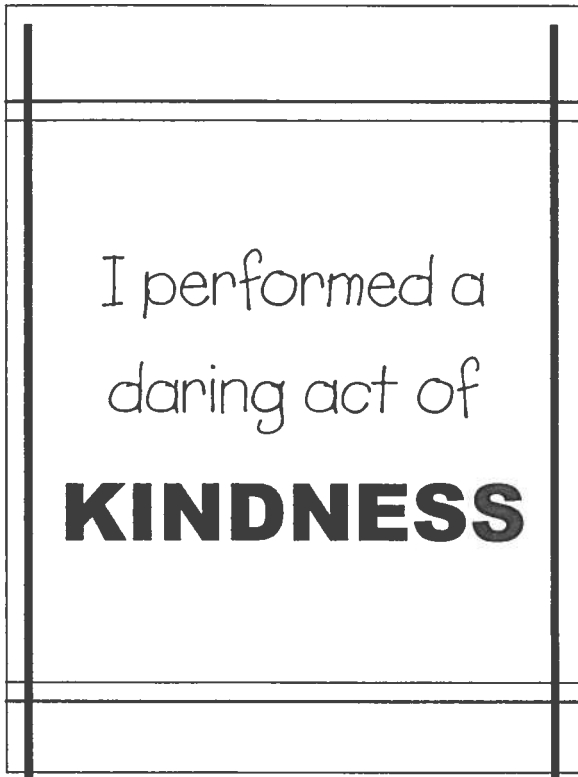
Sixth Grade Role Play

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CARES Buttons



Note: These "buttons" are designed to be photocopied, cut out, and inserted into two popular sizes of pin style name badges (convention size: 4" x 3" or 3.5" x 2.25"), available in most office supply stores.

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