



WINGS
helping kids soar®

BULLYING

TACKLING THIS NATIONAL EPIDEMIC



Over my last 13 years with WINGS, I've watched bullying grow from a playground issue to the national spotlight. I've seen kids deal with challenges during the school day but flourish after school in our program. I know what I've heard the kids experience here in Charleston is not unique, so I want to share with you some of what we teach to combat this crisis.

The following includes tips and activities to help get the conversation going with your child about bullying and provides tools to give kids the strength to face it on their own.

For more information visit www.wingsforkids.org or email us at info@wingsforkids.org.

Thank you for your interest and support. Let's keep working hard to ensure our kids build the skills they need to succeed and be happy!

Flying high—Bridget Laird, WINGS CEO

What is bullying

Three criteria distinguish bullying from other occurrences of misbehavior or isolated cases of aggression:

1. Bullying is aggressive behavior or an intention to harm;
2. It is carried out repeatedly and over time; and
3. It occurs within an interpersonal relationship characterized by an imbalance of power.

A student is bullied or victimized when he or she is the repeated target of deliberate negative actions by one or more students who possess greater verbal, physical, social, or psychological power.

WINGS works with students, parents and educators to correct this behavior by:

- helping kids feel loved within their schools by providing role models, life lessons and a safe place to be after school;
- focusing on critical social awareness, responsible decision making and relationship building skills, we empower kids to step into the shoes of others and avoid making decisions that can hurt them; and
- with the infusion of self-awareness and self-management skills, we help kids develop ways to cope if they are in fact bullied.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

Combat bullying by

1 Recognize symptoms of bullying by or to your child.

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

SOURCE: STOPBULLYING.GOV

2 Talk to your child about bullying and ask if they are being bullied.

3 Participate in our Combat Bullying DIY activities at home or in your classroom.

The following activities help teach kids some of the social and emotional skills that curb bullying.

Step Into their Shoes

HOME or AT SCHOOL ACTIVITY

Learning Objective: Kids will identify the emotions manifested in others through an awareness of facial expression, tone of voice, pitch, and gesture. Kids will learn to understand the emotional state of others.

Game to practice: A Mile in my Shoes.

Brush the Pressure Off

HOME or AT SCHOOL ACTIVITY

Learning Objective: Kids will learn what peer pressure looks and feels like. Kids will learn how to say "no".

Game to practice: Silent Dynamite.

You Can Trust Me

AT SCHOOL ACTIVITY

Learning Objective: Kids will identify the components of a trusting relationship. They will experience sharing confidences and maintaining confidentiality in building a safe and trusting environment.

Game to practice: Trust Telephone.



About WINGS

WINGS is an education program that teaches low-income kids how to behave well, make good decisions and build healthy relationships.

We do this by weaving a comprehensive social and emotional learning curriculum into a fresh and fun after school program.

Benefits of WINGS

Early studies from Yale University and the University of Virginia (UVA) provide evidence that students enrolled in two or more years of WINGS demonstrate significantly higher math and reading scores, grades, and school attendance when compared to non-WINGS students. Additional metrics report WINGS students have higher self-esteem, less anxiety, and greater satisfaction with school than non-WINGS kids, and teachers report WINGS kids have greater school adjustment when compared to non-WINGS students.

These early results led to a \$2.8 million grant through the Institute of Education Sciences to UVA in order to conduct a four-year randomized control trial (RCT) impact study on WINGS. The first cohort of students will begin in August 2012.

Locations

WINGS @ Memminger Elementary School
Charleston, SC

WINGS @ Chicora School of Communications
North Charleston, SC

WINGS @ North Charleston Elementary School
North Charleston, SC

WINGS @ James Simons Elementary School
Charleston, SC

WINGS @ Heritage Elementary School
Atlanta, GA (opening August 2012)

WINGS @ S.L. Lewis Elementary School
Atlanta, GA (opening August 2012)

Does your child need to learn how to handle stress? Could they use help expressing emotions constructively?

The Ready, Set, Soar with SEL kit was specially designed for parents/guardians, educators, youth development leaders and others who want to incorporate social & emotional development activities, lessons and plans into kids' daily lives.

All activities are based on proven activities from our "WINGS for kids" after school program. WINGS kids build their social and emotional skills daily. Now your kids can, too.

Download our free Ready, Set, Soar with SEL—a DIY Social Emotional Learning Kit to help model, shape and reinforce social skills by visiting www.wingsforkids.org/experience/hot-wings

Support WINGS

Help spread the word—tell anyone who cares about kids of our program.

Follow us on Twitter: [#WINGSforkids](https://twitter.com/WINGSforkids)

Friend us on Facebook: [wingsforkids](https://www.facebook.com/wingsforkids)

Keep up with WINGS news by registering for our eNewsletter *The New Smart*.

Welcome to the movement!



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Step Into Their SHOES

Social Awareness

Learning Objective: *Kids will identify the emotions manifested in others through an awareness of facial expression, tone of voice, pitch, and gesture. Kids will learn to understand the emotional state of others.*

Talking points for a discussion with children:

- It is important to understand the emotions you have, but it is also important to understand the emotions in others.
- Ask: Why do you think that you should try to understand how others are feeling?
- It's important to understand how others are feeling for many reasons. A few reasons are because this is how friendships form and allows you to have positive relationships with other people.
- By understanding how others feel you are stepping into their shoes.
- When I say step into their shoes, we don't mean that you will actually put their shoes on and walk or run around, we mean try to understand how the other person feels. Are they happy, sad, angry? Why do they feel this way?
- If you ignore how others feel, you are not being a kind and caring friend.
- Here's a helpful way to gain a better understanding of what people are feeling.
 - ✓ S Sound of their voice (loud, quiet, fast, slow)
 - ✓ H How they are acting (what they are doing with their arms, legs, hands, etc.)
 - ✓ O Outer appearance (how they look on the outside: sweating, blushing, etc.)
 - ✓ E Expression on their face (mouth and eyes)
 - ✓ S Surroundings (where they are and who they are with)
- Pay attention to the whole person and watch for patterns in how they are acting. Just listening or paying attention to one part of a person will not always tell you how someone is feeling. For instance a person with their arms crossed may just be cold and trying to keep warm– not rejecting or disliking what you are saying at all. You need to look at all the other factors in the word SHOES.

By being able to tell how someone is feeling can help you decide the best way to communicate and react to them.

- Once you understand SHOES, if you see a child who seems sad, lonely or scared, be sure to check in with them. If they are being bullied, you need to tell an adult **AS SOON AS POSSIBLE**.

Once you use SHOES to help you better understand how people feel, you should think about how you would want someone to treat you if you were feeling the same way.

- If a group of kids is picking on or bullying another child, before joining in, think about how it would feel to step into their SHOES. Bullying is **hurtful and mean**.

A MILE IN MY SHOES

Social Awareness

Circle Game

This game is for a larger group but can be adapted for a one-on-one scenario

Learning Objective: *Kids will identify the emotions manifested in others through an awareness of facial expression, tone of voice, pitch, and gesture. Kids will learn to understand the emotional state of others.*

- Think of several different emotions appropriate for his/her age group.
- Have kids stand in a circle with an adult in the middle.
- The adult points directly in front of him/her, closes his/her eyes, and spins around a few times.
- When the adult decides to stop he/she will be pointing at a child.
- The adult walks up to the child he/she is pointing to. That person (the one being pointed at), must shake the adult's hand and ask, "How are you?"
- The adult must act out an emotion. The adult can use words (but doesn't have to), but cannot explain the emotion they are feeling. They can only use words to show the tone and pitch of their voice. For example if the emotion is worried, the adult can't say, "I'm very nervous about my grandmother being sick. The adult can say (in a quivering, quiet voice), "I don't know what to do."
- The selected kid must guess the adult's emotion by stating, "You are feeling _____."
- If the selected kid guesses the correct emotion, he/she gets one letter of the word SHOES. If the selected kid makes an incorrect guess, the adult spins again and selects a new kid to take a guess.
- The kids must keep track of the letters they have.
- Kids continue playing until time is up or until someone spells SHOES.
- Once time is up, discuss why it is important to recognize how others feel and step into their shoes.



Brush the Pressure Off

Responsible Decision Making
Discussion

Learning Objective: *Kids will learn what peer pressure looks and feels like. Kids will learn how to say “no”.*

- Pressure is when something pushes down on something else.
- For example, you put pressure on your feet every time you walk. Your body is pushing down on your feet.
- Can you give another example of something putting pressure on something else by pushing down?
- Negative peer pressure is when other people try to get you to do something that they want you to do, but you don't really want to do it or you know that doing it is bad.
- Many times friends use negative peer pressure to get each other to do something wrong.
- For example, if your friends want you to take some candy off your teacher's desk, they keep bothering you and telling you to do it until they get you to do something that is wrong, stealing.
- What does it feel like when other people put pressure on you?
- It is wrong to let other people pressure you into doing something that you know is wrong.
- It is okay to tell people “no” when they are trying to get you to do something wrong.
- It's a good idea to “brush the pressure off” when you feel pressured to do something wrong.
- Whenever you feel like other people are trying to get you do something wrong, just brush the pressure off your shoulders, tell them no, and walk away.
- Don't worry about them making fun of you. You should never allow people to push down on you and make you do things you don't want to do.
- **Don't let someone pressure you into teasing or bullying other kids. Bullying is NOT ok.**

Silent Dynamite

Circle Game

Responsible Decision Making

Learning Objective: *Kids will learn what peer pressure looks and feels like. Kids will also learn how to say no.*

- A soft ball is needed and the kids stand in a circle.
- The adult is the “Caller”.
- The caller gives a special command to the group and can change the command at any time. Examples of commands are: Catch with elbows, catch with thumbs, throw with your opposite hand, spin around 3 times before throwing, etc.
- The kids are spread out around the room then toss and catch the ball to one and another, silently (hence the name, **Silent Dynamite**.)
- When the caller yells “Boom” whoever has the ball pauses.
- The adult gives the child with the ball a scenario involving peer pressure. That child has to give an appropriate way to say no or avoid that situation.
- If the child doesn’t give a proper response to the scenario, that child has to go in the middle and sit. Be sure to talk with the group about what an appropriate response would be.
- If a child cannot complete the given command or drops the ball, he/she sits in the middle.
- The kids in the middle try to swat down or catch the ball as it is tossed around the room. If a child in the middle successfully catches the ball he/she gets back into the game. The game is over when there is only one person left standing from the original circle.



You Can TRUST Me

Relationship Skills

Discussion

Learning Objective: *Kids will identify the components of a trusting relationship. They will experience sharing confidences and maintaining confidentiality in building a safe and trusting environment.*

- What is trust?
- To trust someone means that you can tell them anything and you know they won't tell your secrets or make fun of you. It means that they would never lie to you and you would never lie to them. It means that you know they will always be there for you. It also means that you would never hurt them.
- People who can be trusted, follow rules, keep promises, are not mean to others, and don't take things that don't belong to them.

Ask your child these questions (he/she doesn't have to answer out loud)

- Do you tell lies?
- Do you make fun of others for the things they tell you?
- Do you spread rumors or gossip about others?
- Do you hurt people that are supposed to be your friends?

Offer this explanation:

If you answered yes to any of these questions, that means you aren't very trustworthy.

Let's focus on 5 easy things you can remind yourself in order to stay trustworthy:

T TRUTH - Tell the truth
R RESPECT - Respect others (don't spread rumors or gossip)
U UNDERSTANDING – Understand and accept others
S SUPPORT- Support others during good and bad times
T THANK – Thank others for being in your life

Oftentimes, kids get mad or angry at friends and decide to spread gossip or rumors....gossip and rumors are hurtful and are a form of bullying.

Make sure you are TRUSTworthy. Don't spread gossip and rumors.

Trust Telephone

Activity

Learning Objective: *Kids will identify the components of a trusting relationship. They will experience sharing confidences and maintaining confidentiality in building a safe and trusting environment.*

- Divide the group of kids in half and have each group make a circle.
- Remind the group that they are working on trusting each other and being able to share things.
- For the first few rounds, the adult thinks of a few “kid appropriate” secrets that he/she has (for example: “I still sleep with a stuffed animal” or “I am afraid of flying” or “When I was in 3rd grade I cheated on a test”, etc.)
- The adult selects one child from each group and quietly tells them both his/her secret, making sure both kids heard it.
- On “go”, both kids return to their groups and pass the adult’s secret around the circle by whispering into each other’s ears as quickly as possible.
- The secret can only be stated twice so kids must listen to each other.
- Once the secret makes it to the end of the circle, the last child runs to the adult and repeats what they heard as the secret. If it is correct, that group gets a T if it is wrong, they are told no and the first kid must start the secret again.
- This continues for a few rounds as groups try to spell the word TRUST.
- Throughout the game, the adult should remind kids of the points talked about during the discussion and how to use the letters of TRUST:

T	Tell the truth
R	Respect each other
U	Uphold agreements
S	Share thoughts and things
T	Treat others how you want to be treated

- After a few rounds, if the adult thinks their group can handle it, they can allow kids to come up with the secrets to pass around the circles.
- In order to keep kids from being embarrassed to share, adults should have kids write down their secrets without names on the paper and then have the adult randomly pick which secrets to pass around.
- Remind the group that sharing secrets is an important way to build trust.

**For more information visit
www.wingsforkids.org**