

*Disarming*

The  
**Playground**

**Rena Kornblum**

**Violence Prevention through  
Movement and Pro-Social Skills  
Workbook**

# DISARMING the PLAYGROUND

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VIOLENCE PREVENTION THROUGH MOVEMENT  
& PRO-SOCIAL SKILLS

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## WORKBOOK

**HANDOUTS AND WORKSHEETS FOR CHILDREN TO HAVE**

To be used in conjunction with the  
Disarming the Playground Curriculum

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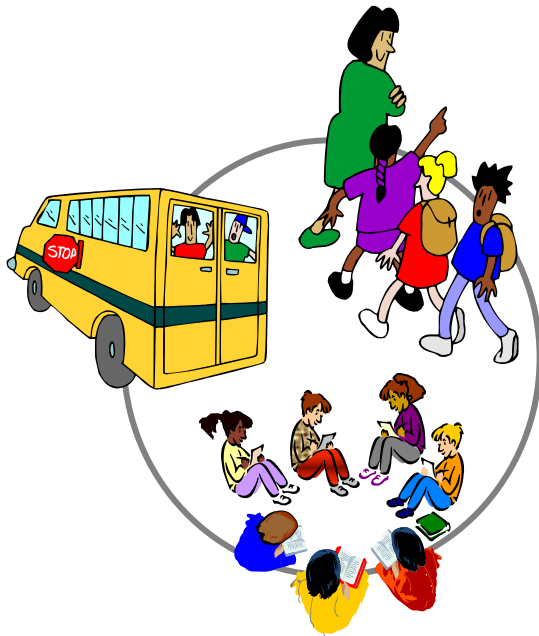
# DISARMING THE PLAYGROUND WORKBOOK

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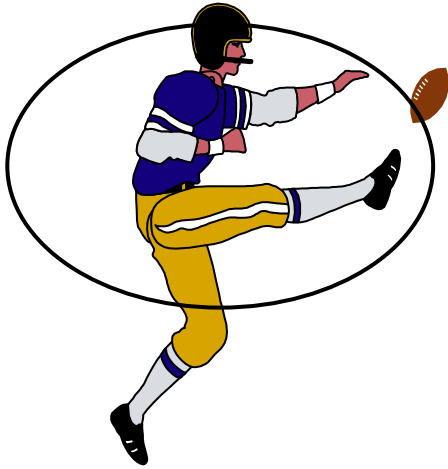
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# CHAPTER 1

## SPATIAL AWARENESS



# Space Bubbles



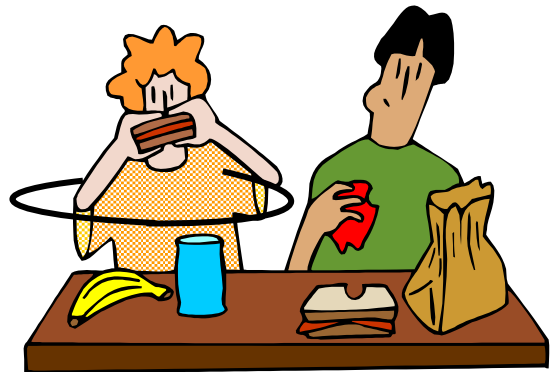
## LARGE SPACE

Definition: Space as large as arms can reach in all directions.

Use at recess and during gym

## MEDIUM SPACE

Definition: Space that extends the size of your forearms when elbows are against your body



Use during class time, walking around the classroom, and eating lunch

## SMALL SPACE

Definition: Space right next to your body or one hand's length away from your body



Needed during rug time, when walking down the hall, or in crowded places

# Space Bubbles - Examples



## LARGE SPACE:

Definition: Space as large as arms can reach in all directions.

Examples: can be used at recess and during gym



## MEDIUM SPACE:

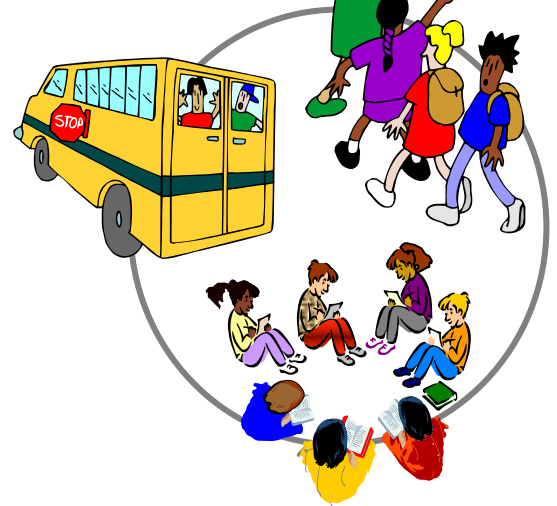
Definition: Space that extends to the size of your elbows when your hands are on your hips.

Examples: can be used during class time, walking around the classroom, eating lunch

## SMALL SPACE:

Definition: Space right next to your body or one hand's length away from your body

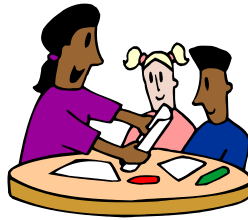
Examples: needed during rug time, when walking down the hall, or in crowded places



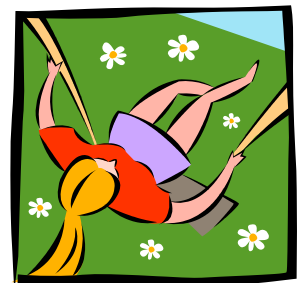
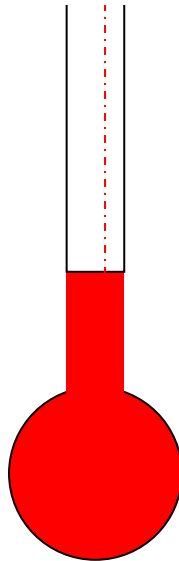


# CHAPTER 2

## SELF-CALMING ENERGY REGULATION



Calm, Attentive,  
Alert





# The 4 B's of Self-Settling

## Brakes

Catch the energy and squeeze it, pushing the heels of your hands together. You should feel it in your chest, arms, and shoulders. **Do not** intertwine fingers.



## Breathing

Take three slow abdominal breaths, raising your arms up and out each time you inhale or breathe in.



## Brain

Rest your hands on your head, close your eyes, take another breath, and as you exhale, tell yourself "I am calm." Feel the weight of your hands as they rest on your head



## Body

Put your hands on your chest and feel your body get calm and quiet



# WAYS TO CALM DOWN

## 4 B'S OF SELF SETTLING

B  
B  
B

**BRAKES:** Catch the energy, pushing heels of hands together and center it with an isometric push.

**BREATHING:** Take three slow abdominal breaths.

**BRAINS:** Self-Talk – Rest Hands on head, with eyes closed, exhale and tell yourself, “I am calm.”

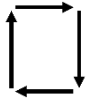
**BODY:** With your hands over your chest, feel your body getting calm (breathing slowly, your muscles relaxed, there is no need to move).



**FLOWER BREATHING:** Resting your arms on your legs, open your hands when you breathe in and allow them to close when you breathe out, like a flower opening & closing its blossom.



**HAND BREATHING or STARFISH BREATHING:** Hold one hand in front of you in the air or rest it on a table or desk. With the index finger of your other hand, slowly trace your fingers, breathing in as you go up and finger and breathing out as you go down.



**RECTANGULAR BREATHING:** Watch your index finger while you draw a rectangle in the air. Breathe in for a count of 3 while your finger goes up. Hold your breath for a count of 2 as you move your finger across. Breathe out for a count of 3 as you move your finger down. Hold your breath for a count of 2 while you move your finger to the starting place. Repeat several times.



**SELF TALK:** Tell yourself that you can calm down or that it is not a big deal, any positive message. You can put your hands on your head like in the 4 B's Brains section to help.



**RELAX WITH IMAGERY:** Picture a safe place. Feel your muscles relax. Feel your breathing ease.



**ABDOMINAL or BELLY BREATHING:** Breathe in and feel your stomach and ribs expand (get bigger.) Breathe out and feel them contract (get smaller.)



**PALMING:** Place cupped hands over eyes while you take 2 to 3 breaths. This reboots the brain and attention system.



**PUSHING AGAINST:** You can push against the floor, the wall, your toes against your shoes, or your tongue against the roof of your mouth.

**FLOOR:** Sit on the floor with your hands at your sides touching the floor. Push hard against the floor so your bottom almost comes off the floor. You can also push your hands together like the brakes or rest your hands on your head like in the 4 B's Brains section.

**WALL:** Stand, use a front stance, with feet apart about hip width, one foot in front, and both knees bent. Put your hands up in front of you with palms forward. Face a wall and push as hard as you can against it for a count of 3 to 5 and then let go and breathe slowly a few times. Repeat three times.



**LAZY 8 BREATHING:** Use your index finger to slowly draw a sideways 8 in the air. Breathe in for half of the 8 and out for the other half. Watch your finger. Feel the movement and the breath.



**SUPER BRAIN YOGA:** Cross your hands in front of your body and gently hold earlobes using your thumb and pointer finger. Inhale (breathe in) as you squat down and exhale (breathe out) as you stand up. Repeat daily 5 to 7 times.



**TAKE A SHORT BREAK:** Do or think of something else. Get a drink, draw a picture, or think of something fun.



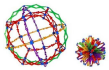
**CRANE BREATHING & BALANCE:** Stand with your hands on your tummy. Bring your arms slowly up to the side while breathing in and down to your tummy again while breathing out. Bend your knees and straighten while doing it 2 times. Then bring your arms up to your sides 2 times again. This time, bring one knee up in front of your body the 1st time and the other knee up the 2nd time.



**PIZZA BREATHING:** Place hands flat, palms pointing to ceiling. Breathe in slowly while bringing hands to nose (smelling the pizza). Then breathe out slowly (cooling the pizza) while bringing hands in front of body again. In through your nose, out through your mouth.



**WATCHING OOZE TUBE OR CALM BOTTLE**



**HOBERMAN SPHERE OR BALL BREATHING:** Put your hands in front of you, imagining that you are holding the Hoberman sphere. As you breathe in make the imaginary ball get bigger with your hands. As you breathe out make the ball get smaller.



**THE QUICK B'S** This can be done once children have learned and practiced the 4B's. It is not good when children are really hyper-aroused or angry but it is excellent and quick, **ONE STEP**, for calming down when excited or frustrated. It used the last three B's – Breathing, Brains, Body. Take a deep breath, as you breath out, close your eyes & tell your self “I am calm” while bringing your hands to your chest and feeling your body get calm and quiet.



**SPIDER PUSH-UPS:** Turn palms toward each other and touch the fingertips of one hand against the fingertips of the other hand. Pretend there are two spiders pushing against each other. Push until your fingers are straight and palms are as far away from each as they can (exhale). Push the other way until your palms are almost touching (inhale). Use strength to go in both directions.



**LEMON SQUEEZE:** Pretend that you are holding a lemon in each hand, palms facing up. Inhale as you squeeze your hands and exhale as you release the squeeze.



**CALM PALM:** Using the thumb of one hand, massage the center of the palm of the other hand. The point you massage should feel soft, below the area of the knucklebones.



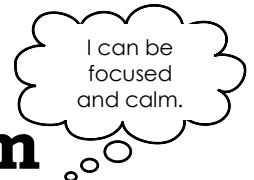
# The 4 C's of Controlled Concentration

## **Connect to the ground**

Bend and straighten your knees a few times  
Feel the ground or chair underneath you  
Then stand or sit upright

## **Collect your thoughts & Calm Down**

Take a deep breath  
Say to yourself, "I can be focused and calm."  
Let out your breath  
Calm your body and mind



## **Concentrate on one thing**

Choose one thing around you to focus on  
Look at it

## **Create Stillness**

With your hands at your sides or in your lap, keep your  
body perfectly still (except for breathing and blinking)





# Positive Self Talk

## To Calm Down and Handle Difficult Situations

Self Talk lets you change negative thoughts into positive ones.  
Self Talk can be used to calm you down and help you think of a problem solving plan.

Examples of positive Self Talk: I can calm down. This will work out. I will be able to do my work. I can come up with a plan. I'm doing a good job.

Example situation: Someone teases you during recess. Usually you get really upset. This time you try positive Self Talk. "I know I'm not really stupid. I'm going to stay calm and not listen to them. I'm going to remember what I learned in my movement class and change the subject."

Example situation: You're about to take a math test. You look down at the test sheet and don't know the answers to the first few problems. Usually you feel like giving up. This time you try positive Self Talk. "I'm going to find a problem I do know how to do to help me calm down so my brain can wake up. I know I can get help if I need it. I'm going to do the best I can and it's going to be alright."



He's frustrated with his work. What can he say to himself?



He feels left out. What can he say to himself?

1. Picture a situation that might happen to you at school where positive self-talk could help you. Illustrate it and write what you might say to yourself.



## Positive Self Talk (continued)

2. Picture a situation that might happen to you on the playground or in the community where positive self talk could help you. Illustrate it and write what you might say to yourself.

3. Picture a situation that might happen to you at home where positive self talk could help you. Illustrate it and write what you might say to yourself.

# Energy Thermometers



Overexcited or Over agitated



Getting excited or agitated



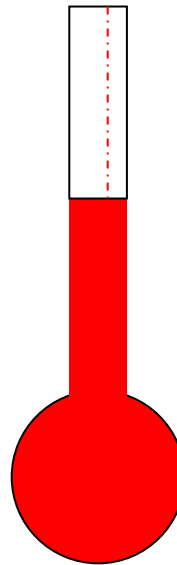
Calm, Attentive, Alert



Tired, Lethargic

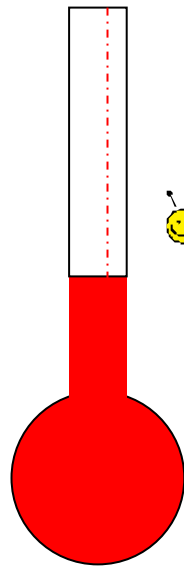


**Use Self-Control  
Time or 5<sup>th</sup> or 6<sup>th</sup> B**

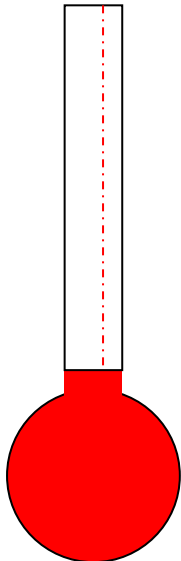


**Put on the Brakes**

Use the Four B's  
Abdominal Breathing  
Self Talk  
Slow Down



Good job!  
**This is the  
place to be**



**Stretch & Breathe**

Tell self to wake up  
Speed up movements  
Lean or Hang over



## Three Steps for



# Dealing with Frustration And Disappointment



1. Use ONE breath to Make a Sound that expresses your feelings

(Parents or teachers, this is a time to make an empathetic response, “Oh I can see that you are feeling frustrated by ... , Thank you for sharing your feelings or I’m so sorry you are feeling this way. Do you remember what we do to handle this feeling?)



2. Calm Down by take slow deep breaths  
Or

**Doing the 4B's**



3. Use Positive Self-Talk to keep you calm  
Tell yourself, “It’s alright” or “It’s not that big a deal” or “Oh well, maybe next time” or “I can handle it”

OR

I can think of a way to change this situation or solve my problem





# “In Control” Energy Level Activity Chart

In Control means:



Knowing where you are in space at all times  
 Not crashing into or poking at people or things  
 Keeping your balance  
 Being able to stop yourself at any time

<p><u>High Energy at School</u>                      Best used during recess and gym class</p> <p><b>Fill in your activities</b></p>	<p><u>Medium Alert Energy at School</u>                      Best used during class time for academics, art, music, library, hallways</p> <p><b>Fill in your activities</b></p>	<p><u>Low Relaxed Energy at school</u>                      Best used during rest time</p> <p><b>Fill in your activities</b></p>
<p><u>High Energy at home &amp; in the community</u></p> <p><b>Fill in your activities</b></p>	<p><u>Medium Alert Energy at home &amp; in the community</u></p> <p><b>Fill in your activities</b></p>	<p><u>Low Relaxed Energy at Home &amp; in the community</u></p> <p><b>Fill in your activities:</b></p>

**SELF CONTROL**  
**WHEN I GET**  
**WIGGLY AND JIGGLY**  
**I CAN**

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# CHAPTER THREE

## FOCUS, ATTENTION, IGNORING, RESISTING, WILL POWER



Alert Brain to  
check for safety



Eyes and ears  
FOCUS



Focus your brain  
On what you need  
to be doing

## FIVE STEPS TO INCREASING ATTENTION TO DIRECTIONS

1.



**LOOK AT THE TEACHER**  
**LOOK AWAY** from distraction

2.



**FOCUS YOUR BRAIN** on what you need to be doing

3.



**TELL YOURSELF THAT YOU CAN CONCENTRATE. THINK POSITIVE THOUGHTS ABOUT YOUR ABILITY TO CONCENTRATE (SELF TALK)**

4.



**COUNT THE NUMBER OF DIRECTIONS BEING GIVEN ON YOUR FINGERS**

5.



**SUB-VOCALIZE THE DIRECTIONS (SAY DIRECTIONS VERY QUIETLY TO YOURSELF)**

## Focusing Skills

# The ABC's of Safe Ignoring



**ALERT  
BRAIN**



Check for safety and tell yourself to calm down  
“Am I safe? Then I can ignore.”



**CALM  
DOWN**



Self settle (use the 4 B's  
or abdominal  
breathing)



**EARS &  
EYES**



Focus your ears, eyes  
and brain



**FOCUS**

# IGNORING STRATEGIES

1. THINK ABOUT SOMETHING ELSE
2. VISUALIZE SOMETHING PLEASANT
3. LOOK AT SOMETHING SPECIFIC LIKE YOUR HAND OR  
A SPOT ON THE FLOOR
4. PICTURE A FORCE FIELD AROUND YOU SO NOTHING  
THAT IS SAID CAN REACH YOU
5. PICTURE A WATERFALL SO THAT EVERYTHING THAT  
IS SAID IS WASHED AWAY
6. TURN YOUR EYES AWAY FROM THE DISTRACTION
7. TELL YOURSELF YOU CAN FOCUS ON WHAT YOU  
CHOOSE AND IGNORE THE DISTRACTION
8. TELL YOURSELF YOU CAN REFOCUS IF YOU GET DISTRACTED
9. PICTURE YOURSELF DOING SOMETHING SPECIFIC
10. DO SOMETHING SPECIFIC LIKE READING OR TALKING TO SOMEONE  
ELSE
11. TALK TO YOURSELF ABOUT WHAT YOU ARE DOING SO YOU CAN'T  
HEAR THE DISTRACTION
12. (Add your own)\_\_\_\_\_
13. (Add your own)\_\_\_\_\_
14. (Add your own)\_\_\_\_\_

# HANDLING TRANSITIONS

## TRANSITION RHYME

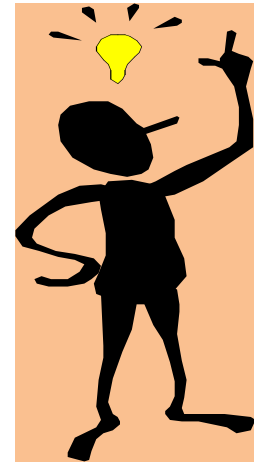
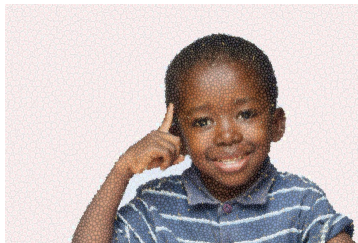
Here we go round and round  
Doing what we do ---- then



**STOP**



**THINK**



and.....

**SWITCH OUR GEARS**



# RESISTING CHALLENGE

Name \_\_\_\_\_

- One way to look at **self-control** is to focus on resisting temptation.
- When we are able to **resist** temptation we are in **control of our minds and bodies.**
- When we are unable to resist temptation we get **“Hooked.”**
- Reflect on areas in which you would like to see yourself improve
- List three resistance goals below.
- Talk with friends or family and choose one as your goal for resisting temptation.
- Write how you plan to succeed in this goal

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

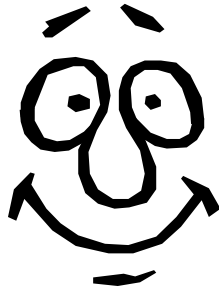
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# CHAPTER 4

## Feeling Identification in Self and Others





# “When Do You Feel...?” Expressing Feelings



In any given day, you experience different feelings – for example, scared about a math test, happy to go out to recess, mad at a friend for not playing with you. Write or draw several things that create the following feelings inside you.

HAPPY	SAD	MAD
SCARED	SURPRISED	DISGUSTED

Find pictures in magazines to match each of the six basic feelings: happy, sad, mad, scared, surprised, and disgusted. Paste the pictures on this page and label the feelings.



## Expressing Feelings “How Can You Tell What other People are Feeling?”





# Expressing Feelings

## More Feelings



Pick 5 feelings, using the list below to give you some ideas. Write one feeling at the top of each box. Write or draw several things that create that feeling inside of you.

<hr/>	<hr/>	<p><b><u>Feeling Ideas:</u></b></p> <p>Shy          Embarrassed          Frustrated          Proud          Excited          Silly          Lonely          Bored          Guilty          Jealous          Disappointed          Confused          Rejected          Hurt          Ashamed</p>
<hr/>	<hr/>	<hr/>



# Reading Feelings In Others



When you learn to read a book, you have to learn how to put letters together to make up words. When you learn to read people, you have to learn how to put together body and face cues that make up their feelings. Go back to the 5 feelings you chose on the “More Feelings” worksheet. Write those feelings in the 5 boxes below. Now write down 3 or more body or face cues that tell you that someone else is feeling that feeling. You can also draw a picture to illustrate the feeling.

<hr/>	<hr/>	<b>Feeling Ideas:</b> Shy Embarrassed Frustrated Proud Excited Silly Lonely Bored Guilty Jealous Disappointed Confused Rejected Hurt Ashamed
<hr/>	<hr/>	<hr/>



# Expressing Feelings

## Feeling Stories



Find some pictures in magazines that show some more feelings (like the ones in the sample list on the “More Feelings” worksheet). Paste the pictures on this page and label the feelings. On the next page you will make up a story about the people in the pictures you paste here.





## Expressing Feelings Empathy



***Empathy* is understanding how someone else feels and  
SHOWING THAT YOU CARE.**

Think about a time when someone showed empathy to you. What did you like about what that person did? Write it down and draw a small picture to show what happened.

Now think of a time when you showed empathy to someone else. What did you do? Write it down and draw a small picture to show what happened





# Expressing Feelings Empathy



**Empathy is understanding how someone else feels and  
SHOWING THAT YOU CARE.**

## CHALLENGE:

**For the next week try showing empathy at least three times.**

1. Who was there?

\_\_\_\_\_

When did it happen?

\_\_\_\_\_

What happened?

\_\_\_\_\_

\_\_\_\_\_

What feelings were expressed? \_\_\_\_\_

How were they expressed? \_\_\_\_\_

\_\_\_\_\_

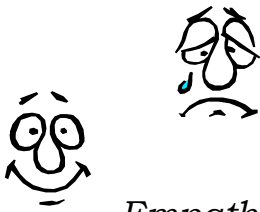
What did you do to show empathy? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Ideas for Showing Empathy

- Listening and looking at them as they talk to you
- Leaning towards them
- Hugging them or patting their shoulder or knee
- Helping them
- Getting help from a grown up
- Telling them that you care or you understand how they feel



# Expressing Feelings Empathy



*Empathy* is understanding how someone else feels and  
**SHOWING THAT YOU CARE.**

## CHALLENGE:

For the next week try showing empathy at least three times.

2. Who was there? \_\_\_\_\_  
When did it happen? \_\_\_\_\_

What happened? \_\_\_\_\_  
\_\_\_\_\_

What feelings were expressed? \_\_\_\_\_  
How were they expressed? \_\_\_\_\_  
\_\_\_\_\_

What did you do to show empathy? \_\_\_\_\_  
\_\_\_\_\_

3. Who was there? \_\_\_\_\_  
When did it happen? \_\_\_\_\_

What happened? \_\_\_\_\_  
\_\_\_\_\_

What feelings were expressed? \_\_\_\_\_  
How were they expressed? \_\_\_\_\_  
\_\_\_\_\_

What did you do to show empathy? \_\_\_\_\_  
\_\_\_\_\_



## Controlling Anger

# Positive Problem Solving

**If you don't get your way, don't get mad -  
Be a positive problem solver:**

- ◆ Take a deep breath and say, "Oh well, maybe next time."
- ◆ Do the 4B's
- ◆ Take a break from the situation
- ◆ Try to make a deal
- ◆ Come up with a new idea as an alternative
- ◆ Try to combine ideas
- ◆ Use 'Self-Talk' "I can handle it"
- ◆ Find something else to do



## Positive Problem Solvers:

- ◆ Take turns
- ◆ Share
- ◆ Don't always have to go first
- ◆ Don't always have to play their game
- ◆ Think about how the other person feels
- ◆ Are open to new ideas
- ◆ Keep their cool



# Smart Thinking



Before you speak  
Stop and ask yourself:



Is it kind?  
Is it true?  
Is it fair?

Based on saying by Shirdi Sai Baba

*Disarming the Playground; Violence Prevention Through Movement and Pro-Social Skills*  
Rena Kornblum & Jeanine Kiss [rbkornbl@wisc.edu](mailto:rbkornbl@wisc.edu)

**CHAPTER 5**  
**DEALING WITH ANGER**  
**ANXIETY**  
**AND OTHER STRONG FEELINGS**





## Controlling Anger

# What Makes Me Mad

1. Write or draw at least 10 things that make you mad.
2. When you are done, look them over and circle the thing or things that make you the **most** mad.
3. Now put a star or check next to the things that happen the most.

# Controlling Anger

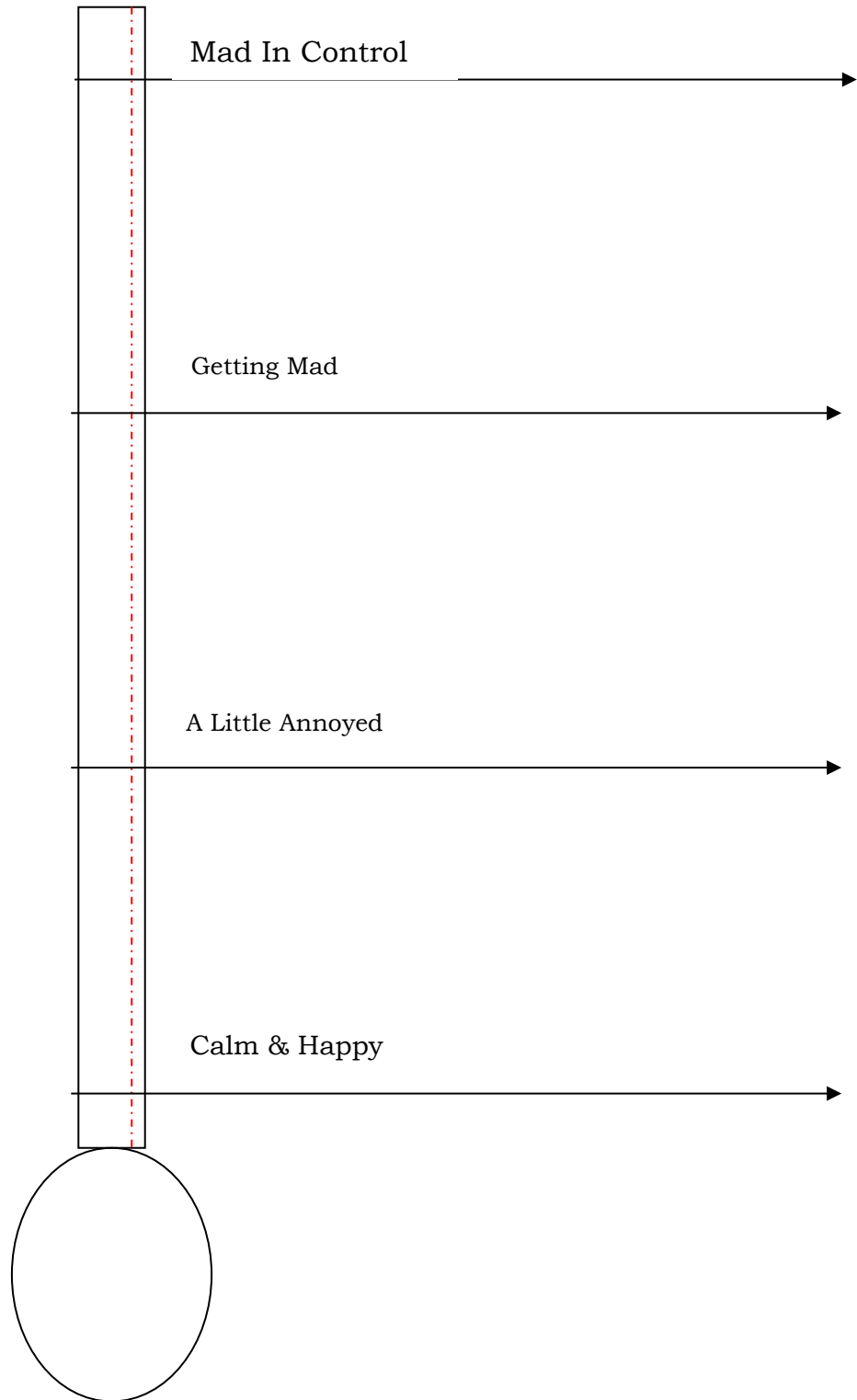
## What Are Your Anger Signs?

On list below, check off what happens in your body when you feel mad.

Then fill in which body signs you feel under each level on the thermometer.

Physical/body signs of being mad:

- Face growing hot
- Ears getting hot
- Shoulders lifting
- Tummy queasy
- Teeth gritting
- Eyes squinting
- Hands in fists
- Heart racing
- Breathing fast
- Fidgety
- Seeing red
- Headache
- Stomach-ache
- Throat tightening
- Voice screechy
- Mouth pursed
- Dry mouth
- Crossing arms
- Chest tightens
- Hands on hips
- Tension in legs
- Feet antsy
- Feeling hyper
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



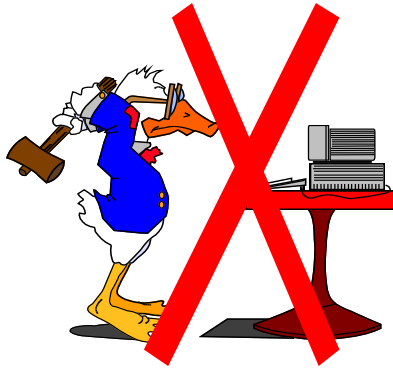
# Controlling Anger

## How to Show Anger Safely

ALL FEELINGS ARE OKAY, BUT ALL BEHAVIORS ARE NOT.



ALL Feelings are okay



No hurting people, things or you



Talking solves problems

### When you're mad:



1. **COOL DOWN.** Get your anger at a safe temperature, so that your brain can work.



2. **THINK.** How do I want to handle this situation so it is safe and fair for everyone? Ask yourself, "If I try this solution, will I be safe? Will they be safe? Will it be fair for all of us?"



3. **TALK.** Use "I" statements and the Mad Safely Formula.

### The Mad Safely Formula

I feel \_\_\_\_\_ (mad, annoyed, upset, hurt, etc.)  
When \_\_\_\_\_ (describe what happened to you that made you feel that way)  
I want \_\_\_\_\_ (say what you want to change)





# Controlling Anger

## Mad Safely Formula Worksheet

Think of a situation that made you mad. Fill in the blanks in the Mad Safely Formula sample below.

<p><b>1.</b> I feel _____</p> <p>When _____</p> <p>I want _____.</p>
----------------------------------------------------------------------

### **Stronger Mad Safely Formula**

If the Mad Safely Formula doesn't work, you may need to make it stronger. You could add, "Stop! I mean it" in a strong voice to the formula. Think of another situation where you might have to make the formula stronger.

<p><b>2. "STOP, I MEAN IT" I SAID I FEEL</b></p> <p>_____</p> <p>When _____</p> <p>I want _____</p>
-----------------------------------------------------------------------------------------------------

## Mad Safely Formula Worksheet (Continued)

If necessary, tell them what safe action you will take if they don't stop. For example, "I will get a grown up to help" or "I won't play with you any more."

Add this in the box below, using the same sample from above

3. **I said I feel** \_\_\_\_\_

When \_\_\_\_\_

If you don't

**I will** \_\_\_\_\_

Safe and fair solutions require smart thinking. If someone is hogging the swing, solving the problem isn't just telling them to stop. It may be that each of you takes 5-minute turns. Think of another situation and a fair and safe solution to it and write it in.

4. I feel \_\_\_\_\_

When \_\_\_\_\_

A Fair solution is \_\_\_\_\_

\_\_\_\_\_



## Controlling Anger How to Cool Down Burning Hot Anger

Take a break from your feelings to gain control.  
Write or draw pictures of things you might do under each topic.  
Include things that you could do in a classroom, at recess, at home and other places where you get mad.

Physical Activities

Hobbies

Relaxation Strategies  
(breathing, counting, relaxing)

Self Talk

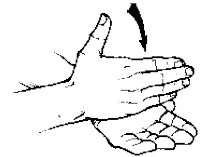
Other (Talk about a different subject, do something with a friend, etc.)

# THE FIFTH B BREAK

## BREAK THROUGH YOUR ANGER OR ANXIETY BY

### **YELLING STOP** to yourself inside your head

*First sign language for STOP*, which consists of extending your left hand, palm upward and sharply bringing your open right hand down to your left hand at a right angle (This is the definition from a sign dictionary). I don't emphasize which hand (especially since I am left handed and use the opposite hands for all signs) I use the words "the side of one hand hits the palm of the other hand with a staccato motion. The children I work with have learned about staccato quality in Music class. They call it Stanley Staccato so I refer to that. The staccato action goes along with shouting STOP in their head.



## TAKE A BREAK FROM WHAT IS BOTHERING YOU BY MAKING YOURSELF

### TURN YOUR MIND **to something** PLEASANT or PEACEFUL

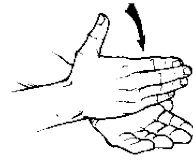
- *The second action uses the hand gesture for meditation.* Extend your fingers on each hand and then join your thumb and forefinger to make a circle. When you make this circle the other fingers curve slightly. If the children are sitting I have them put their hands on their knees, palms facing up, as one would do in meditation. If they are standing they just keep their hands close to them. This action signifies thinking about something peaceful or enjoyable. I frequently ask the children when they are in a good mood to think of a few things that they could turn their mind to when they do the fifth B.



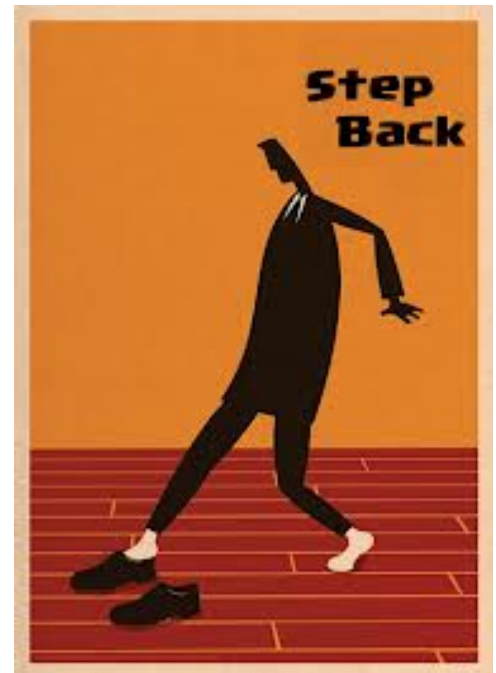
My experience so far is that some people will do all five B's and some will just do the fifth B when they are getting angry. Children who anger quickly find the fifth B alone to be a one- step technique for getting and staying calm. Of course this is best practiced over small things that are bothering you before you try to use it on something major.

# THE SIXTH B BACK AWAY FROM ANGER

When you get mad **STOP**  
and **make yourself**



1) **Back-Up** (Take a step back)



2) **Belly soft** (Put your hands on your belly and feel it get soft and relaxed.)





# LETTING GO OF ANGER

## THE SQUISH IT, SQUISH IT, BLOW IT AWAY TECHNIQUE

This is a good technique for children who are holding onto their anger.

- A. Have them start with arms apart to show how big the anger is.
- B. Then have them bring their hands together with strength - squish it with their hands one way, then switch grip to other hand on top and then back again.
- C. I have them push hard when their hands are together which provides joint compression. This is calming in and of itself.
- D. Lastly have them open their hands and blow the anger away, allowing their hands to move from near their mouth to out in front of them changing the strong pushing to light floating as they blow.

### 1. SQUISH IT

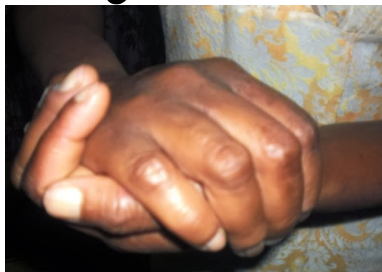


### AND BLOW IT

### 2. SQUISH IT



### 3 SQUISH IT



**WHEN I GET  
WIGGLY AND JIGGLY  
FRUSTRATED, ANGRY OR WORRIED  
I CAN**

**Wiggly & Jiggly:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Frustrated:** \_\_\_\_\_

\_\_\_\_\_

**Worried /Anxious:** \_\_\_\_\_

\_\_\_\_\_

**ANGRY:** \_\_\_\_\_

\_\_\_\_\_

# CHAPTER 6

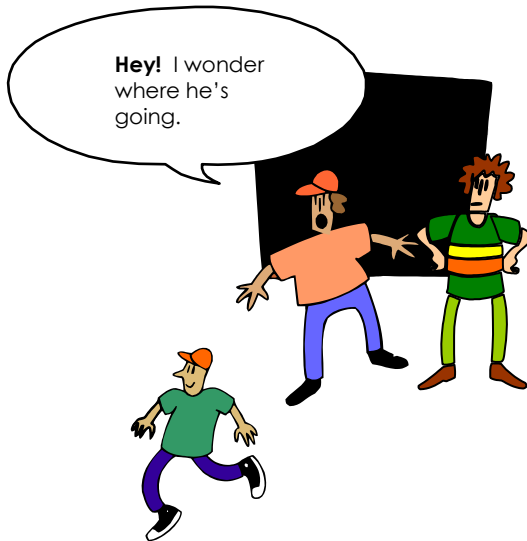
## Handling Bullying, Teasing, Conflicts and Early Warning Signs of Danger



Giving a Compliment



Distracting





# Early Warning Signs

## “Uh-oh Feelings”

goosebumps, hair standing on end, stomach jumpy, hands clenched, feet wanting to run, heart pounding, jaw clenched, legs shaky, hands trembling, face or ears feeling hot, eyes and ears alert like antennae, skin prickly, feeling cold...

## Checking for Danger

1. Do you have a choice in the behavior?

YES, You're choosing to try something exciting or adventurous

NO, you're feeling a threat or pressure to do something

2. Is there a time limit?

You have time to think about what to do

There is a set time for the event to end (like being on a roller coaster ride)

You have to make a decision immediately

3. Are you in control?

YES, you can stop anytime

NO, someone else has control and is using force, pressure, or threats to get you to do what they want

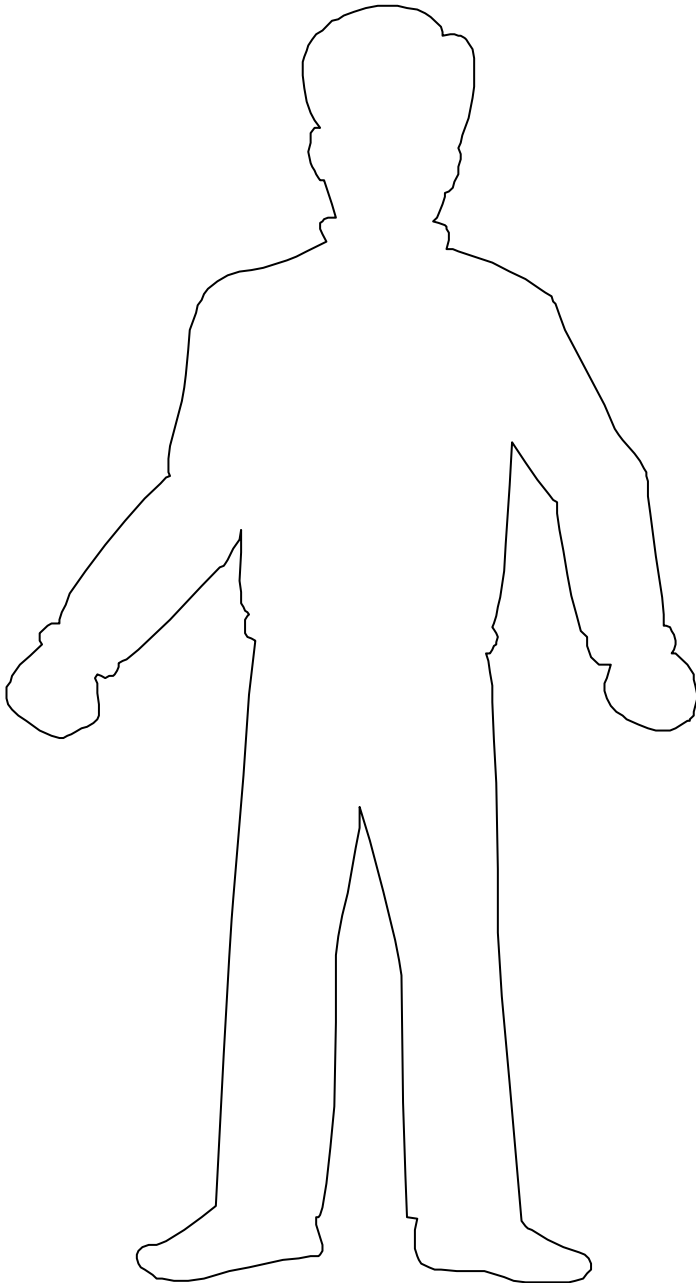
Go for the Adventure

Go for Help or Try a Pro-Active Strategy

# Awareness of Danger

## Early Warning Signs Body Cue Sheet

Draw on the body below where and how you feel signs of danger in your body.



Write on the lines below what happens to your body.

---

---

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Here are some examples of body signals to help you think about what you may feel in your body:

- Sweating
- Hair standing up
- Pounding in ears
- Feeling like you hear better
- Eyes wanting to see everywhere
- Headache
- Neck/Shoulders tense
- Lump in throat
- Dry mouth
- Chest tight
- Hands shaking
- Heart beating fast
- Butterflies in stomach



# Awareness of Danger

## Who Can I Talk To If I Don't Feel Safe?

If I'm feeling scared, if I'm in danger, if something awful happened to me, if I have a problem there is always someone I can talk to.

Write the names of 4 people you trust in your family, at school, and in your community. Remember, if one person doesn't do enough to make you feel safe, you can go to more people on your list until you feel safe.

1. 2. 3. 4.

FAMILY

SCHOOL

COMMUNITY

1. 2. 3. 4.

1. 2. 3. 4.

## **Pro-Active Interventions for Targets and Witnesses**

### **HELP STOP BULLING BEHAVIOR WITHOUT GETTING HURT**

#### **TARGET INTERVENTIONS**

1. "Stop!" or "No!"
2. Hey! Look ..."
3. Compliment
4. Oh NO! I'm late
5. Asking for help
6. Act friendly
7. Making a joke
8. Ignoring
9. Being silly or goofy
10. Changing the subject
11. Join other people by
12. Get help from a grown-up
13. Distracting

#### **WITNESS OR ALLY INTERVENTIONS**

- Stand up to child bullying - say stop assertively alone or with others.**
- Say "Hey Look" walk away w/target to draw attention away**
- Compliment the child bullying as a way to change the mood**
- Frantically call target, saying they are late for appointment**
- Ask the child bullying or the target to help you w/something**
- Call the target over to join you in doing something**
- Say something funny to change the mood**
- Help target ignore bullying behavior by talking to them etc.**
- Changing the mood of the interaction through humor**
- Change mood of interaction - talk about something new**
- Support the target later in private (move away from bully)**
- Getting help from a grown-up or from other peers**
- Do something to distract the person doing the bullying behavior**

#### **MORE FOR EMERGENCIES**

14. Call 911
15. "Help!" or "Fire!"
16. Yell description of attacker
17. Act sick – Pretend to throw up
18. Act crazy
19. Wet your pants
20. Do what attacker demands until you can get help
21. Add your own ideas: \_\_\_\_\_

## Proactive Strategies

# My Prevention Interventions

Pick at least 4 proactive strategies (see list at left or make up your own) that you think would work best for you if you had to deal with an annoying or dangerous situation. Draw a picture or write about each of the proactive strategies you choose. Only make one of them an emergency one

### PREVENTION INTERVENTIONS:

1. "Stop!" or "No!"
2. "Hey! Look..."
3. Compliment
4. Oh NO! I'm late
5. Asking for help
6. Being friendly
7. Making a joke
8. Ignoring
9. Being silly or goofy
10. Changing the subject
11. Join other people
12. Distracting
13. Getting/Telling a grown up
14. Broken record

### EMERGENCY INTERVENTIONS

15. Acting sick
16. Acting crazy
17. Wetting your pants
18. Throwing up
19. "Help!" or "Fire!"
20. Doing what the attacker demands until you can get help

## Proactive Strategies



Just say “**Stop**” while standing strong  
Say “**Hey Look!**” and walk along

**Compliment** or **ask the time**  
Make a **joke**, **repeat a line**

**Stay with others** to stay secure  
A **friendly** word might be the cure

**Ignore provoking**, just stay calm  
**Distract or run**, avoid the harm



**Ask the bully to help** you out  
**Act sick or crazy** to chill them out

**Goofiness**, a funny joke  
Could keep your nose from getting broke

**Create surprise** to change the mind  
It could make mean turn into kind

Emergencies need voices higher  
Calling ‘**Help**’ or yelling ‘**Fire**’



**Wet your pants** or “**Lose your lunch**”  
**Surrender** so you don’t get punched

When in danger stay alive  
Then **tell a grown-up**. That’s no jive