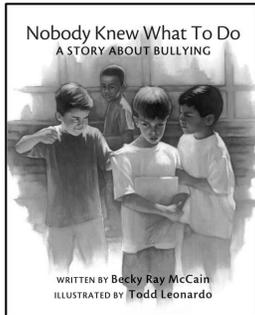


CORNERSTONE CORNER



THIS MONTH'S BOOK:

NOBODY KNEW WHAT TO DO BY BECKY RAY MCKAIN

This month, we are reading *Nobody Knew What To Do* by Becky Ray McKain. This book tells the story of how one child found the courage to be an *UP-stander* and tell a teacher about a fellow student who was being picked on and bullied by children in school.

What is the difference between **TATTLING** and **REPORTING**?

We are often scared and *don't know what to do* when we witness a bullying or conflict. As students learn and use bully prevention strategies (and see them used by others) their confidence in their ability to be *UP-standers* increases. One important *UP-stander* tool is learning that it is ok to *make a report* to an adult about a bullying or social conflict. Students should *tell* an adult when they see or hear anything that deals with *preventing or protecting* another student. This can be in cases of:

- *PROTECTION* FOR THEMSELVES OR OTHERS
- *PROTECTION* FOR THEIR OWN OR SOMEONE ELSE'S PROPERTY
- *PREVENTION* OF SOMETHING FROM HAPPENING
- SEEKING HELP FROM A CARING ADULT TO PROBLEM SOLVE A SITUATION
- DANGER FROM VIOLENCE OR WEAPONS

Sometimes students can be confused with the difference between tattling and reporting. Tattling is done out of a desire to get someone in trouble, spread lies or get attention. *Telling and making a report* lets adults know what happened in a situation and enables them to address the problem. It is sometime hard for children to understand this difference, so please remind them that it is always ok to talk to a caring adult and ask for help. Frequently remind them that YOU are one of their caring adult.

WHAT CAN WE DO AT home? Build your family's communication skills by practicing the Listening Exercise on the back of this page!



YOU CAN PLAY AN IMPORTANT ROLE IN *helping your child* PRACTICE SOME OF THESE TECHNIQUES:

- BE the one your child can come to when they need to be heard. Listen and be aware of situations that need further attention.
- STAY CALM and gather information by asking questions. Help your child see their personal power is in how they choose to react.
- DISCUSS the potential consequences of the chosen strategy.
- REASSURE your child. Thank them for sharing their worries and tell them that YOU will be "there" when they need help. Check back later to see if the strategy is working.
- If you are not sure what to *say or do*, reassure your child you will find a way to help and get back to them. Follow through on your promises.
- YOU and your child are not alone. You may need to seek the wise advice of caring adults at school to help solve the problem. Turning to resources at school is a way to help your child.
- If there is a weapon or violence, take immediate action to prevent and protect. Contact the school or/and call 9-1-1, if necessary.

FEBRUARY 2019 ✧ ARTICLE 5 ✧ READER: _____

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