

Sixth Grade, Session 6

Applying SEAL

Scenario 1

Caleb and Kayla are best friends. They have been close since third grade, but now people are starting to say they like each other as boyfriend and girlfriend. They don't want to stop being friends, but it is getting harder and harder when even their close friends join in the teasing. Kayla wants to tell her two best friends to stop the teasing.

Scenario 2

Carlos is frustrated at Isaiah because Isaiah keeps hitting him in the back of the head. It happens a lot, it happens to other people, and Carlos isn't sure if other kids don't like it either. He hasn't said anything before. He wants to tell Isaiah to stop.

SEAL

Stop: Take a deep breath. Observe where you are. Decide what you need to do now to make the problem smaller. Later, if you need to, you can think of how to follow-up. As in a game, this is similar to when you begin and see where you are, your position on the field, on the court, or on a map.

Explain: Take your bad feelings and put them into words—be specific about what you don't like and what you need instead.

Affirm and admit: **Affirm** means you and the person you are angry with both have the right to be treated with dignity. **Admit** asks you if there is anything you did that contributed to the problem and need to include in your SEAL. This is also a good time to ask yourself if you should ask an adult for help.

Lock (with friends):

- **Lock:** You want to talk about the problem **and** keep the friendship.
- **Take a pause:** You want to pause the friendship. Think of it as Velcro, which can stick and unstick. So if you separate (unstick), you can always stick back together.
- **Lock out the friendship:** You feel that you aren't being treated with dignity and your personal boundaries are not being respected, so you need to end the friendship. Locking out is protecting your emotional and physical health and safety.