



## Educator guide: Action lesson

### **Recommended for grades:**

4<sup>th</sup>

### **Time:**

6 minutes

### **National Health Education Standards:**

This lesson aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.
- Standard 8: Advocate to promote health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

### **Learning objectives:**

After completing this lesson students will be able to:

1. Give examples of at least two different types of comebacks that could be used in a bullying situation.
2. List at least two trusted adults that they can go to if they need help.

### **Lesson description:**

The Action lesson teaches students what actions they can take when they witness a bullying situation as victim or as a bystander. Students will learn ways they can speak up and how to seek help. Students will see how three types of comebacks can be used to stop bullying. There is a worksheet included in this guide and in the lesson for students to complete as they work through the lesson.



### Pre and post-test questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool etc.). You may choose to combine questions from various lessons and activities that your students participate in. Correct answer choices are bolded.

1. If you were able to stand up for yourself and get the bully to stop, you should still tell a trusted adult what happened.
  - a. **True**
  - b. False
2. The three types of comebacks you can use with a bully are the no reaction comeback, the strong assertive comeback and:
  - a. The talk back comeback
  - b. **The agreement comeback**
  - c. The stare down comeback
  - d. The mess around comeback
3. Would you feel comfortable telling an adult if you witnessed bullying at your school today?
  - a. Yes
  - b. No
4. If you saw or heard about a classmate being bullied today, would you support the victim?
  - a. Yes
  - b. No

### Vocabulary:

Use the following list of vocabulary as a reference for yourself and your students as you complete the Action lesson. You may choose to use this list in any way that fits your needs.

- Bully – someone who intentionally tries to hurt another person
- Bullying – when a person hurts another person on purpose (bullying is intentional, usually repeated over time and there is usually an imbalance of power)
- Comeback – a way to stand up for yourself verbally without being aggressive
- Friend – someone who supports you, likes you for who you are and is there to help when you need them
- Trusted adult – a grown-up at home, school or other safe place that you can go to for help
- Victim – the target of a bully



# Action lesson worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Complete this worksheet as you move through the Action lesson.

1. What are two ways to take action?

a. \_\_\_\_\_

b. \_\_\_\_\_

2. What are the three types of comebacks?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. List three people you could seek help from.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_



# Action lesson worksheet answer key

1. What are two ways to take action?

- a. Speak up.
- b. Seek help.

2. What are the three types of comebacks?

- a. No reaction comeback
- b. Agreement comeback
- c. Strong assertive comeback

3. List three people you could seek help from.

Answers could include: teacher, counselor, school nurse, principal, parent, guardian, relative/family member, friend etc.

# Supplemental activity: Action role plays

## Objectives:

After completing this activity students will be able to:

- Demonstrate assertiveness using one type of comeback in a bullying situation.

## Materials needed:

- Chalkboard or whiteboard for brainstorming
- Props (can be items from the classroom or if students agree, personal items like phones or backpacks)

## Time required:

30 minutes

## Instructions:

Brainstorm with students several bullying situations and write them on the board. Try to encourage students to think of different bullying situations that they have observed at school.

Divide the class into groups of 3-5 students. Assign each group one of the bullying situations the class discussed and ask them to come up with two different types of comebacks a victim could use in that situation.

Have students practice their bullying situation and comebacks. Allow them to use hallways, adjacent rooms or any appropriate quiet space to do so. Encourage students to be creative and use appropriate props.

Then bring the class back together and allow each group to perform. Depending on time, you could have each group perform both of their comebacks or just one.

After all groups finish performing, lead a class discussion about other solutions that may not have been displayed in the skits. Also remind students the importance of telling a trusted adult about any bullying situation that occurs, even if they were able to use their skills to handle the situation.



# Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



# Comebacks

When a bully says, “You’re dumb,” there are many ways to respond. Using comebacks allows you to stand up for yourself without getting into a fight. Using the example of “You’re dumb,” here are three common types of comebacks.

## **No-reaction comeback:**

- Say “Thanks for sharing that with me,” “So what?” or “Whatever,” using a normal, flat tone of voice.
- The bully will not feel like they have power over you because you are not giving much of a response.
- You are showing that the bully is not getting to you or upsetting you.

## **Agreement comeback:**

- Say “OK” or “If you say so,” using a normal voice.
- You are not letting the bully feel powerful by arguing with them.
- You are showing that you are not being hurt by the bully.

## **Strong, assertive comeback:**

- Say “Knock it off!” “Back off!” or “Leave me alone!” using a strong, assertive voice.
- This lets the bully know that what they are doing is not okay.
- You are showing the bully that you are confident.

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# Transcript

## Slide 1

In this lesson you will learn what action is and ways you can act to stop bullying. Open the worksheet and print it or save it to your computer. Complete this worksheet as you move through this activity.

## Slide 2

There are two ways you can take action. First of all you can take action by speaking up when you see bullying. You can simply tell the bully to stop or you can use a comeback, which you'll learn about next.

It's also important to seek help. It's always good to find a trusted adult to talk to about the bullying. Even if you're able to get the bully to stop, an adult should be aware of what's going on. It can also be helpful to talk to friends about it. They can help you figure out what to do and say, and they can be a great source of support.

## Slide 3

One way to speak up is by having a good comeback. There are three types of comebacks that can be used to stop bullying. They are: the no reaction comeback, the agreement comeback and the strong assertive comeback. Let's take a look at an example of each.

## Slide 4

An example of a no reaction comeback would be saying "So what?" or "Whatever" in a normal tone of voice. The point of a no reaction comeback is to respond calmly, as if the bully is not bothering you at all. Bullies usually want attention. So, when a no reaction comeback is used the bully doesn't get that feeling of power over the victim because they are not getting much of a response from the victim.

## Slide 5

An example of an agreement comeback is thanking the bully for their comments or saying that the bully is right. This type of response can be effective because you're not arguing with the bully and giving them any of your time or energy. So again, the bully is not getting the response that they want.

## Slide 6

An example of a strong assertive comeback could be saying "Knock it off!" "Leave me alone!" or "Stop it!" using an assertive voice. This lets the bully know that what they are doing is not acceptable and that you're not afraid to stand up for yourself. It shows that you are confident and that you're not going to put up with what they are doing.





## Slide 7

Let's take a look at some different comebacks. Click on the video to view a bullying situation, then view each type of comeback for this situation.

### Video:

Bully Girl: I need some paper.

Victim Girl: Hey!

Bully Girl: Thanks for letting me have some.

Victim Girl: Stop that! What are you doing?

### [View an agreement comeback:](#)

Victim Girl: Oh thanks! My notebook needed some new decorations.

### [View a no reaction comeback:](#)

Victim Girl grabs her notebook and walks away.

### [View a strong assertive comeback:](#)

Victim Girl: Hey, give it back. It's mine!

## Slide 8

The other way to take action is by seeking help. There are many different people you can seek help from. Think of all the trusted adults you know: parents or guardians, teachers, the school nurse, counselor, principal, or any other adult you trust. These trusted adults can help make sure the bullying stops.

You can also seek help from a trusted friend. Often, your friends can be helpful in dealing with bullying. Friends can also just be there for you if you need or want to talk.



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