



# Educator guide: Calming down lesson

## **Recommended for grades:**

3<sup>rd</sup> grade

## **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.

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. Demonstrate one way to calm down when angry.

## **Lesson description:**

In the Calming down lesson students will learn about emotional management and strategies they can use to calm themselves when they feel angry. They will hear examples from lesson characters of things that work for them and see a list of possible things to try to calm down. Then, students are led through a short activity where they will have a chance to stand up, stretch and practice some ways to deal with anger.

If your students' headphone or ear buds are long enough, encourage them to stand next to their workstation/desk to complete the standing and stretching activity. Alternatively, you can encourage students to imagine how they would stand and stretch while continuing to breathe slowly in and out. Then later, as a class, give them the opportunity to practice stretching to take a brain break, calm down or get the wiggles out.



### **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. What is one thing you can do to calm down when you feel angry?

- a. Take deep breaths.**
- b. Yell and scream.
- c. Hit someone.
- d. Throw something.

### **Vocabulary:**

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

- Bullying - when a person hurts another person on purpose, usually repeated over time and there's usually a difference in power
- Feelings - emotions, such as being happy, sad, excited, scared or angry, that can change throughout the day
- Friend – someone who supports you, likes you for who you are and is there to help when you need them

# Supplemental activity: Calming down

## Objectives:

At the end of this activity students will be able to:

1. Demonstrate one way to calm down when angry.
2. List five ways to help themselves calm down when angry.

## Materials needed:

- Paper or index cards
- Pen or pencil
- Large piece of paper, whiteboard or chalkboard

## Time required:

- 20 minutes

## Instructions:

Review with students the eight strategies for calming down that they learned during the program. They are:

1. Count to ten.
2. Take deep breaths.
3. Do something active.
4. Draw a picture.
5. Sing your favorite song out loud.
6. Think about something that makes you happy.
7. Distract yourself by doing something else.
8. Talk to a trusted adult or a good friend.

Are there other ideas students can add to the list? Write the complete list on the board or large piece of paper so they remain visible to students.

Each student will create their own personal list (on a piece of paper or index card) of the five things they will try the next time they are angry. Students should list them in order of what they would try first, second, etc. Most likely each student's list will look slightly different. Reinforce the fact that not every strategy will work for everyone.

After a week has passed, ask students if they used their list. If so, did it help them calm down? Were there any strategies that did not work for them?

# Handouts

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



# How to tell if your child may be involved in bullying

## What is bullying?

Bullying is when someone hurts someone else on purpose. A lot of the time it happens more than once. Some things to know about bullying are:

- **There is a difference in power:** Kids who bully use their power to control or hurt someone's body or feelings. Their power might be strength or being more popular than others.
- **It is repeated:** Most of the time bullying happens more than once.
- **It is done on purpose:** Bullying happens when someone means to do it. If a child doesn't mean to bump into another child in the hall, that is not bullying.

Bullying includes actions like:

- Making threats
- Spreading rumors
- Hurting someone
- Not letting someone join a group

Bullying is learned, and respect must also be learned. Children copy what they see other children and adults doing. Try to set a good example.

## Signs your child is being bullied

Look for changes in your child. Some children who are bullied may not show warning signs. Some signs that bullying might be a problem are:

- Unexplained injuries or bruises
- Lost or ruined clothes, books, school work, art or toys
- Headaches or stomachaches, feeling sick or faking illness to avoid school
- Changes in eating, like skipping meals or eating a lot
- Lower grades, loss of interest in school or not wanting to go to school
- Loss of friends or being left out
- More angry words or actions after seeing certain classmates or coming home from school
- Nervous behaviors like chewing nails or pulling out hair
- Becoming more withdrawn or fearful



## Why don't kids ask for help?

Many times, kids don't tell an adult that someone is hurting or scaring them. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless.
- They might not want to be seen as a tattletale.
- They may be afraid of the child who bullied them.
- They may be afraid they will get in trouble.
- They may fear losing friends.

## How can you find out if your child is being bullied?

Ask your child:

- Is something or someone scaring you or making you upset?
- Are you ever afraid to go to school? Why?
- Does anyone make you sad at school? Why?

## What can you do to get your child help?

If you think your child needs help, don't ignore the problem. To deal with bullying at school, work with teachers and other school staff.

Always start with the classroom teacher. If the problem continues, the next step is to go to other administrators (counselor, principal or superintendent). If the bullying is happening outside of school, talk with the adult in charge. This may be a coach, club advisor or group leader.

## Signs a child may be bullying others

A child may be bullying others if they:

- Are being bullied by someone at home, in the neighborhood or at school
- Get into physical or verbal fights
- Have friends who bully others
- Blame others for their problems and make excuses for their actions
- Test limits or break rules
- Need to control others and situations



## How to tell if your child is showing bullying behaviors?

You can:

- Attend parent teacher meetings.
- Ask your child how school is going.
- Ask your child about their friends.
- Watch your child play with others.

## If your child needs to talk to someone

If your child is a victim or is showing bullying behaviors, they may need to talk to someone. Start with your child's school and see what resources they have. Check with your health care providers to see if they can share where you can find help.

Repurposed from <http://www.stopbullying.gov>. More information for parents and caregivers, children and educators may be found at this site.



# Transcript

## Screen 1

Narrator: Today we're gonna learn about bullying. Bullying is when a person hurts another person on purpose. On purpose—that's the key. We're not talking about when somebody accidentally bumps into you. We're talking about when someone repeatedly and intentionally tries to hurt you or your feelings. Repeatedly means it happens more than once. Intentionally means on purpose. Remember, that's the key.

Sometimes it's because the kid who is bullying is bigger, older, or has lots of friends. It makes that person feel powerful to pick on someone else. They use their "power" unfairly to hurt others. The person or people who get picked on often feel bad about it. They may be physically hurt or their feelings may get hurt. Sometimes they may even become scared to go to the places where they know the bully will be. No one should have to feel unsafe because of bullying.

## Screen 2

Narrator: Here are some examples of things that are considered bullying behaviors. Remember, it's when these things are done intentionally and repeatedly.

- Teasing or making fun of someone
- Hitting, pushing, or kicking
- Excluding someone, which means not letting them join your group, activity, or lunch table
- Name-calling
- Spreading rumors about someone, which means saying things about someone that aren't true
- And hurting someone's things, such as their school work, drawings, backpack or lunch

Next, our friends Kate and CJ are going to help you practice deciding what is bullying behavior and what isn't.



### Screen 3

CJ: Hey Guys! We've been learning some pretty important stuff here. Now we're going to practice deciding what are bullying behaviors and what aren't.

Kate: Click on the words that you think are bullying behaviors.

Pushing: CJ: You're right, pushing is a bullying behavior, especially if it's done on purpose and more than once.

Bumping: CJ: Well, it depends. If someone bumps into you repeatedly and is trying to make you feel bad or physically hurt you, that is bullying, for sure. But I know sometimes when I am in a hurry I don't always pay attention to what is going on around me, and I may bump into someone accidentally. A friendly smile and an apology lets people know that I didn't do it on purpose!

Spreading rumors: Kate: Good job. Spreading rumors is a bullying behavior. Rumors are things we don't know to be true, but we repeat them anyway. It can hurt someone's feelings to know that things are being said about them that aren't true.

Tattling: Kate: Nope. Nice try, but this one can be tricky. Tattling is when someone wants to get someone else in trouble. Though tattling can be annoying, it doesn't really hurt anyone, so it is not bullying.

Disagreement with a friend: CJ: Actually, having a disagreement with a friend is not a bullying behavior. You may each have different ideas and interests, and you don't always have to agree with one another.

Teasing: CJ: Good job! Teasing is a bullying behavior, especially when it is repeated over and over. Making fun of someone can really hurt their feelings.

Excluding someone: CJ: You're right. Excluding someone is a bullying behavior. It's never nice to intentionally leave someone out of what you're doing.

Ruining someone's things: Kate: You're right. Ruining someone's things on purpose is a bullying behavior. We should always respect others and their things.

#### Screen 4

Narrator: Now that we've learned what is bullying and what isn't, we need to talk about the people involved in a bullying situation. A bully is a person who intentionally tries to hurt another person. They usually do so from a position of power, and they will often do it repeatedly to the same person.

A victim is a person who is getting bullied. He or she is the one that gets hurt physically, emotionally, or both.

There is one more person who can also be involved: a bystander. A bystander is anyone that observes a bullying situation happening. Bystanders must choose what to do when they see bullying. They have a lot of choices. They can stand around and watch, walk away, try to stop the bullying, or get an adult who can help. They can also choose to join in on the bullying, which isn't a good idea. Bystanders have the power to stop bullying by choosing to help the victim in some way.

#### Screen 5

Narrator: Great job! You have completed this activity.



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