



## Educator guide: What to do lesson

### **Recommended for grades:**

1<sup>st</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. Give two examples of what to do in a bullying situation.
2. Define tattling and share one example of it with the class.
3. Define telling and share one example of it with the class.
4. Name at least two trusted adults that they can go to if they need help.

### **Lesson description:**

The What to do lesson teaches students what they can do if they are bullied, or if they see someone else being bullied. Students learn the difference between tattling and telling, along with the importance of telling an adult about bullying.

### **Pre and post-test questions:**

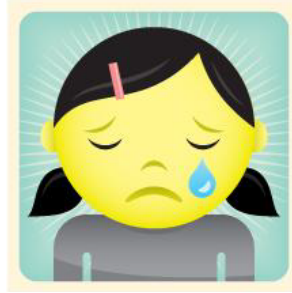
Use the questions on the following page with your students as you see fit. You may choose to combine questions from various lessons and activities that your students participate in.



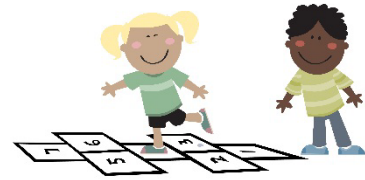
1. If you see bullying going on at school, what is one thing you can do to help?



a. Run away



b. Cry



c. Invite those being bullied to play with you

2. If someone bullies you, what is one thing you can do to get help?



a. Jump up and down until someone notices



b. Tell an adult what happened



c. Cry

3. The definition of tattling is:



a. Trying to get someone in trouble for something that's not very important

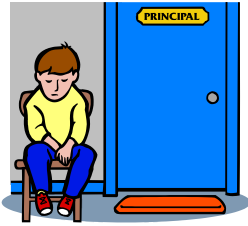


b. Asking an adult for help in a serious situation



c. Singing a song badly

4. The definition of telling is:



a. Trying to get someone in trouble about something not very important

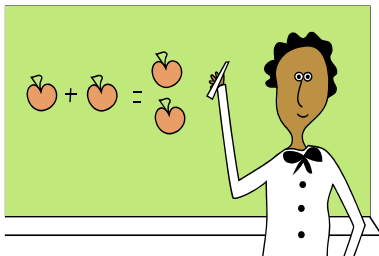


b. Asking an adult for help in a serious situation



c. Whispering something untrue to your friend

5. Which one is a trusted adult you can go to if you need help with a bullying problem?



a. Your teacher



b. The check-out lady at the grocery store



c. A mail carrier

## Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the What to do 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 usually with a difference in power
- Feelings - emotions such as happy, sad, excited, scared or angry that can change throughout the day
- Friend - someone who supports you, who will like you for who you are and is there to help when you need them
- "I" statement - a short, simple statement that tells the other person you do not like what they are doing and you want them to stop
- Serious - something that is very important or dangerous. Serious situations mean you should tell an adult what is happening.
- Tattling - reporting something unimportant to an adult to try and get someone else in trouble
- Telling - reporting something important to an adult because it is serious and someone may get hurt
- Trusted adult - a grown-up you can go to for help at school, home or other safe place

# Supplemental activity: What I can do

## Objectives:

After completing this activity students will be able to:

- Give two examples of what to do in a bullying situation.
- Use an assertive “I” statement to respond to a bullying situation.
- Name at least two trusted adults that they can go to if they need help.
- Demonstrate how to ask an adult for help with a bullying situation.

## Materials needed:

- Paper and pencils
- Chalkboard, white board or large sheet of paper for brainstorming

## Time required:

30 minutes

## Instructions:

Review with students what they can do in different bullying situations. Take some time to discuss “I” statements with students. An “I” statement is a way for someone to stand up for themselves without being mean or getting into a fight. It is saying how you feel and telling the other person what you need them to do. “I” statements should be simple and to the point, just like the one they learned in the online lesson with Gus: “I don’t like it when you do that and I want you to stop.”

Give students various bullying situations and have them write down an “I” statement that they could use. You can use situations you have witnessed at school or use ones listed below. Ideally, students should practice using their “I” statements out loud. With this age group, it may be best to pick one “I” statement that works well and have the whole class say it and repeat it together for practice. Students can use an “I” statement if they are being bullied, or if they see someone else being bullied. Be sure to practice both of those scenarios.

Brainstorm a list of trusted adults that students can go to if they need help in a bullying situation. Be sure to include adults at school, at home and in the community. Have students demonstrate what they would say to an adult when they report bullying.

Example situations:

- A group of 1<sup>st</sup> graders will not let one student sit at the lunch table with them every day.



- Two boys always try to splash water at a smaller boy in the bathroom so he is now afraid to use the bathrooms at school.
- On the bus, no one will let a certain student sit with them and they all laugh when he/she can't find a seat.
- Two girls who used to be close friends with another girl decide to form a 'we-hate-her' club against her and encourage others to join and exclude her.

# Supplemental activity: Anti-bullying contract

## Objectives:

After completing this activity students will be able to:

- Demonstrate advocacy by signing an anti-bullying contract and role-modeling anti-bullying behavior.

## Materials needed:

- Anti-bullying contract (on next page)
- Pens/pencils

## Time required:

20 minutes

## Instructions:

After completing the What to do lesson, discuss with students what they can do to stop bullying when it occurs. Next, create an anti-bullying contract. If you would prefer, you can use the sample contract found on the next page. Each student and their parent or caregiver should sign the contract. Keep all signed contracts in a binder for the school year.

Talk about why it's important to role model the behaviors outlined in the contract. Remind students that if they are seen showing friendly behaviors, others in the school may do the same.

# Anti-bullying contract

## Student and parent or caregiver agreement

Everyone has the right to feel safe at school. I will do everything I can to be friendly to others and include others in all activities.

### **Student's responsibility:**

I promise that I will not bully others. When I witness bullying, I will report it to an adult.

---

Student's name

---

Grade

---

Teacher

---

Date

### **Parent or caregiver's responsibility:**

I promise to teach my child to always respect others. I have taught my child not to bully. I have told my child to report any bullying to an adult.

---

Parent or caregiver signature

---

Date





# 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.



# Effects of bullying

Bullying hurts everyone.

Children who are bullied may:

- Feel insecure
- Avoid school
- Have trouble learning

As they grow up, children who have been bullied may:

- Be depressed
- Have low self-esteem
- Have health problems
- Get poor grades
- Think about killing themselves

Those who have observed bullying may feel:

- Afraid
- Powerless to help
- Guilty for not helping
- Pressure to join in

Children who bully are more likely to:

- Get into fights
- Damage property
- Drop out of school

Children who bully often get involved in other behaviors like:

- Breaking rules
- Stealing
- Carrying a weapon
- Drinking alcohol and smoking at young ages

*Repurposed from <http://www.stopbullying.gov> and <http://www.olweus.org/public/effects-bullying.page>*



# Transcript

## Screen 1

Gus: Do you know what to do if you are bullied? Ask yourself: "What would Gus do?"

If someone is making you feel bad, you can find a friend or two and ask for their help. Let's say someone won't let you sit with them at lunch. You can find some other friends, and say, "Hey, she won't let me sit at her table. Can I sit with you guys?"

You can also tell a trusted adult that you need help. A teacher, or other trusted adult at school, can help you figure out what to do. In a little bit we're going to learn something else we can do if we feel we're being bullied.

## Screen 2

Gus: One important thing to know is when you need to talk to an adult, and when you can handle an issue on your own. It helps to learn the difference between tattling and telling.

Tattling is going to an adult to try and get someone in trouble over something that's not very important. For example, Sarah telling her teacher that she saw Carrie chewing gum in class would be tattling. No one's getting hurt here. Sarah is just trying to get Carrie in trouble.

Sometimes, though, we do need to tell an adult about things that happen. Telling is talking to an adult about a serious situation where someone could get hurt. That can include someone's feelings being hurt. For example, Bryce thinks it's funny to smash Cole's lunch. He does it at least once a week. Cole's sandwich is mush when Bryce gets done. Cole's things and feelings are being hurt, and he doesn't know what to do. It's important that he talk to an adult.

## Screen 3

Gus: So who should you talk to if you need help? If you are at school you could talk to a teacher or an aide, someone who works in the office, or any other trusted adult at school.

If you are at home, you can talk to your mom, dad, grandma, grandpa, or any other trusted adult about what is happening. Adults can help you feel safe and make sure everything is OK. Never be afraid to ask an adult for help. Sometimes, even an older brother or sister can help. This may have happened to them when they were younger.

You would just go up to that person and say: "There is something that has been bothering me and I need to talk to you about it." Then you can explain what is going on and they can help you figure out what to do.



#### Screen 4

Gus: Click on our friends to hear who they go to for help when they need it.

Mollie Mai: When I need help I talk to my teacher, Mrs. Donovan. If she's busy then I talk to Mrs. Zarling who helps out in our classroom.

CJ: Last year I was being bullied and I talked to my grandma about it. She really helped me figure out what to do.

#### Screen 5

Gus: So, now we know that we can always look to our friends or an adult for help. But what if no one is around to help? Or, what if you'd like to handle things on your own? I'm going to tell you a good way to tell a bully to stop!

Let's say you are sliding down the slide and someone slides down right behind you, knocking you to the ground. They do this more than once, even though you asked them to stop. What I would do is get up, look them in the eye and say: "I don't like it when you do that and I want you to stop." Let's practice. Say it with me: "I don't like it when you do that and I want you to stop." One more time, like you mean it: "I don't like it when you do that and I want you to stop!"

Great job!

#### Screen 6

Gus: Sometimes we may see someone else being bullied who needs help. They may not know what to do or say. You can be a good friend and help them out! Here are some things you can do. You could tell the bully to stop. You could step in and ask the person being bullied to come play with you and your friends. Or, you could find a trusted adult to help. You should never laugh along with the bully, or ignore what's going on. You should always try to help.

#### Screen 7

Gus: Good job! You have completed this activity.



# Acknowledgements

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