



Educator guide: What to do lesson

Recommended for grades:

2nd grade

Time:

6 minutes

National Health Education Standards:

This activity 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 6: Use a goal-setting process 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.

Learning objectives:

After completing this lesson students will be able to:

1. Name at least two trusted adults that they can go to if they need help and show how they would ask for help.

Lesson description:

In the What to do lesson, students will learn several ways to deal with bullying situations. They will learn how to use “I” statements and who they can go to for help. They will also get a chance to watch videos of students using “I” statements.



Pre and post-test questions:

The following questions assess knowledge. Correct answer choices are bolded. Use these questions before the lesson or activity to find out what your students already know about this topic. After they have completed the activity you can have students answer these questions again and compare the results to see what they have learned.

Use these questions with your students in any way that you see fit (on paper, using a survey tool etc.). You can also combine questions from various lessons and activities that your students participate in.

1. What does it mean to be a trusted adult?
 - a. A grown up who has a good job and a nice car
 - b. A grown up you see every day on the bus or at the store
 - c. **A grown up you know well and can go to when you need help with anything**
2. Write the name of a trusted adult at your school you would feel comfortable asking for help with bullying: _____

Vocabulary:

Use the following list of vocabulary as a reference for yourself and/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 there is usually a difference in power
- Empathy – being able to show someone that you understand and you care how they feel
- Feelings – emotions such as being happy, sad, excited, scared or angry that can change throughout the day
- “I” statement – a short, simple statement that tells the other person you do not like what they’re doing and you want them to stop
- Trusted adult – a grown-up you can go to for help either at school, home or other safe place

Supplemental activity: Standing up

Objectives:

After completing this activity students will be able to:

- Demonstrate in a role play situation two positive ways to deal with a bullying situation.
- Demonstrate assertiveness in a role play scenario by using an “I” statement in response to a bullying situation.
- Name at least two trusted adults they can go to if they need help.

Materials needed:

- Pencils or something to write with
- Copies of the “I” statement worksheet (included below)

Time required:

40 minutes

Instructions:

Brainstorm with students what they can do in different bullying situations. Be sure to create a list of adults that students can report bullying to at school and home. Review the definition of “I” statements with students. Remind them of the examples they saw in the online lesson and videos. (“I don’t like it when you do that and I want you to stop!”)

Give students various bullying situations (examples below) and have them write down an “I” statement that they could use for each situation. You can make copies of the worksheet on the following page to give students the formula for writing “I” statements. The “I” statements should be simple and to the point. Remind students that they can use an “I” statement if they are being bullied, or if they see someone else being bullied.

Talk to your class about how cliques and gossip can lead to bullying. Remind students that while it is good to have friends, if a few friends gang up and are mean to someone, even a member of the friendship group, this is bullying! Spreading rumors and talking about other people ‘behind their backs’ is called gossiping and can really hurt someone’s feelings. Gossip can be a form of bullying, too.



Once the “I” statements are written, divide the class into groups and assign each group a scenario to role play. They should make sure to include an “I” statement.

- Jade is having a sleepover, but isn’t inviting Rachel. Jade tells Rachel that only the “cool” girls can come.
- A group of boys is throwing a football around while waiting for the bus. Spencer asks if he can join, but Zachary tells him he can’t because he throws like a girl.
- Every day at recess, when the adults aren’t looking, James pushes Aaron around. Sometimes he shoves him, sometimes he trips him and sometimes he jabs him in the stomach with his elbow.
- Emma won’t let Kate play with her and Kiersten at recess, even though when Kiersten’s not around, Emma will play with Kate. This makes Kate feel bad.
- Cameron loves playing with puppets with his little sister. Joey and Ethan make fun of him because they say puppets are for babies.
- Most of Hailey’s clothes are hand-me-downs from her older sister. Some of the girls make fun of her because she’s not wearing what the other girls are wearing.

Name _____

Date _____

“I” statement worksheet

Write an “I” statement you could say to a bully to stand up for yourself or someone else.

Remember the example you saw in the lesson? The girl on the playground said, “I don’t think it’s nice to say those things and I want you to stop.”

I _____ and I
want _____.

I _____ and I
want _____.

I _____ and I
want _____.

If you see someone else getting bullied or are bullied yourself it is important to tell an adult, even if you used an “I” statement to stand up for yourself.

Who are two trusted adults you could go to for help in a serious situation?

1. _____

2. _____



Transcript

Screen 1

Narrator: Have you ever been in a situation where you were bullied or saw someone else being bullied? Sometimes it can be hard to figure out what to do. Our friends CJ, Kate and Raj are going to help explain some ways you can handle a bullying situation.

Screen 2

Kate: Let me tell you about a bullying situation I saw the other day. A friend of mine was waiting to get a drink of water at the drinking fountain. A girl walked up behind her and pushed her so the water went all over her face. It might not have been that big of a deal, except this girl does it all the time. She thinks it's funny, but it makes lots of kids nervous to get a drink when they are thirsty. She doesn't do it to everyone, just the kids who are younger and smaller than she is.

Here's how CJ and Raj are going to help me. Click on their pictures to see some positive ways you can handle the situation.

Click on CJ: One of the ways you can handle it is to look the person doing the bullying in the eye and say: "Knock it off!" in an assertive voice. That is a voice that shows you mean business. You can also say "Stop it!" These are things you can say if you're the one being bullied, or if you see someone else being bullied.

Click on Raj: I'd just wipe my face, look at the girl and say "Whatever" in a total normal tone of voice. It's only water, so it doesn't really hurt me, and if I don't give a reaction, it won't be as much fun for her. Usually bullies want attention and if they don't get it from you, they may leave you alone.

Screen 3

Narrator: CJ and Raj had great ideas! Sometimes just saying "Knock it off!" or "Stop it!" will take care of the situation. Other times, ignoring the bully and not giving them any attention at all will work. You can also use what's called an "I" statement, where you tell the person you don't like what they're doing, and ask them to stop. If none of these things work, you can always go to a trusted adult and ask for help. Click the videos to see two different examples of using "I" statements in a bullying situation.

Video 1

Alex: Hey, do you have anything good to eat in here today?

Jack: I don't like it when you dig through my lunch every day, and I want you to stop it.

Alex: Whatever.



Video 2

Anna: Hey, you can't play with us Marie.

Jessica: Yeah, we don't like you.

Salome: I don't think it's nice to say those things and I want you to stop. C'mon Marie, we want you to come play with us

Narrator: Those kids did a really nice job of using I statements in a bullying situation. It's a good idea to practice what you would say if you find yourself in a similar situation.

Screen 4

Narrator: Even though you may try to handle a situation yourself, sometimes you may need help from a trusted adult. If you are at school and someone hurts you, or your feelings, find an adult who can help. It could be 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 another trusted adult about what is happening. Adults can help you feel safe and make sure everything is okay. Never be afraid to ask a trusted adult for help.

Screen 5

Narrator: We've already talked about a few ways you can deal with bullying situations. Now let's talk about a couple things you can do to help someone who may not know what to do. Let's say you saw a kid at lunch who was told that he couldn't sit at a table, even though there is plenty of room. A boy said to him, "This is the popular table. You can't sit here!"

What should you do? First of all, you can invite the boy to come sit at your table. That would make him feel better right away and answer the question of where he will eat. Secondly, you can talk to him later, maybe in the hall or after school and tell him that you're sorry that happened to him. This is showing empathy, which is a fancy word that means you understand and you care.

Try it next time. It will help the kid being bullied feel better, and it'll make you feel great, too! Can you think of other ways to help someone who is being bullied?

Screen 6

Narrator: Great job! You have completed this activity.



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