



## Educator guide: What to do 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.

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. Describe two positive ways a bystander could respond in a bullying situation.
2. Write an "I" statement that shows assertiveness in response to a bullying situation.
3. Describe one way to show care and compassion for someone that has experienced a bullying situation.

### **Lesson description:**

In the What to do lesson students will learn several ways to deal with bullying situations. Students will learn how to use simple "I" statements and who they can go to for help. They will also get a chance to view a video clip of a bystander stepping in to help a victim and a victim standing up for himself.



### 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. You see someone getting bullied. What is one thing you can do to show you care?
  - a. Join the bully.
  - b. Watch what is happening but do nothing.
  - c. Tell a trusted adult.**
  - d. Walk away and don't do anything.
  
2. What is the definition of a trusted adult?
  - a. A grown up you see every day on the bus or at the store
  - b. A grown up who has a good job and nice car
  - c. A grown up you know well, and you can go to when you need help with anything**
  - d. Someone you meet on the street

### Vocabulary:

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

- Assertive – showing confidence by standing up for yourself or someone else without being shy or timid, or saying what you want in a firm, solid voice
- Bully – a person who intentionally tries to hurt another person
- Bullying – when a person hurts another person on purpose, usually repeated over time and there's usually a difference in power
- Confidence – believing in yourself
- 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
- "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
- Power – having more control or ability than another person, being bigger, stronger, or older, doing better in school or having more friends than another person
- Victim – the person who is being bullied, who gets hurt physically, emotionally or both

# Supplemental activity: Stand up to bullying

## Objectives:

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

1. Define bullying as when someone uses his or her power unfairly and repeatedly to hurt someone.
2. Define bully, victim and bystander.
3. Demonstrate at least one positive way to deal with a bullying situation.
4. Demonstrate assertiveness in response to a bullying situation, using an “I” statement.

## Materials needed:

- Chalkboard, whiteboard, or large piece of paper for review
- Paper and pencils/pens for writing skits/role plays/songs
- Various props for role plays/skits

## Time required:

- 60 minutes

## Instructions:

Review the definition of bullying with students. Also review what a bully, victim and bystander are. All definitions can be found in the vocabulary list on the previous page. Review with students what they can do in a bullying situation. Create a list on the chalkboard, whiteboard, or large piece of paper so it remains visible to students. Examples should include: ask an adult for help, tell the bully to stop, invite the victim to come play/sit with you, help the victim get away from the situation, etc.

Review “I” statements with students. Give a few examples of very simple “I” statements (I don’t like it when you do that and I want you to stop.) Ask them to give you some more examples of “I” statements they could use in a bullying situation. Write examples down on the list for students to refer to during the next part of this activity.

Next, divide students into small groups. Tell students that they are to create and write a script for a skit, poem, song, commercial, etc. that shows at least one way to stand up to bullying. Each group needs to figure out the bullying scenario they will be addressing, the way a victim or bystander can handle it, and an “I” statement that would work in the situation.

Once all groups have completed their project, they can share them with the class. Ideally, some groups will address what a victim of bullying can do and some groups will address what bystanders can do.



# 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.



# Tattling versus telling

Tattling and telling are not the same thing. Children need to know the difference.

Tattling is when a child tells an adult about something another child did that is not going to hurt anyone. A lot of the time, it is about something that does not matter. It is done to get the other child in trouble.

Example: LaToya tells her teacher that she thinks Javon is looking at her in class.

Telling is when a child tells an adult about a serious situation where someone could get hurt.

Example: After school Joel hears Sam in the hall saying he's going to beat up his classmate. Joel finds Ms. Jones and tells her what he heard.

Talk with your child about tattling and telling.

Use these questions to get started.

1. What is the difference between tattling and telling?
2. Can you tell me about a time that you used telling to get help from an adult?
3. Can you tell me about a time that you tattled to try to get someone in trouble? Have you ever heard someone else tattle?

Repurposed from Bullying Prevention Program, WI Department of Public Instruction  
© August 2010





# Transcript

## Screen 1

Narrator: Today we're gonna discuss some positive ways that a bystander can help someone being bullied. Remember, a bystander is anyone that observes a bullying situation happening. They have to make a choice, right then and there, if they are going to help the victim or not. Hopefully, they will make the right decision and help.

Let's say your class is having a party at school with treats. When the treats are being passed out, Marley says: "I'm sure Kendall will want more than one! She eats a lot and it shows!" Your teacher doesn't hear this. What should you do?

Well, you definitely should do something to help Kendall. You could walk up to Kendall, put your arm around her, and walk away with her. Or, you could tell Marley that what she said was rude and that she shouldn't say things like that. You could also tell the teacher what happened. These things will show Kendall that you care, which can really help her to feel better.

## Screen 2

Kate: Hi, I'm Kate, remember me? Let's take a look at a video where a bystander helps a girl who is being bullied.

### Video

Elliana: Hi guys, can I sit with you?

Paige: No, there's no room for you.

Elliana: Well there's a spot right there.

Paige: We're saving that for someone else. You can't sit with us.

Ivy: Hey Elliana, maybe you can sit by me. Ivy looks at Paige. And you're being a little bit mean. How would you like it if someone did that to you?

Kate: I'm sure that having that girl stand up for her made her feel less alone. It's important to reach out in some way to help someone being bullied. It shows the person that you care. You don't need to be a person's best friend to do this. It's every student's responsibility to stand up to bullying and show respect for others.



### Screen 3

Narrator: It's really great when a bystander steps in to help. If you are a victim of bullying, it is also good for you to speak up and be assertive. Assertive just means showing that you're confident. Let's say that someone at school is always pulling the chair out from under you when you are about to sit down, causing you to fall. It's embarrassing, and it has happened more than once.

It's good to use an "I-statement" to tell the bully to stop. You could 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." By standing up to the bully, you are showing them that they don't have power over you.

### Screen 4

Raj: Hey! Raj here. Let's take a look at a video where a victim is assertive.

#### Video

Derin: Hey! Watch where you're going, you shrimp.

Austin: There's room enough for everyone to walk. Leave me alone.

Derin: Pfft. Whatever.

Raj: Wow, that was really good! He didn't let the bully have power over him, even though the bully is much bigger than he is. Sometimes it can be hard to do, but with practice you can get better at it.

### Screen 5

Narrator: We've talked a lot about what to do if you are bullied, or if you see someone else being bullied. It's important to remember that we need to tell an adult any time we see bullying happen, even if you have helped the victim in some other way. There are lots of trusted adults, both at school and outside of school, that can help. At school, you can go to your teacher, the school nurse, an adult volunteer, the playground supervisor, or even your principal. Outside of school, you can talk to your mom, dad, guardian, grandma, grandpa, aunt or uncle.

It's important that if you talk to an adult and he or she doesn't listen, find another adult that will. Remember, it is important to tell an adult, even if the bullying has stopped so an adult is aware of what has been going on.



## Screen 6

Narrator: Click on our friends Mollie Mai and CJ to hear how they report bullying at their school.

*Click on Mollie Mai:* Mollie Mai: The other day I saw some kids making fun of Simone on the playground. I went right up to Mrs. Donnelly who was on recess duty and said “Mrs. Donnelly, those kids are making fun of Simone and I saw them doing it yesterday too.” She took care of it right away.

*Click on CJ:* CJ: Our school has a way to report bullying so that if we are afraid to talk to an adult we can write down what happened and put it in a special box in the office.

## Screen 7

Narrator: Great job! You have completed this activity.



# Acknowledgements

Thank you for providing dedication, passion and leadership:

Les Weil – Zink the Zebra Foundation

Thank you to our funding partners for making our 3<sup>rd</sup> grade bullying prevention activities possible:

ADM Cocoa	Bill & Becky Komisar
Harvey & Judy Alligood	Lynda Koshy
ANON Charitable Trust	Melinda Krei
Anonymous Corporation	Luedke-Smith Fund
Terry & Nancy Anderson	Luty Fund
BMO Harris	Claire and Robert Pflieger
Elizabeth Brinn Foundation	Charitable Fund
Terry & Mary Briscoe	Randall Family Fund
Chuck Cairns	Richard & Barbara Weiss Fund
CarMax Foundation	at the Greater Milwaukee
Bridget Clementi	Foundation
Marybeth Cottrill	M & I Bank
Curt & Sue Culver	Marcus Corporation Foundation
Mae E. Demmer Charitable	MGIC
Trust	George and Julie Mosher
Elaine Eisner	Family Foundation
Entertainment Software	National Insurance Services of
Association Foundation	Wisconsin
Ralph Evinrude Foundation	Peck Foundation, Milwaukee
Fiserv, Inc.	LTD
Rhona Gewelber	PNC Bank
Beverly and Martin Greenberg	Gene & Ruth Posner
Guaranty Bank	Foundation
Kavita Gupta	Bill Randall
Penny Gutekunst	Jaynie Rench
Ann & Katie Heil	R & R Insurance Services
Evan & Marion Helfaer	Philip Rubenstein Foundation,
Foundation	Inc.
Frieda and William Hunt Trust	Ruddie Memorial Youth
Dorothy Inbusch Foundation	Foundation
InSinkErator	Jim and Karen Schlater
	Andrea Shrednick



Kelly Weil - Zink the Zebra Fund  
WHG Applebee's  
Wisconsin Department of Public  
Instruction  
Dr. Jeffrey Walker  
Wisconsin Psychoanalytic  
Foundation  
Women & Girls Fund-Waukesha  
Co. Community Foundation  
Diane and Robert Jenkins  
Family Foundation

Marjorie Siebert Aylen  
Foundation  
Stackner Family Foundation  
John Stanley  
Bert L. & Patricia S. Steigleder  
Trust  
Barbara Stein  
Joe & Jenifer Tate  
The Ed and Josie Toogood  
Foundation





Contact us:

**Children's Wisconsin  
E-Learning Center**

(866) 228-5670

[healthykids@childrenswi.org](mailto:healthykids@childrenswi.org)

