

## GRADE 1, LESSON 15

# Helping Others and Standing Up to Bullying



### CASEL SEL COMPETENCIES

- SO** Social Awareness
- RS** Relationship Skills

## Gathering: Heroes and Sheroes

(Note: *This Gathering is the same as the Gathering in Grade K, Lesson 15. This is done purposefully. People need role models to look up to. The ability to identify heroes and sheroes is highly correlated with important character, social, and emotional development.*)

Have students gather in a circle. Explain: **Heroes are people who are admired for their achievements and strong and good qualities. Girl heroes are called heroines; some people call them sheroes. Heroes and sheroes are people who are brave and strong in standing up for others or in doing what is right.** Share some examples of people your students will have heard of – people from stories they’ve read recently, national heroes like Martin Luther King, Jr. or Abraham Lincoln. **Heroes can also be people we know in our families or in our neighborhoods. The important thing about heroes and sheroes is that they always try to help others, acting in strong ways that are never mean. Who is someone you think of as a hero or shero and why?**

Ask students to think to themselves for a minute. Suggest possible people most in the class are familiar with and talk about what it is about that person that might make him or her a hero. Holding the Talking Object, begin by discussing someone you admire and explaining why. Then pass the Talking Object to the next person. As always, allow students to pass if they choose to, and acknowledge that it is always more difficult to speak at the beginning of the circle. Assure them you will come back at the end to see if they have something to share.

## Agenda Check

**We have just been talking about heroes and sheroes. They are people who are strong and brave and help others. They make the world a better place. Today we are going to think about how we would like to help others. We’ll get to draw a picture about that (Helping Others). Then we’ll discuss some specific things we can do to help others by standing up if we see bullying or other things that are not fair (Being Strong). We’ll summarize what we’ve done (Summary) and then end with a song that we learned a while ago (Closing).**

## Workshop Agenda

- Gathering: Heroes and Sheroes
- Agenda Check
- Activity: Helping Others
- Activity: Standing Up for Others
- Summary
- Closing: “This Little Light of Mine”

## Materials

- Workshop agenda, written on chart paper and posted
- Talking Object
- Chart paper and markers

## Learning Outcomes

- Students will learn to identify heroes and sheroes.
- Students will review things learned throughout the year about being strong.
- Students will discuss how they will confront bullying when they encounter it.

## Connections to Standards

### Behavioral Studies

- Understands that some ways of dealing with disagreements work better than others, and that people not involved in an argument may be helpful in solving it

### Language Arts

- Listening and Speaking
- Makes contributions in class and group discussions

### Self-Regulation

- Persists in the face of difficulty

## Connections to Standards, cont.

## Working with Others

- Contributes to the development of a supportive climate in groups
- Identifies an explicit strategy to deal with conflict

## Activity: Helping Others

1. Introduce the activity: **Heroes and sheroes make the world a better place because they care about and help others. There are many ways to help others. What are some things you could do that would be helpful in making our classroom, your families, or our school a better place to be? What can we do to help others?**
2. List students' ideas on chart paper or on the board under the title *Helpful Behavior* or *Ways to Be Helpful*. Help students think of practical, doable things such as sharing supplies with others, helping to clean up at home, not fighting with a brother or sister, etc.
3. When the list is complete, ask: **How does it feel to help others?**
4. Summarize their contributions by linking them to feeling and acting strong. **We have learned a lot about being strong this year. Helping others is one of the things that can help us feel really strong.**
5. Ask students to draw a picture of themselves doing something that helps others. You could also make this a short writing assignment appropriate for your students' abilities.
6. When finished, the pictures could be collected and made into a class book entitled *Learning to Be Strong: Helping Others*.

## Activity: Standing Up for Others

1. Gather students in a circle again. Explain: **We have been learning many things this year. We have learned how to be strong in communicating, dealing with conflicts, and in handling our feelings. We have learned how we are all “different” in many ways. We’ve learned the problems that can happen when people stereotype and we’ve learned the dangers of prejudice. Today we have talked about heroes and sheroes and helping others. One of the important ways we can help others is by standing up for them if they are being teased or treated unfairly by others – if they are being bullied. If you saw someone being bullied, or someone being teased because they were different in some way, what would be some strong ways of standing up for them?**
2. Lead a discussion, eliciting different ways of confronting prejudice or bullying. You may want to chart these for future reference. The following are some responses that may come up, that you might want to prompt for, or that you might want to add yourself.
  - Refuse to join in any teasing or bullying.
  - Invite the person being hurt to join your group.
  - Ask the person who was bullied if it's okay to have the bully join your group if the bully apologizes.
  - Speak out, using an I–message. Say, “I don’t like it when you treat him like that!” or “I want you to stop calling him that name!” or “I’m going to tell an adult right now!”

- Be a friend to the person who has been bullied by showing him you care about him: put an arm around him; give him a put-up, etc.
- Distract the bully with a joke or something else so he stops the behavior .
- Report bullying you know about or see to an adult.

(Note: See *Grade K, Lesson 15* and *Grade 2, Lesson 15* for more ideas about dealing with bullying.)

## Summary

**Heroes and sheroes can make the world a better place in many different ways. Although it is not easy, each of us has the ability to be a hero or shero, too. Being strong and standing up for others is something we can always choose to do.**

## Closing: “This Little Light of Mine”

This song can be found in the book *Linking Up!*, by Sarah Pirtle, and on the *Linking Up!* CD, Track 3. See page 132 for music and lyrics.

## Extensions and Infusion Ideas

### Role-Playing

Have students brainstorm incidences of bullying and prejudice. Using the chart from the lesson, review strategies someone could use to respond to these situations in strong ways.

Then choose students or have them volunteer to role-play characters in the scenarios. Have the audience notice whether or not the confronter is becoming “too hot.” At the same time, have the students show their strength by a firm, resolute tone of voice and appropriate body language. Have the audience identify which strategies were used. Continue role-playing with different students and different scenarios.

### Writing and Art

Have students write and/or draw about being heroes and sheroes. Have them think of something they have seen at school or at home that exemplifies prejudice or bullying. Then ask them to imagine that they are the kind of strong hero that can stand up to this injustice in a nonviolent way. Have them then draw and write about themselves making the world a safer and better place.

### "Speak Up"

This song can be found in the book *Linking Up!*, by Sarah Pirtle, and on the *Linking Up!*, CD Track 17. Music and lyrics at the end of lesson.

## Connecting to Literature

Point out and discuss if and how characters in books you are reading are being strong in standing up to bullying or prejudice. Have students identify what qualities the characters exemplify and what skills they use to accomplish their good deeds.

***Somewhere Today: A Book of Peace***, by Shelley Moore Thomas  
(Morton Grove, IL: Albert Whitman & Company, 1998) Gr. P-2

Summary: Ten scenarios of peacemakers in everyday life.

1. What is this book about?
2. Name some other ways to be a peacemaker.
3. Do you think it is possible to bring about peace by reading a book about peace and thinking about making the world a better place?

***Making the World***, by Douglas Wood  
(New York: Simon & Schuster Books for Young Readers, 1998) Gr. P-2

Summary: A secret: the world isn't finished yet. Here are ways that we and all the creatures of nature help in making the world.

1. After the first paragraph, ask: What are we asked to do with this secret?
  2. After reading the book, ask: When we make our classroom better, is the world better? When we help make our homes happier, is the world better?
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# Speak Up

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Speak up we need your voice. Speak up we need your voice. Speak

up we need your voice in our world.

Speak up when some - thing's not fair. Speak up and show that you care.

Speak up when some - thing's not right. Speak up and fol - low your light.

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Speak up when something's not fair.  
Speak up and show that you care.  
Speak up when something's not right.  
Speak up and follow your light.

Speak up, we need your voice.  
Speak up, we need your voice.  
Speak up, we need your voice  
ringing strong...Speak up!

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