



**What Is My Child Learning?**  
Your child is learning safe and respectful actions and words that help him or her follow the class rules.

**Why Is This Important?**  
Following class rules helps children know how to behave so they can be better learners, get along with others, and feel safe and respected in class. Less bullying happens in safe and respectful classrooms.

**Ask your child: What are some safe and respectful things you can do or say to help you follow your class rules?** Possible answers: Things to do—Keep hands and feet to yourself. Walk in the classroom. Include others. Offer to help and do kind things. Be polite. Things to say—“Follow the rules.” “Listen to the teacher.” “I’m sorry.” “Do you want to play with me?” “Are you okay?” “Please.” “Thank you.”

**Read Together**

This week, you talked about how your class rules help you be safe and respectful in class. Being safe and respectful helps you learn and have fun with your classmates. It can also help you stop doing things that are against the rules, like bullying. Then you thought of things you can do and say to be safe and respectful. When you’re safe and respectful, it helps everyone feel good about being in class.

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**Practice Together: Safe and Respectful Words and Actions**

With your child, practice thinking of safe and respectful words and actions. Read the examples below with your child. Then have your child write what he or she thinks is a safe and respectful thing to do or say in response to the example. Substitute other relatives or friends if necessary to make the scenarios relevant to your child.

1. Your family is taking turns talking about their day during dinner. It is not your turn. What can you do or say to be safe and respectful while someone else in your family is talking?

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2. You are running down the sidewalk and reach the end. You want to cross the street, but your mom hasn’t caught up to you yet. What safe and respectful things should you do and say now?

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3. You accidentally ripped a page in your sister’s book. What is something safe and respectful you can do for or say to your sister?

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4. You want to go online and look at a website a friend told you about. What is something safe and respectful you should do and say to an adult family member before you do that?

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(CHILD’S NAME)	(DATE)	(ADULT’S SIGNATURE)
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**What Is My Child Learning?**  
Your child is learning how to recognize bullying.

**Why Is This Important?**  
Being able to recognize bullying is the first step in getting it to stop.

**Ask your child: How is bullying unfair and one-sided?** Possible answers: Being mean is not a fair way to treat someone. The person it is happening to isn't being mean back. The person it is happening to hasn't been able to get it to stop.

**Read Together**

Bullying is when someone keeps being mean to someone else on purpose and that person hasn't been able to get it to stop. Bullying is unfair and one-sided.

This week you practiced being able to recognize bullying when it happens. These are clues that help you recognize bullying: It happens on purpose. It keeps happening. It's unfair and one-sided. You haven't been able to make it stop.

**Practice Together: Bullying Detectives**

You and your child are bullying detectives! Your assignment is to find as many bullying clues as possible while watching "webisodes" together on the StopBullying.gov website. Go online to [www.stopbullying.gov/kids/webisodes/index.html](http://www.stopbullying.gov/kids/webisodes/index.html) to select your webisodes. Use the Bullying Notebook below and check off the clues you find that help you recognize bullying when you see it.

**Bullying Notebook**

Webisode Name:	Webisode Name:	Webisode Name:
<input type="checkbox"/> Is someone being mean on purpose? <input type="checkbox"/> Does it keep happening? <input type="checkbox"/> Is it unfair and one-sided? <input type="checkbox"/> Has the person being bullied been able to get it to stop?	<input type="checkbox"/> Is someone being mean on purpose? <input type="checkbox"/> Does it keep happening? <input type="checkbox"/> Is it unfair and one-sided? <input type="checkbox"/> Has the person being bullied been able to get it to stop?	<input type="checkbox"/> Is someone being mean on purpose? <input type="checkbox"/> Does it keep happening? <input type="checkbox"/> Is it unfair and one-sided? <input type="checkbox"/> Has the person being bullied been able to get it to stop?

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)



**What Is My Child Learning?**  
Your child is learning how to report bullying to a caring adult.

**Why Is This Important?**  
Caring adults who listen can help keep children safe from bullying. When children practice reporting details about their day, they use the same skills needed to report bullying.

**Ask your child: Who are some caring adults you can report bullying to if it happens to you or to someone else?**

**Read Together**

Whenever bullying happens to you or to someone else, you need to report it to a caring adult. This week you practiced what to say and how to say it assertively when you report bullying: You face the person you’re talking to, keep your head up and your shoulders back, and say in a strong, respectful voice: “I need to report bullying.” If you report bullying to someone and it doesn’t help, you need to find someone who listens and does help stop the bullying. Reporting bullying is not tattling. Tattling is trying to get someone in trouble. Reporting means telling an adult in order to keep people safe.

**Practice Together: Reporting Bullying Role-Play**

You and your child are actors. Your role is the caring adult at home. Your child’s role is the student being bullied. Ready? Action!

*Student walks in the door at home after school and is greeted by adult.*

**Student:** I need to tell you something important.

**Adult:** What is it? I’m listening.

*Student faces adult, stands up straight, and uses a strong, respectful voice.*

**Student:** I need to report bullying. These two older kids won’t leave me alone.

**Adult:** I’m sure that’s been difficult for you! Do you know who these kids are?

**Student:** Yes, they’re in Ms. Worley’s class.

**Adult:** When does this happen, and what do they do?

**Student:** They’ve bugged me almost every day since school started. When I walk out the door after school, they try to trip me. Sometimes when I fall, they laugh and laugh and call me mean names.

**Adult:** So this has been happening for a while. I’m so glad you told me. No one deserves to be bullied. I will call Principal Taylor and tell him what you’ve told me, and set up a time for you to talk to him about it tomorrow. He needs to know what’s going on.

**Student:** I’m nervous.

**Adult:** It will be okay. Principal Taylor cares about all his students. He wants everyone to feel safe at school, including you!

**Student:** Okay...

**Adult:** If you still feel nervous tomorrow, I can go with you.

**Student:** That might help. Phew! I feel better already.

_____ (CHILD’S NAME)	_____ (DATE)	_____ (ADULT’S SIGNATURE)
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**What Is My Child Learning?**  
 Your child is learning how to refuse bullying when it happens.

**Why Is This Important?**  
 One way children can help stop bullying is to say words assertively that mean no to refuse bullying when it happens.

**Ask your child: Why is it a good idea to practice what to say to refuse bullying with a caring adult first?**

**Read Together**

This week, you practiced what to say and how to say it assertively when you refuse bullying after you've reported it to a caring adult. You face the person you're talking to, keep your head up and your shoulders back, and say in a strong, respectful voice: "Stop it. That's bullying." If the bullying doesn't stop, get help from a caring adult.

You can also refuse to bully. You can make the choice not to be hurtful or mean to someone else. Before you do something you think might be mean, stop and think about how it might make others feel.

**Practice Together: Recognize, Report, Refuse**

First help label each picture with the R that the child is doing to help stop bullying. Next have your child write the words he or she would say (to him- or herself or to others) for each picture. Then have your child read the words out loud, using a strong, respectful voice.

<p>R _____</p>	<p>R _____</p>	<p>R _____</p>

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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**What Is My Child Learning?**  
 Your child is learning ways bystanders can help stop bullying.

**Why Is This Important?**  
 Bystanders have the power to stop bullying by standing up for others, reporting or helping to report bullying, and including others. But bystanders can also make bullying worse if they join in or don't help.

**Ask your child: What would you do if saw someone being bullied?**

**A bystander is someone who sees or knows bullying is happening to someone else.**

**Read Together**

A bystander is someone who sees or knows bullying is happening to someone else. Bystanders have a lot of power. They have the power to help stop bullying or the power to make the problem worse.

Bystanders can help stop bullying by:

- Standing up for the person being bullied
- Reporting or helping report the bullying to a caring adult
- Supporting, being kind to, and including the person being bullied

Bystanders can make the problem worse if they join in the bullying, laugh, don't report, and don't tell someone to stop.

**Practice Together: Bystander Pledge**

Have your child make a pledge to be a bystander who helps stop bullying at home between children, such as brothers, sisters, cousins, friends, and neighbors. Help your child write what he or she can do as a bystander who helps stop bullying. Then you and your child sign the pledge.

*The Bystander Pledge*

I promise to be a bystander who helps stop bullying.  
 When I see someone being bullied, I will do one or more of these things:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(MY SIGNATURE)
(ADULT'S SIGNATURE)
(DATE)

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)
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