

Doing Our PARRT



Doing Our PARRT
 Personal Best
 Active Listening
 Respect
 Responsibility
 Trustworthiness

**K-5
 Social
 Emotional
 Behavioral
 (SEB)
 Curriculum**

In this issue:

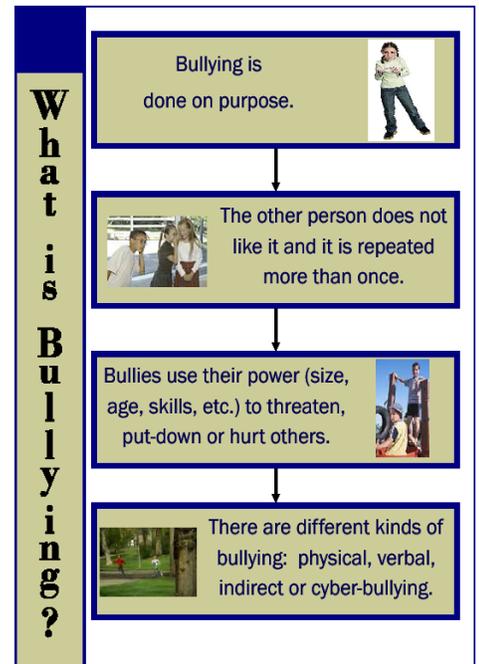
- *Slowing down bullying behaviors*
- *The role of the bystander*
- *Books to read at home with your child to reinforce anti-bullying skills*

Doing Our PARRT Lessons

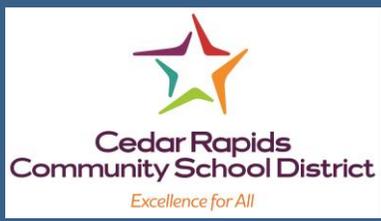
As our school year is coming to an end, we have continued to grow as a school community. One way that we do that is through the Doing Our PARRT lessons. Lessons 9-12 have been completed this trimester (see the table below for lesson titles at the various grade levels). Students have participated in community circle / class meetings to discuss these topics and reflect on how they connect to students' lives. Each lesson has a piece of literature and activities that go along with the content of the lesson so that students can begin to understand how to

recognize bullying behavior, when to get help, and how they can help slow down put-downs, teasing, and bullying through their own actions and words. Students are explicitly taught strategies to deal with put-downs, handle disrespectful or bullying behaviors, and when to get help from an adult. The focus is always on helping students to be safe while learning to make good, responsible choices. Our students are also beginning to understand how to stand up for each other in a safe way in order to help our school be a positive learning community.

K – 1 st	2 nd – 3 rd	4 th -5 th
Dealing With Put-Downs	Conflict vs. Bullying What's the Difference?	Refusing Bullying
Reporting a Problem	Refusing Bullying	Reporting Bullying
What Is Bullying?	Reporting Bullying	Bystanders Are The Key
Standing Up to Bullying	Bystanders Are The Key	Valuing Individual Differences



For use with Doing Our PARRT 3rd Grade, Lesson 9



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Excellence for All

Literature Links

Bullying

- [Bootsie Barker Bites](#), by Barbara Bottner
- [Hooway for Wodney Wat](#), by Helen Lester
- [Sorry](#), by Trudy Ludwig
- [Odd Velvet](#), by Mary Whitcomb

Refusing Bullying

- [Stand Tall, Molly Lou Melon](#), by Patty Lovell
- [My Secret Bully](#), by Trudy Ludwig
- [Mr. Lincoln's Way](#), by Patricia Polacco
- [The Bully Blocker's Club](#), by Teresa Bateman

Bystanders and Bullying

- [Nobody Knew What to Do: A Story About Bullying](#), by Becky Ray McCain
- [Say Something](#), by Peggy Moss
- [Be Good to Eddie Lee](#), by Virginia Fleming
- [Peace Begins With You](#), by Katherine Scholes

Being a Bystander

Both children and adults can have a difficult time knowing when or how to get involved when they observe something happening that they know is not right. Research suggests that bystanders make up the majority of the people (80%) in schools and communities and that when bystanders take action, bullying behaviors will stop anywhere from 60-75% of the time (www.stopbullyingnow.com). In the [Doing Our PARRT](#) lessons students are taught that if they see put-downs, teasing, or bullying they are a bystander. Even when bystanders do nothing but watch, they silently encourage the bullying behavior. Bystanders sometimes:

- Watch, even though they know it is wrong
- Cheer the bully on through

words, laughing, getting their friends to watch

- Join in on the teasing, hurting, or bullying

Our students are taught that if they don't just stand by, but stand up for what's right, they can help slow down some of these behaviors that hurt others. Ideas suggested in most of the literature on bullying and bystander behavior include:

- Telling the bully to stop, only if they feel safe
- Stick up for the person being bullied
- Be kind to the person who is being picked on
- Get help from an adult

Home Connection

Teasing, put-downs, and bullying behaviors can happen in neighborhoods, the workplace, and schools. We can help our children feel empowered by teaching them the skills they need to stay safe and be a positive member of their community. While many students come to school with these skills well-developed, it is important that all children are supported, reinforced, and explicitly taught how these skills work in a school setting as well as other parts of their lives. You can help your child develop these skills by:

- Encouraging children to stand up for each other (and themselves) when something is happening that they know is wrong.
- Role-playing situations with your child where they practice saying "No" or "Please stop!" in a firm voice. It takes practice to be assertive.
- Emphasizing student safety, teach your child that if they don't feel safe telling a bully to stop; they should get help immediately from an adult.
- Talking with your child about adults in all settings that can help them if they are worried about how they (or their friends) are being treated.
- Staying calm and talking with your child when they voice concerns, about how they handled the problem. Children feel empowered in knowing how to handle difficult situations.
- Talking with your child's teacher, counselor, or principal if you have concerns. Working together, the majority of these situations can be handled effectively.

Stand Up

**Don't Just Stand By—
Stand Up for What's Right!!**

If you feel safe,
tell the bully
to stop

Get help
from an adult

Stand up for
the person being
bullied and
do your PARRT

Use with [Doing Our PARRT](#),
3rd Grade, Lesson 12

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The role of the bystander is taught at all grade levels, with student safety as a main emphasis. Children need consistent adult support as they begin to learn how to handle difficult situations independently.

