

# 3

## Act

This session will explore the third LEADS strategy: **Act**. Everyone has the power to act constructively during a conflict or bullying incident in order to minimize harm. Such a strategy builds upon the ability to look beyond first impressions and explore more than one point of view.

### Introduction

To begin, show students the LEADS poster (see [witsprogram.ca/pdfs/schools/media-resources/witsleadsposter.pdf](https://witsprogram.ca/pdfs/schools/media-resources/witsleadsposter.pdf)), and review the first two strategies: **Look** and **listen** and **Explore** points of view. Discuss the following questions:

1. What did we learn about the strategy **Explore** points of view? *Everyone has their own point of view. Even those involved in the same situations will have different perspectives.*
2. Some people do not always clearly communicate their point of view. What are some ways that you can better understand someone's true point of view? *Ask questions that begin with "Do you...?" (e.g., Do you mean...? Do you think...? Do you feel...? Do you want...?)*

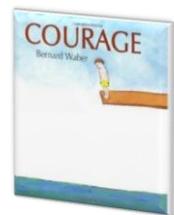
### Activities

Each activity in this segment will take one to two classes to complete. Activities are divided into three levels:

- **GETTING STARTED ACTIVITIES:** Suitable for students being introduced to LEADS for the first time
- **NEXT STEP ACTIVITIES:** Used to reinforce LEADS strategies that have been introduced in a previous session or year
- **REINFORCEMENT ACTIVITIES:** Suitable for students who have been using the LEADS Programs for two or more years

### GETTING STARTED ACTIVITIES

Complete one of the Getting Started Activities below and then read the book *Courage* by Bernard Waber. Use the questions and activities in the book's associated lesson plan (see [witsprogram.ca/schools/books/courage.php](https://witsprogram.ca/schools/books/courage.php)) to reinforce the **Act** strategy.



#### **IMPORTANT IDEAS: Why do inner worlds matter?**

Children who witness bullying or aggression suffer a significant level of anxiety, fear, and guilt. In order to encourage and support children to actively respond or seek help, it is crucial to address the feelings bystanders experience when they witness conflicts or bullying among their peers.



## 1. STATUES

### Exercise

The objective of this activity is to explore and understand key emotional states. Tell students you are going to call out a list of emotions. As you call out each emotion, students are to freeze into a position that represents it. Occasionally select a statue to draw attention to the body language and facial expression. *List of possible emotions include:*

- |                 |               |                |                |
|-----------------|---------------|----------------|----------------|
| ▪ Happy         | ▪ Protective  | ▪ Proud        | ▪ Amused       |
| ▪ Brave         | ▪ Embarrassed | ▪ Nervous      | ▪ Ill          |
| ▪ Angry         | ▪ Excited     | ▪ Disappointed | ▪ Shocked      |
| ▪ Confident     | ▪ Shy         | ▪ Relaxed      | ▪ Relieved     |
| ▪ Lonely        | ▪ Frustrated  | ▪ Cautious     | ▪ Stubborn     |
| ▪ Afraid        | ▪ Confused    | ▪ Terrified    | ▪ Disbelieving |
| ▪ Kind          | ▪ Guilty      | ▪ Optimistic   | ▪ Curious      |
| ▪ Uncomfortable |               |                |                |



## 2. EMOTION TABLEAUX: SHOWING EMOTIONAL SITUATIONS

### Exercise

Print the emotions from the list in the previous activity onto strips of paper. Organize students into groups of four. Give every student a strip of paper, but tell them not to share their word with their classmates.

Every student then takes a turn at creating a statue based on the word they see on their paper. The rest of the small group should try to determine what emotion is being demonstrated and then join the statue in a pose that would best interact with the emotional state being shown. Once all members of the small group are part of a tableau, the student with the paper may reveal the emotion.

### Discussion

Have students discuss the exercise, using the following guiding questions:

1. What did you look at in order to determine the emotion being shown?
2. Why did you choose the pose you chose in response to the emotion you saw?
3. Now that you know the emotion, how would you change your pose?
4. How do you think this activity ties in with the strategy **Act**? *In order to constructively act in response to a situation it is important to pay careful attention to the people involved, their body language, their words, and the tone of their words.*

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## NEXT STEP ACTIVITIES

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Complete one the Next Step Activities below and then read the book *Say Something* by Peggy Moss. Use the questions and activities in the book's associated lesson plan (see [witsprogram.ca./schools/books/say-something.php](http://witsprogram.ca./schools/books/say-something.php)) to reinforce the **Act** strategy.





## 1. HOW WOULD YOU FEEL?

### *Materials*

- [Feeling and Caring handout](#) (see page 5)

### *Exercise*

There are several ways you can act when you see a situation that is hurtful to you or someone else. This activity explores the ways you can respond to someone who has been hurt.

Distribute the [Feeling and Caring handout](#) to students, asking them to read the scenarios and answer the questions.



## 2. TELL SOMEONE

### *Materials*

- [Tell Someone handout](#) (see page 6)

### *Exercise*

Another way to **Act** is to say something about what you are seeing and feeling. Who are the people you can talk to when you see someone who may be hurt by someone else?

Distribute the [Tell Someone handout](#) to students, asking them to read the scenarios and answer the questions.

### *Discussion*

Organize students into groups of three or four. Ask them to share the scenarios they came up with for question six with each other, discussing who they could turn to for help in each situation.



## 3. WHAT DO WE SAY?

### *Materials*

- [What Do We Say? handout](#) (see pages 7-8)

### *Discussion*

When you see a situation in which someone may be hurt by another person, it is not always obvious what to say. What words are helpful? Review the following prompts with students:

1. Say how you feel.
2. Name the behavior.
3. State how you want the person to respond.

*Example: I feel \_\_\_\_\_ when you \_\_\_\_\_. Please don't do that anymore.*

### *Exercise*

Ask students to role play the scenarios on the [What Do We Say? handout](#) and record their responses.

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## REINFORCEMENT ACTIVITIES

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Complete one of the Reinforcement Activities below and then read the book *The Hundred Dresses* by Eleanor Estes. Use the questions and activities in the book's associated [lesson plan](http://witsprogram.ca/school/books/the-hundred-dresses.php) (see [witsprogram.ca/school/books/the-hundred-dresses.php](http://witsprogram.ca/school/books/the-hundred-dresses.php)) to reinforce the **Act** strategy.



### ★ 1. BYSTANDER QUIZ

#### *Materials*

- Bystander Quiz (see [witsprogram.ca/pdfs/families/bystander-quiz.pdf](http://witsprogram.ca/pdfs/families/bystander-quiz.pdf))

#### *Discussion*

Pose the questions found in the Bystander Quiz to students. Discuss student responses and the quiz answers.

### ★ 2. OUCH! YOUR SILENCE HURTS

#### *Materials*

- [Ouch! Your Silence Hurts poster](#) (see page 9)

#### *Discussion*

Present the [Ouch! Your Silence Hurts poster](#) to the class. Introduce the reasons why people choose to be a silent bystander and the alternate perspectives listed under the **Act** column.

### ★ 3. JIGSAW

#### *Materials*

- [Ouch! Your Silence Hurts handouts](#) (see pages 10-14)

#### *Exercise*

Divide the class into five groups. Hand out a different *Ouch! Your Silence Hurts* handout to each group and ask them to discuss and write down the possible actions and consequences for each bystander response. Bystanders' responses are based on their justifications – the reasoning behind their action or inaction. Justifications are ways to defend your reasons.

When the small group has finished discussing and writing their ideas down, ask them to exchange their sheet with another group and add to that group's written answers. Provide enough time for each group to review and add to each handout.

#### *Discussion*

When all the handouts have been reviewed, engage the class in a discussion about the common patterns of concerns and consequences described in each handout.

## Act: Feeling and Caring

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Name: \_\_\_\_\_

*A classmate told you his pet just died.*

**How is he feeling?**

*You see a girl being teased.*

**How is she feeling?**

*One of your friends forgets his lines during a school play.*

**How is he feeling?**

*A new girl is sitting by herself eating her lunch during the break.*

**How is she feeling?**

## Act: Tell Someone

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Name: \_\_\_\_\_

Read each of the following scenarios and think about the people you could talk it out with in order to find help.

1. *Your friend constantly makes fun of another student because she or he is small for his/her age. **Who could you talk to?***

2. *An older student makes fun of a younger student because he or she is small for his/her age. **Who could you talk to?***

3. *You see a group of children you do not know making fun of a younger student because of the way he or she dresses. **Who could you talk to?***

4. *A group of students decides to use a mean nickname for another student in your class. **Who could you talk to?***

5. *Someone sends out an embarrassing picture of a student you know and asks for your response. **Who could you talk to?***

6. Describe another scenario below and share it with your small group. Ask your classmates "**Who could you talk to?**" if they were faced with this situation.

## Act: What Do We Say?

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Name: \_\_\_\_\_

Sometimes it's shocking to see someone else being hurt, but it's important that if you see something then you say something. What do you say? Think about these steps.



### SCENARIOS

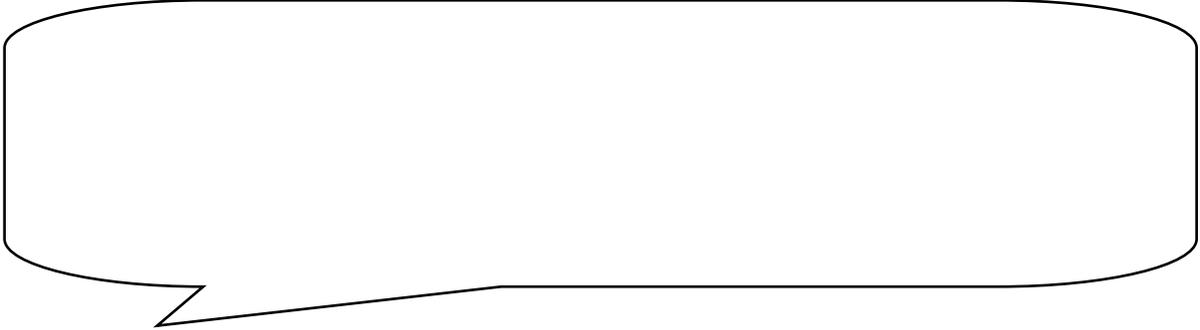
1. *Jennifer thinks Amy is ignoring her at lunch. In anger, Jennifer walks past Amy, knocks her arm hard, narrows her eyes, and glares at her. You see this happening. **What do you say?***

A large, empty speech bubble with a tail pointing towards the bottom left, intended for the student to write their response to the first scenario.

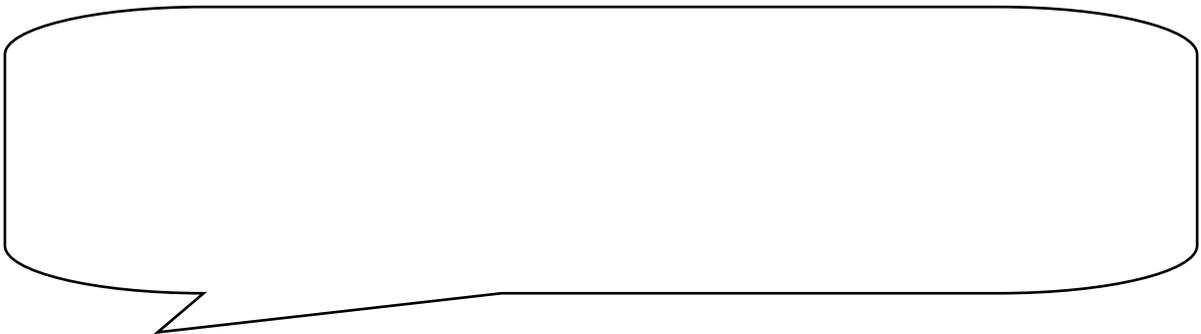
2. *Almost every day, when the teacher isn't looking, Chad reaches over to Billy's desk and pushes a book onto the floor, grabs a pencil, or hits him. Chad is quick enough that he never gets caught. You see this happening. **What do you say?***

A large, empty speech bubble with a tail pointing towards the bottom left, intended for the student to write their response to the second scenario.

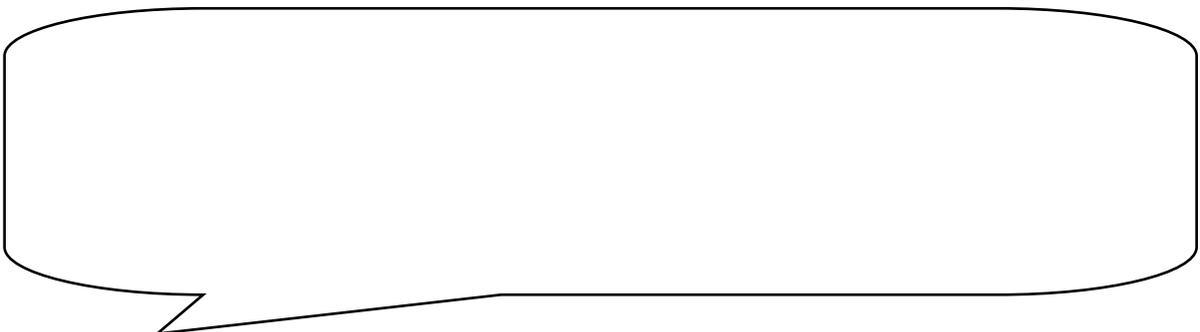
3. During volleyball, though she tries, Lisa often misses the ball when it comes her way. When this happens, Brittany almost always mocks Lisa, calls her a name, or makes a threatening gesture. Though Lisa is intimidated by Brittany, she is tired of this treatment. You see this happening. **What do you say?**



4. Several students make rude comments about Thomas but Andy is the worst. At recess time, Andy and a few of his friends pretend that Thomas has 'cooties'. They dance around and yell, "Thomas has the cooties". Then they cross their fingers and try to touch him. Thomas doesn't have many friends. He is intimidated by this group of boys but he is also getting very tired of this treatment. You see this happening. **What do you say?**



5. Jane is a new student in school so she doesn't have any friends yet. Whitney is the leader of a small group of girls and Whitney decides she doesn't like Jane. Within her group, Whitney calls Jane a loser, makes fun of her hair, and spreads the rumor that Jane's parents don't love her. Jane can see and hear that this is happening. One day, while her group of friends watch, Whitney goes up to Jane on the bleachers, pushes her, and says, "Your mama is ugly". You see this happening. **What do you say?**



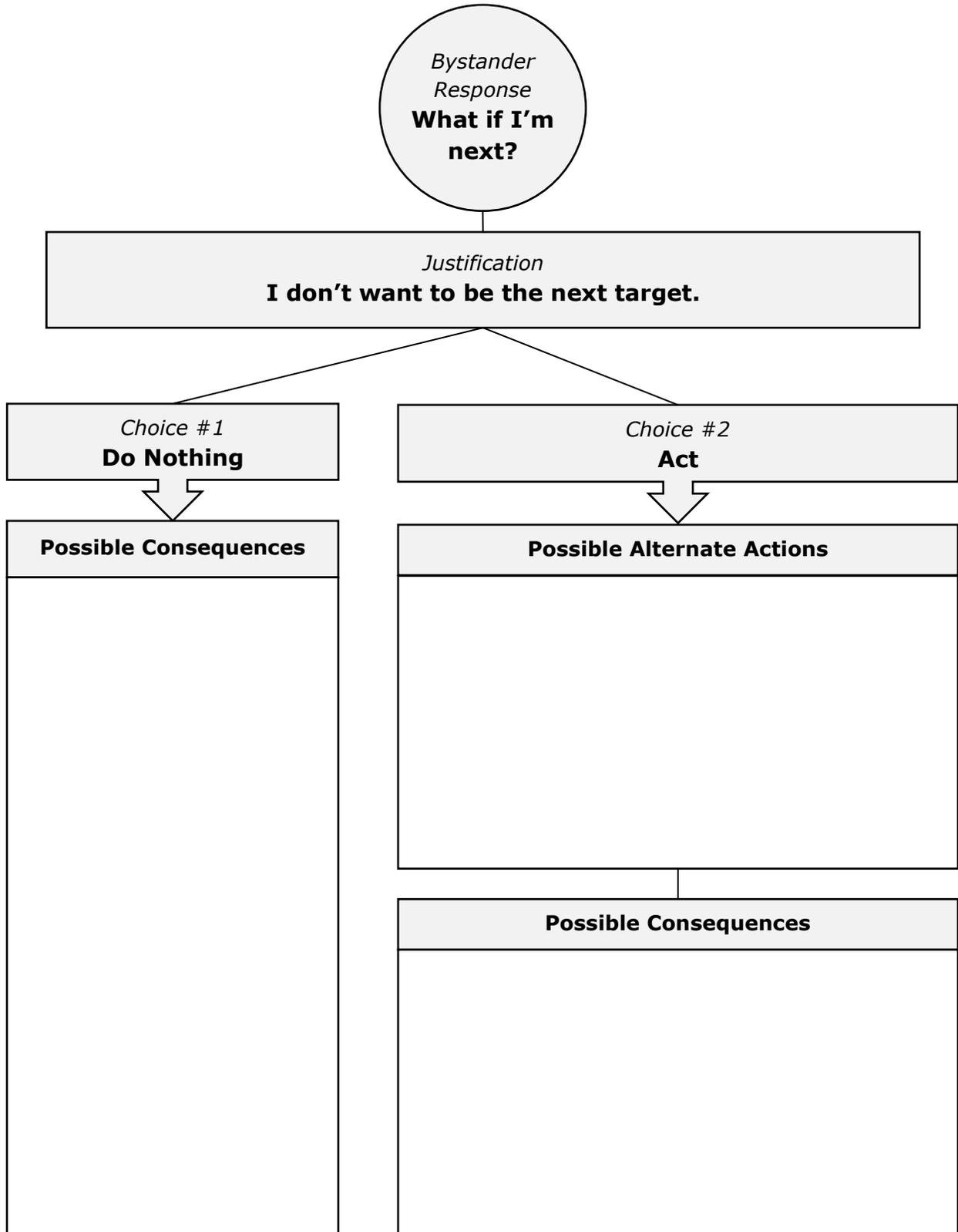
# Ouch! Your Silence Hurts poster



View a larger version of the poster online at <http://witsprogram.ca/images/schools/leads-training-program/ouch-poster.png>

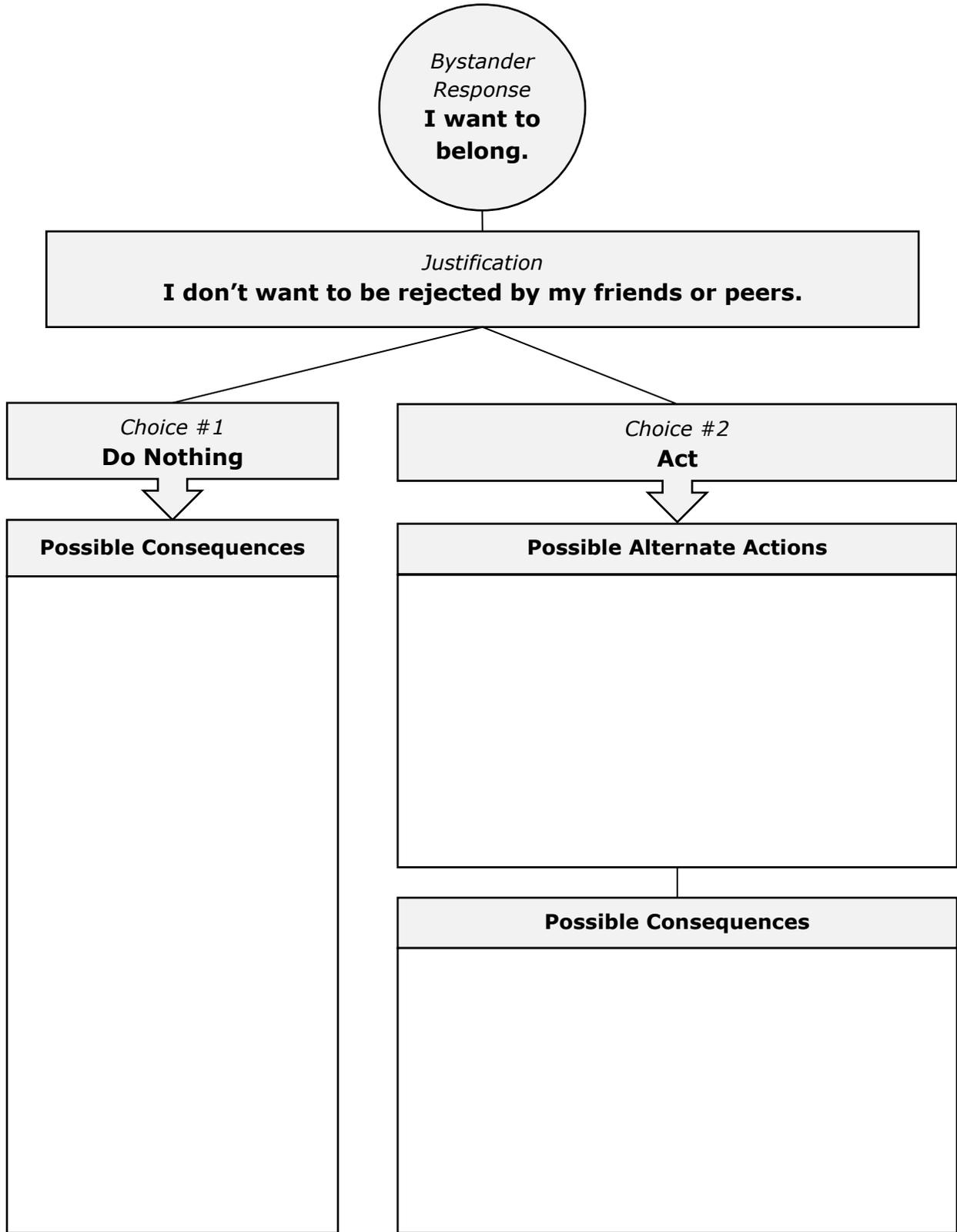
# Act: Ouch! Your Silence Hurts #1

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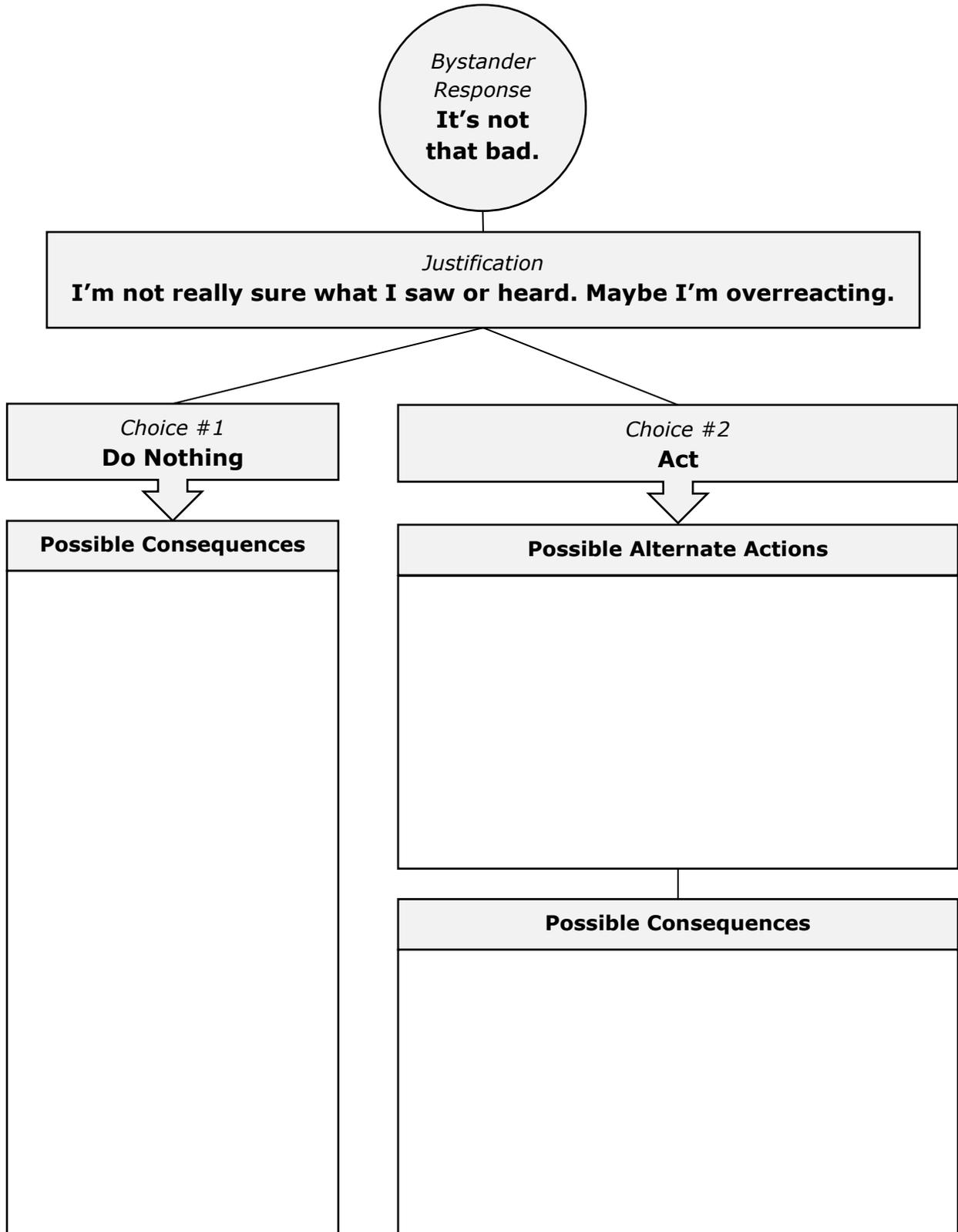
## Act: Ouch! Your Silence Hurts #2

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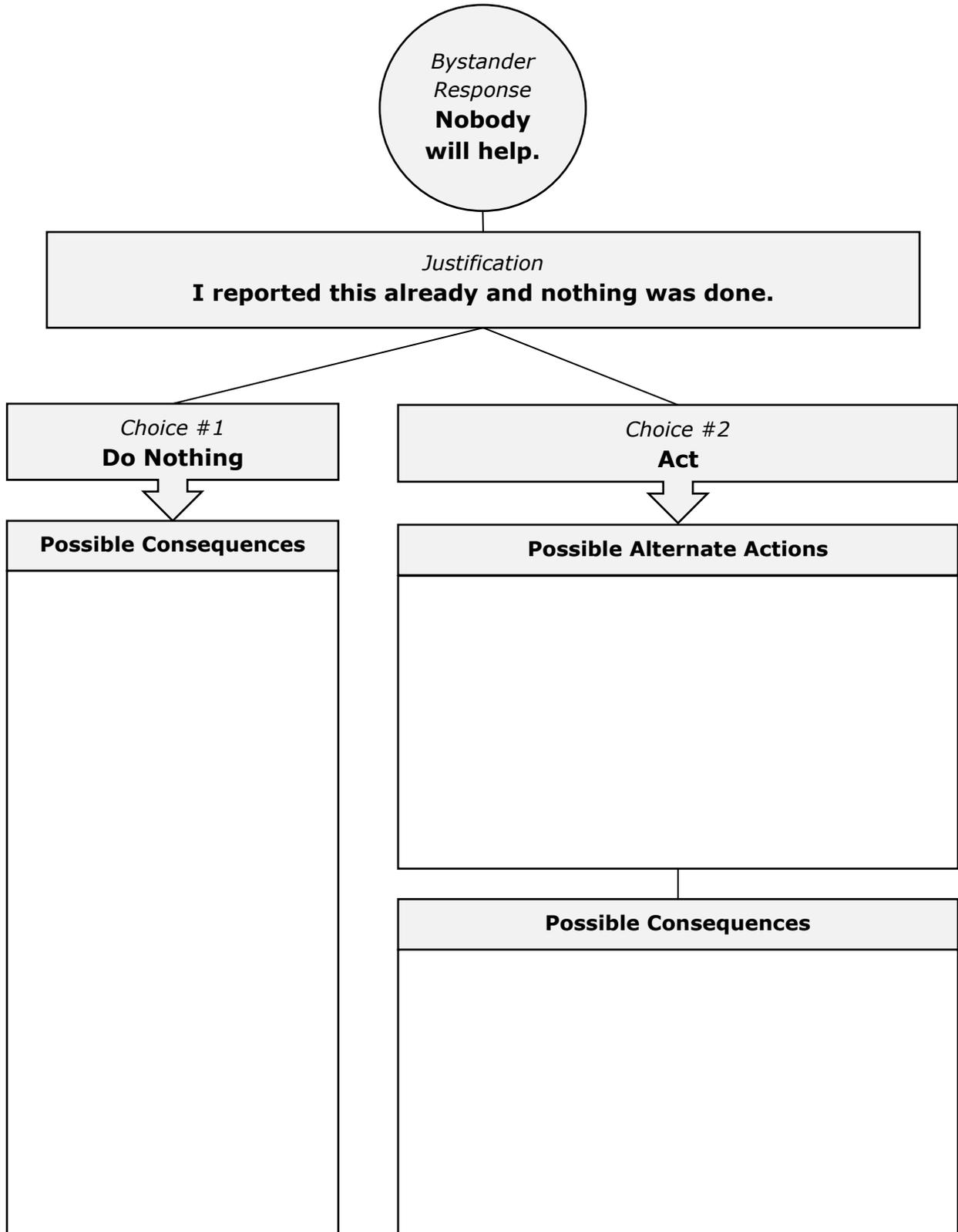
### Act: Ouch! Your Silence Hurts #3

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## Act: Ouch! Your Silence Hurts #4

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## Act: Ouch! Your Silence Hurts #5

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