# Learning Guide

# Do Something

We hope you feel more prepared to respond when you see someone being treated unfairly. Learn more and practice how to help others feel supported and less alone with this print-ready Learning Guide!

## What's in this Learning Guide?


**Get Set to Listen**

**Vocabulary**

**Discussion Questions**
*CCSS.ELA-Literacy.SL.3-8.1; CCSS.ELA-Literacy.SL.3-8.3*

**Writing Prompts and Extension Projects**
*CCSS.ELA-Literacy.W.3-8.1; CCSS.ELA-Literacy.W.3-8.2; CCSS.ELA-Literacy.W.3-8.3; CCSS.ELA-Literacy.W.3-8.4; CCSS.ELA-Literacy.W.3-8.7; CCSS.ELA-Literacy.W.3-8.8*

**Is It Bullying?**
*CCSS.ELA-LITERACY.SL.3–5.1; NHES: Standards 5 & 8; CASEL: Relationship & Social Skills*

**The 5Ds of Bystander Intervention: Role-Play Activities & Practice Scenarios**
*CASEL: Social Awareness, Relationship Skills, Responsible Decision-Making; CCSS.ELA-LITERACY.SL.3-5.1, W.3-6.3, RI.3-6.2; NHES: Standards 4, 6, 7, & 8*

**How Bullying Affects Bodies: Guided Activity & Reflection**
*CASEL: Self-Awareness, Social Awareness, & Relationship Skills; NHES: Standards 1, 4, 7, & 8*

**Bystander Intervention Comic Strip**
*CCSS.ELA-LITERACY.W.3–5.3; CASEL: Social Awareness, Relationship Skills, & Responsible Decision-Making*

**Anti-Bullying Project Ideas**
*CASEL: Social Awareness, Relationship Skills, & Responsible Decision-Making; CCSS: W.3–5.1, SL.3–6.5, NCAS: Visual & Media Arts*

**Additional Resources & Book List**


The Children's Hour
kids public radio

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https://www.childrenshour.org/do-something/

# Get Set to Listen

## 1. Before listening!

Write down your response to the question below. Share with a partner or small group when you are finished.

- **Have you ever been bullied or seen someone else be bullied? How did you react?**

## 2. After listening!

Write down your response to the following question. Share with a partner or small group when you are finished. How has your thinking about bullying changed after listening to this episode?

- **What will you do differently next time you see bullying?**

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# Vocabulary

## Listening for Words

1. Make a four-column chart and label the columns “I don’t know,” “I’ve seen or heard, but don’t know the meaning,” “I think I know the meaning,” and “I know the meaning.”
2. Write the vocabulary word in the column that describes how well you know the meaning of the word.
3. Listen to **the episode**. Note how the speaker uses the words.

## Matching Words with Definitions

1. Print and cut apart the word and definition cards.
2. Spread out the word cards so you can see them all. One by one, attach a definition card to each word card.

## Writing with New Words

After working with the words and definitions, write a one-page essay or story that uses at least three of the words.

| | |
|---|---|
| **bullying** | The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can be physical, verbal, or psychological. It can happen face-to-face or online. |
| **harass** | To repeatedly act in an annoying or threatening way towards someone or a group of people, causing them to feel embarrassed, uncomfortable, or unsafe.<br>*For example:*<br>• *Sending unwanted messages*<br>• *Teasing in a way that doesn’t stop*<br>• *Following someone or invading their personal space* |

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# Vocabulary

| | |
|---|---|
| **bystander** | A person who sees or knows that something is happening—like bullying or harassment—but is not directly involved. |
| **intervention** | When someone steps in to help stop a problem or make a situation better. |
| **ally** | Someone who supports, stands up for, or helps another person—especially when that person is being treated unfairly. |
| **empathy** | The ability to understand and share how someone else is feeling. It means putting yourself in another person's shoes and imagining what their experience might be like. Empathy helps us be kinder and make better choices. |

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# Discussion Questions

1. Can you think of a time when you were being bullied, and someone helped you? What did they do?
2. Why do you think people sometimes feel ashamed when they are bullied?
3. Why is it unfair to put all the responsibility on the person being bullied?
4. Why do you think bystanders often don't step in?
5. What fears might someone have about getting involved?
6. How do you decide which strategy to use in the moment?
7. How can documenting a situation help without escalating it?
8. Why is doing something usually better than doing nothing?
9. How might it feel if no one stepped in when you were being bullied?
10. How might it feel if even one person checked in on you afterward?
11. What does being an "ally" really mean?

## Group Discussion Strategies

**Think Pair Share:**
1. Individually, student writes down their answer to a question.
2. Students pair up and tell each other their answers.
3. Teacher calls for volunteers to share with the whole class their answer (and/or their partner's answer). Teacher notes key words/phrases on board.

**Round Robin:**
1. Teacher poses one question (written on top of a large page) to students, who are assembled into small groups of 3 or 4.
2. Students take turns brainstorming the answers. The recorder of the group writes down all answers.
3. The leader reads the group's ideas to the entire class. Teacher moderates.

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# Writing Prompts

## Narrative Prompts

1. Write a story about a time you saw someone being bullied.

- Which of the Five Ds did you use?
- What were you thinking and feeling?
- What happened afterward?

***Extensions:***

- *Rewrite the story from the perspective of the person being bullied.*
- *Rewrite it again from the perspective of the bystander who did nothing.*
- *Add dialogue to show tension and emotion.*

2. Write a story where a group of students works together (like a forest) to stop bullying in a creative way. Use all 5Ds in the story.

***Extension:*** *Add an alternate ending where no one steps in—how does it change the outcome?*

## Informative/Explanatory Prompts

1. Write an article explaining:

- What bystander intervention is
- Why it matters
- How the Five Ds work, including examples for each D

***Extension:*** *Create a chart or infographic.*

2. Explain why bystanders sometimes hesitate to act. How does thinking about what you can say or do ahead of time help solve this problem?

***Extension:*** *Interview classmates about what would make them feel more confident intervening.*

3. Explain what happens emotionally when someone experiences harassment.

- Why might they change who they hang out with?
- Why might they feel ashamed?
- How can others help reverse that feeling?

## Opinion/Persuasive Prompts

1. Write an opinion essay answering: *Should bystanders always do something when they see bullying?* Use reasons and evidence from the episode.

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# How Bullying Affects Bodies

## Listen

to Dax Valdez from Right to Be talk about what harassment is and lead an exercise about how bullying can affect how we look and feel in our bodies in **Part 1: What is harassment?**

## Reflect

- How did it feel to stand tall and open like a “big tree”?
- How did it feel to shrink down and make yourself small?
- Why might someone who is bullied feel small?
- How can we help someone grow tall again?
- What does it mean to be a “forest of support” instead of a “lone tree”?

## Draw

Draw yourself as a “forest of support” helping one small tree grow strong.

***Keep an eye out for people who are carrying themselves like broken, shrunken trees and see what you can do to support them so they can stretch out and grow, to feel better.***

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# Is It Bullying?

## Watch

[this short animated video from the Anti-Bullying Alliance] to get a breakdown of the definition of bullying.

## Read & Sort

Read the following scenarios and then decide if each one is bullying or not.
***Remember:*** ***bullying*** *is hurtful, repetitive, intentional, and involves a power imbalance. An action can still be hurtful, even if it isn't bullying.*

| | |
|---|---|
| A student keeps calling another student mean names every day at lunch. | Someone spreads rumors about a classmate to embarrass them. |
| Two friends argue during a game and both raise their voices. | A student makes fun of someone's accent during class and imitates them later at recess. |
| A teacher corrects a student for breaking a rule. | A group of kids repeatedly leave one person out on purpose and tell others not to play with them. |
| A parent tells their child they have to clean their room before they are allowed to play. | A classmate doesn't invite someone to a party because they are not close friends. |

## Discuss

*What makes something bullying instead of just a conflict?*

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# The 5Ds of Bystander Intervention

## Listen

- Part 2: The 5 D's of Bystander Intervention

## The 5Ds of Bystander Intervention

| | | |
|---|---|---|
| **Distract** | Draw attention away from the person harassing. Casually engage the person being harassed. | Distract video |
| **Delegate** | Ask a person close by for help. Give specific requests. | Delegate video |
| **Document** | Keep your distance. Record date, time, and place. Ask person being harassed what to do with documentation. | Document video |
| **Delay** | Check in after the incident is over. Offer to help. Share resources. | Delay video |
| **Direct** | Safety first. Speak firmly and clearly. Avoid arguing. | Direct video |

## Discuss

- *Which of the Five Ds (Distract, Delegate, Document, Delay, Direct) feels most natural to you?*
- *Why is it helpful that we have five options?*

## Reflect

- Why is Direct intervention not always the best first choice?
- What are examples of safe Distractions you could use at school?
- When would it be important to Delegate to an adult?
- Why is checking in afterward (Delay) so powerful?
- How can Documenting a situation help without escalating it?



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# 5Ds Role-Play Activities

## 5Ds Role-Play Stations

Set up five stations around the room labeled:

- Distract
- Delegate
- Document
- Delay
- Direct

Give each group a bullying scenario.
Participants:

- Act out the assigned scenario.
- Practice responding using the designated D strategy at each station.
- Rotate stations so that participants have a chance to enact the scenario with different 5Ds responses.

## Scenario Role-Play Stations

Repeat the role-play stations, but this time, set up the stations with different scenarios. Students can choose or be assigned one of the 5Ds strategies to use to respond to each scenario they rotate through.

Assign or allow participants to choose one of the 5Ds strategies.
Participants:

- Act out the scenario at each station.
- Practice responding using their selected D.
- Rotate stations.

### Reflect

- *Which strategy felt easiest?*
- *Which felt hardest?*
- *When might one be safer than another?*

## Freeze Frame Drama

Groups create a frozen “tableau” scene showing:

- Bullying happening
- The emotional body language of each person

Then:

- Tap a character on the shoulder
- That character speaks their thoughts aloud

Audience members are the bystanders. They brainstorm possible responses using the 5Ds.

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# 5Ds Role-Play Activities

## Write Your Own Scenario

Invent realistic bullying scenarios and swap with another group to solve using the 5Ds.

_____

_____

_____

_____

_____

## When responding to each scenario:

- *Think about which kind of bystander you would be if you saw someone being bullied: (Circle one or more)  Distract  Delegate  Document  Delay  Direct*

- *What would you say or do?  Brainstorm possible things you could say or do for one or more of your chosen strategies:*

_____

_____

_____

_____

_____

## Reflect

- Which strategy felt easiest? _____
- Which felt hardest? _____
- When might one be safer than another? _____

_____

_____

_____

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# Practice Scenarios
## Elementary School

### Read each scenario and respond:

- *Think about which kind of bystander you would be if you saw someone being bullied: (Circle one or more)  Distract  Delegate  Document  Delay  Direct*
- *What would you say or do? Brainstorm possible things you could say or do for one or more of your chosen strategies. Write your responses down so you're prepared!*

### Playground Exclusion
At recess, a group of students is playing soccer. When Maya asks to join, one student says loudly, "No, you're terrible at soccer. Go play somewhere else." A few kids laugh, and Maya walks away alone.

### Cafeteria Teasing
During lunch, Ethan opens his lunchbox and another student says, "Ew! What is that? That smells so gross!" Others at the table start making gagging noises. Ethan closes his lunchbox and stops eating.

### Group Chat Drama
In a class group chat, someone posts an unflattering picture of Jordan with the caption, "When you think you're cool but you're not." Several students add laughing emojis. Jordan sees the messages but doesn't respond.

### Bus Ride Name-Calling
On the bus ride home, two students keep calling Sam "Slowpoke" and mock how he talks. Other students are watching but not saying anything. Sam looks out the window and stays quiet.

### Classroom Whispering
During a class presentation, Olivia mispronounces a word. Two students in the back whisper and giggle, repeating the word in a mocking voice. Olivia hesitates and looks embarrassed before continuing.

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# Practice Scenarios
## Middle School

### Read each scenario and respond:

- *Think about which kind of bystander you would be if you saw someone being bullied: (Circle one or more)  Distract  Delegate  Document  Delay  Direct*
- *What would you say or do? Brainstorm possible things you could say or do for one or more of your chosen strategies.  Write your responses down so you're prepared!*

### Locker Room Humiliation
After P.E., a group of students secretly take a picture of Marcus while he's changing and threaten to post it online. One student says, "If you don't do my homework, this is going on Instagram." Marcus looks panicked and tells them to delete it, but they just laugh.

### Rumor Spiral
A rumor starts spreading that Ava "cheated" on a test. By lunchtime, students are whispering when she walks by. Someone posts on social media, "Guess some people need to cheat to pass." Ava insists it isn't true, but even her friends seem unsure.

### Public Shaming in Class
During a class discussion, Daniel gives a wrong answer. Another student loudly says, "Do you ever think before you speak?" A few classmates laugh. The teacher doesn't immediately notice. Daniel goes quiet and doesn't participate again.

### Targeting Identity
During group work, a student mocks Priya's accent and says, "Can you even speak English right?" Another adds, "Why don't you just go back where you came from?" Some students look uncomfortable but don't say anything.

### Online Dogpiling
A student creates a fake poll on social media titled "Most Annoying Person in 7th Grade." Liam's name gets the most votes. Screenshots circulate, and students bring it up the next day at school. Liam tries to act like he doesn't care, but he avoids eye contact and skips lunch.

### Isolation & Silent Treatment
After a disagreement, a friend group decides to "freeze out" Sofia. They ignore her texts, leave her out of group projects, and move seats away from her at lunch without explanation. When she asks what's wrong, they say, "You know what you did."

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# Bystander Intervention Comic Strip

*Create a 6-panel comic that shows a bystander intervening in a bullying situation.*

Bullying begins

Bystander notices

Decision moment

Action using one of the 5Ds

Resolution

Reflection

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# Anti-Bullying Project Ideas

## Forest of Support Poster Project

Create posters illustrating:

- A lone tree (person being bullied)
- A forest of support (bystanders helping)

Include:

- A slogan (ex: “Don’t Just Stand There — Do Something!”)
- At least one of the Five Ds.

Display your poster in a public place.

## Create a Public Service Announcement (PSA)

In small groups, write and record a 30–60 second PSA:

- Define bystander intervention.
- Introduce the Five Ds.
- Encourage action.

Extension: Film and edit into a short video!

## Pledge Your Support

Draft a class “Forest of Support” pledge:

- We will…
- We won’t…
- When we see bullying, we will…

Sign your pledge of support and display it where everyone can see it.




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# Additional Resources

**Right to Be**
According to the organization that joined us today, Right To Be, one in five high school students report being bullied in school. But there's a lot of hope. When bystanders step in, they can stop bullying within 10 seconds 57% of the time. But many bystanders don't take action because they don't know how. That's why righttobe.org has tools for kids and youth to learn how to help create a more empathetic and respectful world. You can get their tools at no cost.

**Kid Power International**
A collection of workshops, books, articles, and video resources for parents and teachers to prevent and stop bullying.

**Anti-Bullying Resources from The Diana Award**
A searchable database of webinars, lesson plans, activities, videos, posters, and other resources.

## Videos

**Definition of Bullying**
This animated short video from the Anti-Bullying Alliance breaks down the definition of bullying.

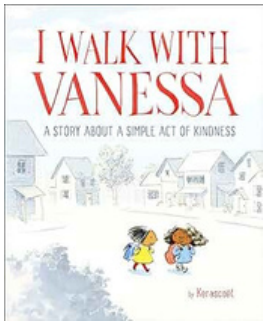
These short animated videos define and give an example of the 5Ds of Bystander Intervention:

- **Distract video**
- **Delegate video**
- **Document video**
- **Delay video**
- **Direct video**




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# Book List




***I Walk with Vanessa***
by Kerascoët

This wordless picture book tells about how a new kid at school is bullied, and about how one small act of support make a powerful change in the community.
ages 3-8



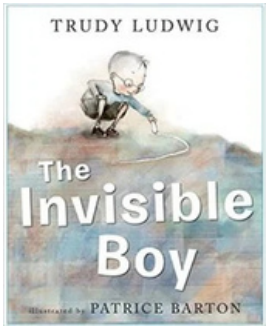

***Be Kind***
by Pat Zietlow Miller, illustrated by Jen Hill

What does it really mean to "be kind" anyway? This picture book provides some specific examples for younger children.
ages 3-6



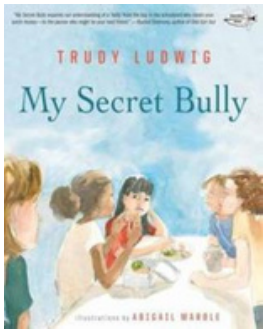

***Spaghetti in a Hot Dog Bun***
by Maria Dismondy, illustrated by Kim Shaw

Lucy is different and proud of it, but when she gets bullied at school, will she have the courage to do the right thing?
ages 4-7




***The Invisible Boy***
by Trudy Ludwig, illustrated by Patrice Barton

This book highlights the small ways that kindness and paying attention can have a big impact, especially for quieter kids.
ages 5-8

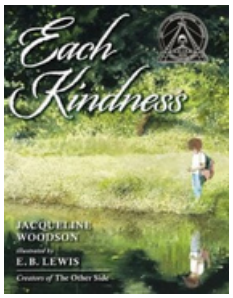



***My Secret Bully***
by Trudy Ludwig, illustrated by Abigail Marble

Monica and Katie have been friends since kindergarten, but sometimes Katie can be really mean. Monica's mom helps her understand and deal with bullying from a friend.
ages 6-9

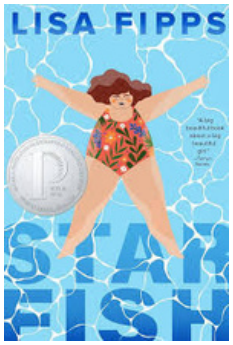
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# Book List




***Each Kindness***
by Jacqueline Woodson, illustrated by E.B. Lewis

In this powerfully emotional story, Chloe and her friends won't play with the new girl, Maya. They bully her until she moves away. Chloe realizes her mistake too late and regrets her missed opportunity.
ages 6-10



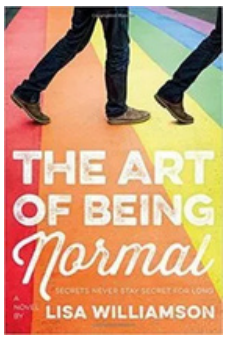

***Starfish***
by Lisa Fipps

In this novel in verse, middle-schooler Ellie endures fat-shaming from her peers and mother, but with support from a few people, she finds her voice and reclaims her self-worth.
ages 10+



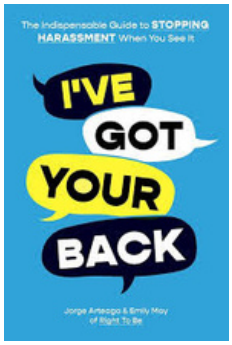

***Anita and Me***
by Meera Syal

This coming-of-age novel by comedian and actor Meera Syal describes the microaggressions, difficulties, and complexities of friendships and growing up in the only Punjabi family in a predominantly white neighborhood.
ages 13+




***The Art of Being Normal***
by Lisa Williamson

The story focuses on the lives of two transgender teenagers navigating friendship and identity as they face both bullying and support from their peers.
ages 14-18




***I've Got Your Back: The Indispensable Guide to Stopping Harassment When You See It***
by Emily May and Jorge Arteaga

Written by the Right to Be team our guests represent, this step-by-step book will guide you through the 5Ds of bystander intervention.
teens & adults

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