



## COMMUNITY BUILDING AND EDUCATION FOR PARENTS/GUARDIANS: AN EVENING SCREENING OF *WHAT CAN WE DO: BIAS, BULLYING AND BYSTANDERS*

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**LENGTH OF TIME:** 60-90 minutes in the evening.

### GOALS

- To increase family involvement by bringing parents/guardians in your school together.
- To help parents/guardians see the types of bias and bullying that occur in elementary schools.
- To show ways that educators can discuss bias and bullying with students.

### KEYS TO A SUCCESSFUL EVENT:

- The more people involved with organizing the event, the more people that will come.
- Include parents and guardians in your school in organizing the event.
- Feature student work related to respect, bullying, or bias during the evening
- Make sure it is well publicized.
- Provide childcare.
- Serve food!

**MATERIALS NEEDED:** [What Can We Do?](#) online, computer, projector, screen, Optional: Copies of handouts listed in additional materials below. Copy of [Making Decisions – Ally or Bystander: Short Activity](#).

### PLANNING FOR A SCREENING EVENT

- Form a committee of staff and parents/guardians to plan the event. It is helpful to have the evening sponsored by an established group within your school — the PTO/PTA, a Site-Based Council, Anti-Bullying Committee, Diversity Committee, etc.?
- Develop and carry out plans to publicize the event. This is key to a successful event.
- Ask someone who is seen as a leader in your school to be the moderator or opening speaker for the evening.
- Develop a plan for the evening that includes interaction with the parents and guardians. and includes actions for the school community to

### NIGHT OF THE SCREENING

Let people know who was involved in organizing the evening and why you wanted to hold this event at your school. Talk briefly about why developing a welcoming school is important to you and to the students in your school.

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## **PRE-SCREENING ICEBREAKER: A REFLECTION ON EXPERIENCES WITH BULLYING**

- Think back to when you were in school and reflect (without sharing with others) whether you were involved in any bullying incidents either as someone who was targeted, did some bullying, or as a bystander. (Generally, at least 90% will raise their hands.)
- Leave your hands up if you told an adult. (The majority of hands will go down.)
- Leave your hands up if adults intervened in a way that was useful. (Generally, only 1 or 2 hands will go up.)
- Ask some of those people to share what adults did that was useful.

## **IDEAS FOR INTRODUCING THE FILM**

This evening we are going to take a look at some teachers who are giving their students some very different messages than those that most of us remember. We will see some ways that teachers can talk with students about the kinds of bullying and put-downs they see happening in their school. We'll look at ways that students can stand up for each other or become allies to each other.

This film was produced by *Welcoming Schools*. It was filmed at two public elementary schools. Before the filming the staff in those schools had participated in professional development training on stopping bullying, embracing family diversity and reducing gender stereotyping. The film shows the first time that these teachers taught these lessons. We thank them for being brave enough to allow the filming in their classrooms.

Afterwards, there will be time for discussion. As you watch:

- Pay attention to the issues that children are “dealing with.”
- Notice all of the forms of bias or put-downs that the children mention in the film.
- Pay attention to how other students respond to and react to these issues.

## **POST-SCREENING DISCUSSION PROMPTS**

- As you were watching the film, what stood out for you?
- What moved you? What surprised you?
- Did anything in this film raise concerns for you?
- How can you, as a member of the school community, support our school in being a safe and inclusive place for all kids to learn and grow?

## **ALLY OR BYSTANDER ACTIVITY – SHORT VERSION FOR ADULTS**

This activity is a shortened version of one of the lessons that is featured in *What Can We Do?* It helps adults think about ways they might respond when they see or hear bullying, mean teasing, or name-calling. It also helps adults think about how children could respond. In a couple of the scenarios that are used for the activity, the adults can imagine that they are 4<sup>th</sup> graders and in a couple they can respond as adults. See: [\*Making Decisions – Ally Bystander for Adults\*](#), for more detail.

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## IDEAS FOR WALL DISPLAYS FOR PARENTS/GUARDIANS TO SEE

- Autobiographical poems based on the lessons [Developing Classroom Community Through Poetry](#) or [Learning About Each Other Through Poetry: BioPoems](#).
- Post in the hallway student drawings and writing from the lesson [A Welcoming Classroom](#).

## ADDITIONAL MATERIALS THAT YOU COULD HAVE AVAILABLE

- [Sample Lists of Welcoming Schools Book Recommendations](#)
- [Bias, Bullying and Bystanders: Tips for Elementary School Educators](#)
- [What Do You Say to 'That's So Gay'?](#)
- [Be Prepared for Questions and Putdowns on Gender](#)

## HAVE BOOKS FOR STUDENTS ON DISPLAY FOR PARENTS/GUARDIANS

Seeing specific examples of books that you might use in the classroom or in the library, makes it seem more real and understandable. Some suggestions include:

### PICTURE BOOKS:

*Benjamin and the Word / Benjamin y La Palabra*, Daniel Olivas.

*Confessions of a Former Bully*, Trudy Ludwig.

*Each Kindness*, Jacqueline Woodson.

*The Great Big Book of Families*, Mary Hoffman.

*I Am Jazz*, Jessica Herthel and Jazz Jennings.

*Jacobs's New Dress*, Sarah Hoffman.

*Marisol McDonald Doesn't Match / Marisol McDonald no combina*, Monica Brown.

*One*, Kathryn Otoshi.

*Pinky and Rex and the Bully*, James Howe.

*Thank You, Mr. Falker or Gracias Señor Falker*, Patricia Polacco.

*Wings*, Christopher A. Myers.

### MIDDLE GRADE BOOKS:

*George*, Alex Gino.

*Ghost*. Jason Reynolds.

*The Liberation of Gabriel King*, K. L. Going.

*The Misfits*, James Howe.

*Playground: A Mostly True Story of a Former Bully*, Curtis "50 Cent" Jackson, Laura Moser.

*The Popularity Papers: Book Two: The Long-Distance Dispatch Between Lydia Goldblatt and Julie Graham-Chang*, Amy Ignatow.