

Bullying Is Never OK!

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 2nd grade, students will be able to:

PS.2.CC.2 – Students will be able to explain what bullying and teasing are.

PS.2.CC.3 – Students will be able to explain why bullying and teasing are wrong.

TARGET GRADE: Grade 2
Lesson 2

TIME: 40 Minutes

MATERIALS NEEDED:

- Markers or chalk to write on the board
- Worksheet: “Teasing or Bullying?” – one per student
- “Teasing or Bullying?” Teacher’s Guide – one copy for use in class
- Extra pens/pencils for students

ADVANCE PREPARATION FOR LESSON:

Review the Teasing or Bullying? Teacher’s Guide in preparation for discussing it with the students.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define the terms “bullying” and “teasing.” [Knowledge]
2. Describe at least two differences between bullying and teasing. [Knowledge]
3. Provide at least two reasons why bullying and teasing are wrong to do. [Knowledge]

PROCEDURE:

STEP 1: Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the board and ask the students whether they’ve heard this term before. Ask them to imagine a person who had never heard the term “bully” before. Say, “How would you explain to that person what a bully is?” Some possible responses may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “A bully is someone who hurts other people.”
- “A bully is someone who says mean things to someone or about someone.”
- “A bully is someone who makes fun of other people and makes them feel bad.”
- “A bully might not hurt you, but they might hurt or steal your stuff.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

Note to the Teacher: *It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would*

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likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these means behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- Bullies don't always hurt people in person. If they are old enough to have cell phones or to go online, they can send hurtful texts, post mean things about people on social media and more.
- Bullies make sure other people are afraid of them. They do this in a few ways. They might be bigger than other kids. They might raise their voice or yell at others. They might have hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it. (10 minutes)

STEP 2: Say to the students, "Now that we have talked about bullying, let's talk about a different behavior: Teasing. Has anyone here ever been teased by another person?" After students raise their hands ask, "How does it feel to be teased?" Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn't bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don't share an example of times when teasing is good-natured/not mean, be sure to provide one.

Ask, "Is teasing similar to bullying, or are they totally different? How?"

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them. Say, "There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean or nasty – which would be considered bullying."

Once you have heard a few responses, explain that you are going to give everyone a worksheet to do. Tell them that they are to do it on their own, not with a partner. Let them know that they will have about 5 minutes in which to do it. Hold up a sample of the worksheet, "Teasing or Bullying" so that it is facing the class and say, "On this sheet, you will see a few examples of behaviors. Please read each example and then decide whether you think this is teasing, bullying or neither. Once you've checked off your answers, please

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check off whether you think it's ever okay to do this behavior. I'll distribute the sheets and come around while you work on them in case you have any questions."

Distribute worksheets and, as needed, pens or pencils for students who do not have one with them. (12 minutes)

STEP 3: Using the "Teasing or Bullying?" Teacher's Guide; go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, "What if this?" or "What if that?," adding details to the example. If that were to happen, start off by sticking with the example as written. If you hear a detail that would merit discussing as something else that could happen, feel free to add it. (15 minutes)

STEP 4: Say to the students, "So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?" Probe for the fact that only one of them had the potential to be okay – even though it also had the potential to become bullying. Ask, "So why is it wrong to bully – or even tease – someone?" Probe for the idea that bullying is hurtful, and it's always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior. (3 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

Assessment will be made by the teacher collecting the worksheet and reviewing each to ensure understanding of the concepts.

HOMEWORK:

None.

Teasing or Bullying?

Teacher's Guide

Note to the Teacher: Some of the examples on the worksheet are intentionally vague to help students think about intention vs. outcome. This is a very abstract concept, so this version of the sheet will provide some suggestions for concretizing the discussion. Please note: the suggestions written in italics are guides for you as the instructor; they are not scripts to be read to the students.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1) Pushing someone down	<input type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>

Some students will work to come up with examples of when it's okay – for example, to save someone from being hit by an object, or as part of playing a game or a particular sport, such as football. Nonetheless, explain that, generally speaking, when someone pushes someone down on purpose, it's bullying – and that means it's always wrong.

2) Taking something without permission and holding it out of that person's reach	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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Explain that the key here is taking something without permission. That is the first part of the bullying. Holding it out of the person's reach is teasing – sometimes friends might do this just as good-natured teasing and then give it back pretty quickly. But someone who holds it out of reach, plays catch with another person with that object, or otherwise makes the person who owns that thing feel anxious about not getting it back or it getting broken is teasing in a way that would be considered bullying – and that means it's always wrong.

3) Rhyming someone's name with another word, like "Matt the Brat"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
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Explain that this one was a tougher one, and that the main thing this depends on is whether Matt likes his nickname and uses it himself. Then it might be considered good-natured teasing and would be okay – IF it's okay with him. If, however, he doesn't like it and tells people to stop and they don't stop, that's when it's no longer good-natured teasing and becomes bullying. Then it's wrong.

Teasing

Bullying

Is it Ever OK To Do This?

4) Tripping someone, even if they didn't fall

YES

NO

Students may push back on this a bit, especially male students, who are often socialized to rough house and trip each other as part of playing around. The main point to emphasize here is consent and whether someone gets hurt. If this is part of an ongoing friendship and both people do it, then it's neither teasing nor bullying. But if someone doesn't like it – or if someone gets hurt, even if they were okay with it – it needs to stop before someone gets hurt seriously.

5) Every day, ignoring someone who asks to play with you

YES

NO

This example is designed to help students understand that they do not need to make physical contact with someone in order for them to bully/feel bullied. Ignoring someone makes that person feel like they don't exist, and is very mean. Better to say, "We're already playing and we don't need another person" if you can't let that person in the game – or, even better, let the person play. But not responding, no matter how many times the person asks, is mean and would be considered bullying.

6) Pointing a finger very close to someone's face and saying "I'm not touching you!"

YES

NO

While this may not be considered as bad as actually physically hurting someone, this can make someone feel uncomfortable or unsafe. It's usually done to tease someone else, but when a person says they don't like it and the other person keeps doing it, it becomes bullying – and it's not okay.

7) Telling another person that they look dumb

YES

NO

Insulting someone's appearance is a bullying behavior. This would be a good time to remind students of the old saying, "If you don't have something nice to say, don't say anything at all." But laughing at or making fun of someone's appearance for any reason makes that person feel bad – and is never okay to do.

TEASING OR BULLYING?

Worksheet

Name: _____

Instructions: Read each example. Is it teasing? Is it bullying? Or both? Is it ever okay to do it? Check the boxes that match how you feel about each.

	<u>Teasing</u>	<u>Bullying</u>	<u>Is it Ever OK To Do This?</u>	
1. Pushing someone down	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. Taking something without permission and holding it out of that person's reach	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. Rhyming someone's name with another word, like "Matt the Brat"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. Tripping someone, even if they didn't fall	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. Every day, ignoring someone who asks to play with you	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. Pointing a finger very close to someone's face and saying "I'm not touching you!"	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. Telling another person that they look dumb	<input type="checkbox"/>	<input type="checkbox"/>	YES <input type="checkbox"/>	NO <input type="checkbox"/>