

Grade 2

Health Objective 3.04

Recognize bullying behaviors and demonstrate steps to take if someone is being bullied.

Language Arts 2.01

Read and comprehend text appropriate for grade two by: determining purpose and making inferences and drawing conclusions.

Materials Needed:

Nobody Knew What to Do: A Story About Bullying by Becky Ray McCain

Stop Bullying Bobby by Dana Smith-Mansell,

Stop Picking on Me: A first look at bullying by Pat Thomas

Appendix 1 - Put an End to Bullying... copies for each student

Appendix 2 - What To Do about Bullying copies for parents

Appendix 3 a, b, c - copies for students involved in each the role-play

Two posters for display in the classroom/school:

[Click here](#) for What Is Bullying?

[Click here](#) for What Should I Do If I Am Bullied?

Focus:

Write the following sentence on the board and ask the class what it means:

Bullies are the strongest when respect for others is weak.

This quote should spark conversation around not allowing others to be hurt by bullies and how bullies thrive on people not standing up to them or seeking help.

Teacher Input:

Display either Nobody Knew What to Do: A Story About Bullying by Becky Ray McCain or Stop Bullying Bobb by Dana Smith-Mansell, or Stop Picking on Me: A first look at bullying by Pat Thomas for the class and ask the class to make predictions about the book. Ask them to define bullying - what does bullying look like and where does it take place? Ask a class form a list of acts that should be recognized and considered bullying which includes:

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you
- Spreading rumors
- Threats and intimidation
- Making silent or abusive phone calls
- Sending you mean phone texts
- Posting insulting messages on the internet or by Instant Messaging

Read the either of the books or a text that illustrates bullying and a positive response to bullying. As a class discuss the main character's actions.

Discuss how bullies can also frighten you so that you don't want to go to school and some students might pretend to be sick to avoid them. Emphasize the importance of telling a teacher or trusted adult if you are being bullied or know someone that is being bullied.

When bullying occurs there are usually at least three people involved: the bully, the victim, and a bystander. If you witness the bullying then you are a bystander and should do something to help. It won't stop unless someone takes action. It can be hard to do this so if you don't feel you can do it in person it might be easier to write a note to your parents or your teacher explaining how you feel.

Distribute Put an End to Bullying (Appendix 1). Discuss with the students all of the options they can use if they are being bullied or if they witnessed someone being bullied. Share information on bullying with parents by placing copies of What to Do About Bullying (Appendix 2) in student folders to go home and ask parents to work with their children on identifying bullying behavior and addressing it.

Practice & Assessment:

Role-plays give students an opportunity to actually practice communication skills that can be used in real life. Select students to practice the following teacher guided role-plays. Copies of Appendix 3 a, b, c can be given to the performers for scripts if needed. After each role-play, process the situation with the class and allow time for class response. If time is limited try at least one role play with class discussion and use the others as prompts for written responses.

Scenario 1

Characters - Keith, Liza and Maria

Liza slips in the cafeteria and falls. Maria is watching and Keith approaches Liza.

Keith - Laughs - "ha, ha, ha - you fell like a big loser. You sure are goofy. When did you learn how to walk? Are you still a baby - do you need a walker? Ha, ha, ha!"

Liza - whispers - "I am not goofy."

Maria - Quickly responds - Stop teasing her. She is not goofy, the floor was wet and if we had stepped on it we would have fallen too. Stop being rude.

Ask the class - What should Liza have done? Did Maria respond appropriately? What else could the girls have done to let Keith know that bullying is not allowed or tolerated at school?

Scenario 2

Characters - Juanita, Kevin, and Jamie

Juanita - Where is whiny Kevin?

Jamie - I don't know.

Juanita - Kevin looks like a four-eyed frog and he whines like a little girl.

Kevin walks by

Juanita - Hey four eyes, what are you whining about today?

Ask the class - What bullying behavior is presented in this role play? Did Jamie do all that he could do to stop the bullying? What could Jamie do instead? What should Kevin do? Have the students practice suggestions offered by the class and try the role play again.

Scenario 3

Characters: Mike, Sandy, Rick, Ty, and Kim

Mike, Sandy, Rick and Ty are playing catch on the playground (pretend to throw to each other)

Kim - Hi! Can I play on a team after school, can I throw with you?

Rick - Did anyone hear anything? I didn't.

Sandy - Shouldn't we let her play.

Rick - No, I don't like her and you shouldn't either. I have seen her play and she can't throw at all.

Ask the class - What bullying behavior is presented in this role play (exclusion and making fun of someone's abilities) What should Mike, Sandy, and Ty do? What can Kim do?

Have the students act the role play out again and follow some of the suggestions from the class.

Put an End to Bullying

- Recognize bullying
- Walk away
- Encourage others to help
- Speak up
- Help the victim
- Don't join in
- Be a friend
- Get help
- Tell someone
- Do not get into a fight.



What to Do about Bullying

- **Recognize Bullying** - Bullying behaviors are not just hitting, shoving, and kicking. Words can hurt too. Teasing, name calling, exclusion, laughing at others, are all forms of bullying behavior and should be stopped.
- **Walk away** -- By standing around and watching you encourage the bully, many times they want an audience. Walk away and go get help.
- **Encourage bystanders to get involved as a group** -- Band together and walk away or address the bullying behavior as a group.
- **Watch for places where bullying is taking place** -- If you tell an adult in charge, they will monitor these areas more closely.
- **Speak up** -- Tell the bully that they're wrong and that you won't get involved in any bullying.
- **Help the victim** -- Put yourself in their shoes. Would you want someone to help you if you were being picked on?
- **Don't join in.** Don't call kids names or pick on them. Bullies try to get other kids to join in.
- **Be a friend** to the kid being bullied. Ask them to tell a grown-up. Go with them if they're scared.
- **Get help** from teachers, parents, friends, or other grown-ups.
- **Tell someone** if you see a kid being bullied. Telling is not tattling! If you're scared of the bully, then don't let them know you told.
- **Don't get into a fight.** It's not safe. Go tell a grown-up instead.

If you're standing around watching, you're part of the problem not the solution.

Reporting bullying is **NOT** tattling. Tattling is when you want to get someone in trouble. When you report bullying, you are helping someone else.

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