

# Cut it Out! Making Teasing & Bullying Stop

*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.IC.2** – Students will be able to demonstrate how to respond if someone is bullying or teasing them.

**PS.2.AI.2** – Identify parents and other trusted adults they can tell if they are being bullied or teased.

**TARGET GRADE:** Grade 2  
Lesson 3

**TIME:** 40 Minutes

## **MATERIALS NEEDED:**

- Pen/pencil- one per student
- Desktop or laptop with PowerPoint on it
- LCD projector screen
- [PowerPoint: "What's Going on Here?"](#)
- Worksheet: "What's Going on Here?" - one per student
- Teacher's Guide: "What's Going on Here?" - one copy
- Markers or chalk for the board
- Homework: "Who Can I Tell If I'm Being Bullied- one per student

## **ADVANCE PREPARATION FOR LESSON:**

Review the "What's Going On Here?" Teacher's Guide.

## **LEARNING OBJECTIVES:**

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

1. Define the term "bullying." [Knowledge]
2. Demonstrate how to respond effectively if they are being bullied. [Knowledge, Skill]
3. Name at least 2 adults they can go to if they are being bullied in order to make it stop. [Knowledge]

## **PROCEDURE:**

**STEP 1:** Explain that today you are going to be discussing the topic of bullying – and what you can do to make it stop if someone is bullying you. If the students have been through the class session, "Bullying Is Never Okay," ask: "Can someone remind me of the definitions we came up with for bullying and teasing during our last class?" Be sure what they share reflects what is listed below. If it does not, simply go through the material below again.

If the students have not been through that class, write the word "bully" on the front 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 you may hear include:

- "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."

Regardless of what is contributed, be sure the following messages are given:

- A bully hurts people on purpose. It's not something they do by accident, like tripping and pushing someone. If a bully pushes another person, she or he meant to.
- A person who bullies does it more than once. While some people stop being bullies, they do these means behaviors again and again, sometimes to different people, and sometimes to the same person.

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- 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, say mean things about people on social media and more. They also might hurt people's belongings.
- 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 hurting other people in the past and so kids know that when the bully makes a threat, she or he could very well follow through on it. (10 minutes)

**STEP 2:** Explain that some bullying, like what was just shared, is pretty obvious. But other kinds can be hard to identify.

Tell them you will start with an example and then they will practice identifying examples of bullying and deciding what the person being bullied can do to make it stop. Project the photograph featured in the PowerPoint. Ask the students to tell the story of what's going on in the picture, probing for, "The boy in the back is making fun of the boy in the front." Ask, "How do you think the boy in front is feeling?" After a few responses ask, "If he doesn't like it, what can he do to make it stop?"

Probe for:

- Tell the other person to stop.
- Walk away.
- Find an adult and tell them what happened.

Say, "Sometimes, when we're being bullied or teased we feel like we want to hurt the other person back. Why do you think that's not a good idea?"

Probe for:

- You could get hurt.
- It could make it worse for you.
- You could get in trouble.

Say, "So, what are some things the boy in the front should not do to the boy in the back?"

Probe for:

- Turn around and yell at him.
- Push or fight with him.
- Try to talk to him, because he's not likely to listen.

Divide the class into pairs. Tell them that you are going to be distributing a worksheet to them titled, "What's Going on Here?" Let them know they are going to work together to do what you just did with the sample photo. Explain that there is more than one example being distributed but you will go through all three together. Tell them they will have about 5 minutes in which to complete their worksheets. (15 minutes)

**STEP 3:** Ask for the class' attention. Using the PowerPoint and the "What's Going On Here?: Teacher's Guide," go through each slide and ask for students who had each worksheet to share their responses.

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Ask, “Did you all agree on what was going on in the picture and what the person being bullied should do?” If the students say yes, move on to Step 4. If any say “no” ask, “What did you do if you had different ideas about what was going on in the picture?” (10 minutes)

**STEP 4:** Say, “So, regardless of whether you agreed or disagreed on what was going on, in all of these situations someone was being treated badly. And no matter how they were being treated badly, there were clear steps you all said the person being bullied could take. What were these steps?” Write student responses on the board, probing for:

- Tell the person to stop.
- Walk away from the situation.
- Find and tell an adult about what happened.

Say, “We just talked about situations that happened to other people. And while I hope none of you ever experience bullying, the truth is – you might. So I want to be sure you remember – no one has a right to make you feel to bad or unsafe, whether it’s at school, at home or anywhere else. Adults are always there to help you out – so if you ever feel like you’re being bullied and need help making it stop, go to an adult you know well and trust and ask for their help. That’s what your homework is!” Distribute the homework and go through the instructions with the students. Give them a few days in which to complete the sheet, letting them know that they will need to hand them in when they are done. Collect the worksheets they completed during the session. (5 minutes)

### **RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:**

Have students hand in their “What’s Going On Here?” worksheets for teacher review. In addition, students will be asked to complete a homework assignment identifying adults they can go to for help if they are being bullied.

### **HOMEWORK:**

Distribute the worksheet: “Who Can I Tell If I’m Being Bullied?” and ask them to complete it at home and return it during the next class session. Be sure to return these sheets to the students after you’ve reviewed them so they can keep their sheet as a resource.

## Who Can I Tell If I'm Being Bullied?

### Homework

Dear Parent(s)/Caregiver(s),

Today in class, we discussed what students can do if they feel they are being bullied. Because bullying doesn't always happen at school, we wanted to address this topic in your child's world outside of school as well -- both at home and in the greater community. Please talk with your child and have them complete the sentences below.

Thank you,

[Teacher's name]

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If you are ever being teased or bullied, tell the person to stop. Sometimes, that will work. Sometimes, that person WON'T stop and it's time to get a grown-up involved!

Below, write the names of three different adults in your life you can go to if you are being bullied and need some help to make it stop:

At **SCHOOL**, I would talk with \_\_\_\_\_

because \_\_\_\_\_.

At **HOME**, I would talk with \_\_\_\_\_

because \_\_\_\_\_.

Another adult I could talk with is \_\_\_\_\_

because \_\_\_\_\_.

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

Parent/Guardian Name: \_\_\_\_\_

## What's Going On Here?

### Teacher's Guide

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do – and one thing the other person or people in the picture can do, too.



What's going on here? *Two kids are saying mean things to another kid in class.*

How do you think the student wearing green is feeling? *Sad; Upset; Hurt.*

What can that student do? *The teacher doesn't seem to see what's going on, so the student can tell the teacher what the other students have been saying/doing. The student can tell a parent/caregiver, and that adult can help.*

## What's Going On Here?

### Teacher's Guide

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do – and one thing the other person or people in the picture can do, too.



What's going on here? *Some kids are playing and not letting one kid play with them.*

How do you think the child facing you feels? *Sad; Left out; Angry.*

What can the child facing you do? *They can ask the other students if they can play together; they can go to a teacher or other adult and say they would like to play with other students.*

## What's Going On Here?

### Teacher's Guide

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do – and one thing the other person or people in the picture can do, too.



What's going on here? *A student just got their stuff out of their locker, and the other person knocked whatever they were carrying out of their hands.*

How do you think the student on the floor feels? *Sad; Powerless; Angry.*

What can the student do? *Gather up their belongings and walk away; Tell the person who pushed them down/tripped them that she didn't like that and doesn't want her or him to do it again.*

## What's Going On Here?

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

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

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do – and one thing the other person or people in the picture can do, too.



What's going on here? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do you think the student in the front is feeling? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What can that student do? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## What's Going On Here?

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

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

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do – and one thing the other person or people in the picture can do, too.



What's going on here? \_\_\_\_\_

\_\_\_\_\_

How do you think the student facing you feels? \_\_\_\_\_

\_\_\_\_\_

What can the student facing you do? \_\_\_\_\_

\_\_\_\_\_

## What's Going On Here?

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

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

Write one or two sentences that tell the story of what's going on in the picture. Once you've done that, share one thing the person being bullied or treated unfairly can do – and one thing the other person or people in the picture can do, too.



What's going on here? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

How do you think the person facing you feels? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What can the person facing you do? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_