



Educator guide: Bullying lesson

Recommended for grades:

2nd grade

Time:

5 minutes

National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning objectives:

After completing this lesson students will be able to:

1. Define bullying as when someone uses their power unfairly and repeatedly to hurt someone.
2. Differentiate between bullying behaviors and non-bullying behaviors.

Lesson description:

The Bullying lesson teaches students what bullying is and what behaviors are considered bullying behaviors. Students will have a chance to practice determining whether situations are bullying or not.



Pre and post-test questions:

The following questions assess knowledge. Correct answer choices are bolded. Use these questions before the lesson or activity to find out what your students already know about this topic. After they have completed the activity you can have students answer these questions again and compare the results to see what they have learned.

Use these questions with your students in any way that you see fit (on paper, using a survey tool etc.) You can also combine questions from various lessons and activities that your students participate in.

1. What is the best definition of bullying?
 - a. Trying to get someone else in trouble over something not very important
 - b. Asking an adult for help when someone might get hurt
 - c. **Hurting someone on purpose, usually more than one time**
2. Every day, Amanda tells Jordan that she can't sit at her lunch table because she is smelly. What is this?
 - a. **Bullying**
 - b. Not bullying
 - c. Tattling
3. Marissa cuts in line at the drinking fountain one time. What is this?
 - a. Bullying
 - b. **Not bullying**
 - c. Tattling
4. Most days on the bus, you stick your foot out as Michael walks by, to trip him. What is this?
 - a. **Bullying**
 - b. Not bullying
 - c. Just a joke

Vocabulary:

Use the following list of vocabulary as a reference for yourself and your students as you complete the Bullying lesson. You may choose to use this list in any way that fits your needs.

- Bullying – when a person hurts another person on purpose, usually repeated over time and there is usually a difference in power
- Feelings – emotions such as being happy, sad, excited, scared or angry that can change throughout the day

Supplemental activity: Stop picking on me

Objectives:

After completing this activity students will be able to:

- Identify bullying behaviors
- Recognize some causes of bullying
- List at least two ways to deal with bullying

Materials needed:

- “Stop Picking on Me: A First Look at Bullying” book by Pat Thomas
- White board or chart paper to write responses of students during discussion of the book
- Paper, notebook or Bullying journal (on the following page)

Time required:

30 minutes

Instructions:

Read “Stop Picking on Me” to the class. As you read through the story, stop to discuss the following questions:

- Pg. 9 - Do you know anyone who bullies others? Without naming names, what sort of things do they do?
- Pg. 19- Everyone feels differently about being bullied. Have you ever been bullied or seen someone else being bullied? How did it make you feel?
- Pg. 21 - What do you do if someone bullies you or if you see someone being bullied? Can you think of any other ways to deal with bullying?

Ask students to keep a bullying journal for the next few days or weeks. They can use a notebook of their own or you can make copies of the journal page on the following page. Ask students to write down whether or not they saw any bullying going on at school. If they saw bullying, did anyone do anything to stop it?



If students did not see any bullying, ask them to write about friendly things they saw. They may have seen someone invite a student who was alone at recess to join them on the playground. Students may have seen someone help another student pick up books that they dropped in the hallway. Hopefully there will be more stories about friendship and students helping each other than students bullying each other.



Name _____

Date _____

Bullying journal

Write down if you see any bullying going on at school.

When (date): _____

Where: _____

Were there any bystanders? _____

What happened? _____

What did you do to help?

Write down if you see any examples of friendly behaviors.

When (date): _____

Where: _____

What happened?



Supplemental activity: Anti-bullying contract

Objectives:

After completing this activity students will be able to:

- Demonstrate advocacy by signing an anti-bullying contract and role-modeling anti-bullying behavior.

Materials needed:

- Anti-bullying contracts (found on the next page)
- Pens or pencils

Time required:

10 minutes

Instructions:

In this activity each student and their parent or caregiver are asked to sign an anti-bullying contract.

After the Bullying lesson lead the class in a discussion about what they learned. Review with students what they should do if they see a bullying situation or if they are bullied. They should tell the person who is bullying to stop and tell a trusted grown-up.

Explain to students that they will each have the opportunity to sign an anti-bullying contract. Explain that if they sign it they are promising to be friendly to others, to include others in activities and to not bully others. Discuss why it is important to role model the behaviors outlined in the contract. Remind students that if they are seen showing friendly behaviors others in the class and school may do the same.

Ideally each student and their parent, caregiver or other trusted adult should sign the contract. Keep all signed contracts in a binder or display them around the room.



Anti-bullying contract

Student and parent or caregiver agreement

Everyone has the right to feel safe at school. I will do everything I can to be friendly to others and include others in all activities.

Student's responsibility:

I promise that I will not bully others. When I witness bullying, I will report it to an adult.

Student's name

Grade

Teacher

Date

Parent or caregiver's responsibility:

I promise to teach my child to always respect others. I have taught my child not to bully. I have told my child to report any bullying to an adult.

Parent or caregiver signature

Date



Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



How to tell if your child may be involved in bullying

What is bullying?

Bullying is when someone hurts someone else on purpose. A lot of the time it happens more than once. Some things to know about bullying are:

- **There is a difference in power:** Kids who bully use their power to control or hurt someone's body or feelings. Their power might be strength or being more popular than others.
- **It is repeated:** Most of the time bullying happens more than once.
- **It is done on purpose:** Bullying happens when someone means to do it. If a child doesn't mean to bump into another child in the hall, that is not bullying.

Bullying includes actions like:

- Making threats
- Spreading rumors
- Hurting someone
- Not letting someone join a group

Bullying is learned, and respect must also be learned. Children copy what they see other children and adults doing. Try to set a good example.

Signs your child is being bullied

Look for changes in your child. Some children who are bullied may not show warning signs. Some signs that bullying might be a problem are:

- Unexplained injuries or bruises
- Lost or ruined clothes, books, school work, art or toys
- Headaches or stomachaches, feeling sick or faking illness to avoid school
- Changes in eating, like skipping meals or eating a lot
- Lower grades, loss of interest in school or not wanting to go to school
- Loss of friends or being left out
- More angry words or actions after seeing certain classmates or coming home from school
- Nervous behaviors like chewing nails or pulling out hair
- Becoming more withdrawn or fearful



Why don't kids ask for help?

Many times, kids don't tell an adult that someone is hurting or scaring them. Kids don't tell adults for many reasons:

- Bullying can make a child feel helpless.
- They might not want to be seen as a tattletale.
- They may be afraid of the child who bullied them.
- They may be afraid they will get in trouble.
- They may fear losing friends.

How can you find out if your child is being bullied?

Ask your child:

- Is something or someone scaring you or making you upset?
- Are you ever afraid to go to school? Why?
- Does anyone make you sad at school? Why?

What can you do to get your child help?

If you think your child needs help, don't ignore the problem. To deal with bullying at school, work with teachers and other school staff.

Always start with the classroom teacher. If the problem continues, the next step is to go to other administrators (counselor, principal or superintendent). If the bullying is happening outside of school, talk with the adult in charge. This may be a coach, club advisor or group leader.

Signs a child may be bullying others

A child may be bullying others if they:

- Are being bullied by someone at home, in the neighborhood or at school
- Get into physical or verbal fights
- Have friends who bully others
- Blame others for their problems and make excuses for their actions
- Test limits or break rules
- Need to control others and situations



How to tell if your child is showing bullying behaviors?

You can:

- Attend parent teacher meetings.
- Ask your child how school is going.
- Ask your child about their friends.
- Watch your child play with others.

If your child needs to talk to someone

If your child is a victim or is showing bullying behaviors, they may need to talk to someone. Start with your child's school and see what resources they have. Check with your health care providers to see if they can share where you can find help.

Repurposed from <http://www.stopbullying.gov>. More information for parents and caregivers, children and educators may be found at this site.



Recommended reading list

These books can be read aloud or read alone to help students relate to characters in different bullying situations. You may encourage students to check out one of these from the school library to bring home and read with their families. Grade levels are suggested, though the titles work in many levels. Please note that some of these books may have a Spanish version available.

Kindergarten (4 and 5 year olds):

- “A Duck So Small” by A.H. Benjamin and Elizabeth Holstien
- “Bootsie Barker Bites” by Barbara Bottner and Peggy Rathmann
- “Hugo and the Bullying Frogs” by Francesca Simon and Caroline Church
- “We Can Get Along: A Child’s Book of Choices” by Lauren Murphy Payne

First grade:

- “Stop Picking On Me” by Pat Thomas
- “Hooway For Wodney Wat” by Helen Lester and Lynn Munsinger
- “Jungle Bullies” by Steven Kroll and Vincent Nguyen
- “Stand Tall Molly Lou Melon” by Patty Lovell and David Catrow
- “The Recess Queen” by Alexis O’Neill and Laura Huliska-Beith

Second grade:

- “Stop Picking On Me” by Pat Thomas
- “El día en que descubres quién eres por” by Jacqueline Woodson
- “The Berenstain Bears and the Bully” by Stan and Jan Berenstain
- “My Mouth is a Volcano” by Julia Cook and Carrie Hartman
- “Chester Raccoon and the Big Bad Bully” by Audrey Penn
- “The Ant Bully” by John Nickle
- “Nobody Knows What to Do” by Becky Ray McCain and Todd Leonardo



Third grade:

“Kids Talk About Bullying” by Carrie Finn and Amy B. Muehlenhardt

“Bye-Bye, Bully!” by J.S. Jackson and R. W. Alley

“Bully” by Judith Caseley

“Pinky and Rex and the Bully” by James Howe and Melissa Sweet

“My Secret Bully” by Trudy Ludwig and Abigail Marble

Additional educator resources:

“The Feelings Book” by Dr. Linda Madison and Norm Bendell

“Zink the Zebra” by Kelly Weil



Transcript

Screen 1

Narrator: Today we're going to talk about bullying. Bullying is when someone hurts another person on purpose. On purpose—that's the key. We're not talking about when somebody accidentally bumps in to you, or when you have an argument with a friend over what movie to watch. We're talking about when someone means to hurt you or your feelings. And, usually it happens more than once.

Sometimes it's because that kid is bigger, older or has a lot of friends. It makes that person feel powerful to pick on someone else. It's never okay to tell someone else what to do just because they are younger or smaller than you.

Screen 2

Narrator: Here are some examples of things that are considered bullying behaviors. Remember, it's when these things are done on purpose and usually more than once.

- Teasing or making fun of someone
- Hitting, pushing or kicking
- Name calling
- Leaving someone out of an activity
- And hurting someone's things, such as their school work, drawings or lunch

Next, we're going to practice recognizing what is bullying behavior and what isn't.

Screen 3

Narrator: Click on the pictures of your friends.

Click on Raj: Today when I was at recess I heard Dan telling some other boys that I missed an easy goal at our soccer game over the weekend and we lost the game. The boys all looked over at me and laughed.

Narrator: What do you think? Was this bullying behavior or not?

Yes: Raj: Dan was being mean on purpose and it hurt my feelings. It was bullying behavior all right. I walked right up to Dan, looked him and in the eye and asked him to stop telling stories about me.



No: Raj: It sure was bullying. Dan was being mean on purpose and it hurt my feelings. I walked right up to Dan, looked him in the eye and asked him to stop telling stories about me.

Click on Mollie Mai: Sometimes when I get on the bus, Gina sticks her foot out and tries to trip me. I've fallen a couple of times already. She always laughs and says she's just joking around but I don't think she's kidding. I decided today I was tired of it; it had happened so many times. When I got to school I told my teacher about it.

Narrator: What do you think? Was this bullying behavior or not?

Yes: Mollie Mai: My teacher, Mrs. Campbell, says this is definitely bullying behavior. She told me she would talk to Gina and if it keeps happening I should let her know.

No: Mollie Mai: Actually, my teacher Mrs. Campbell says this is definitely bullying behavior. She told me she would talk to Gina and if it keeps happening I should let her know.

Click on CJ: Yesterday when I was leaving school, a girl ran past me. She bumped into me and all my books fell on the floor. She said, "Sorry! I'm late for my bus!" and she kept running. A couple of kids stopped to help me pick up my books.

Narrator: What do you think? Was this bullying behavior or not?

Yes: CJ: Actually, that wasn't bullying behavior. I was a little annoyed, but I know she didn't do it on purpose. She said she was sorry. I also understand she didn't want to risk missing her bus, so she kept on running.

No: CJ: You're right. That wasn't bullying behavior. I was a little annoyed, but I know she didn't do it on purpose. She said she was sorry. I also understand she didn't want to risk missing her bus, so she kept on running.

Click on Kate: All week long Claire has been talking about her birthday party and who's going to be there. She's very excited about it. But she keeps talking about it in front of Maddie, who wasn't invited. I can tell it is making Maddie feel bad and Claire knows it. Claire said she didn't invite Maddie because she doesn't like her.

Narrator: What do you think? Was this bullying behavior or not?

Yes: Kate: You're right. This is definitely a bullying behavior. Claire knows that what she's doing is hurting Maddie's feelings, but she keeps on doing it.

No: Kate: Actually, this is definitely a bullying behavior. Claire knows that what she is doing is hurting Maddie's feelings, but she keeps on doing it.



Screen 4

Narrator: Great job! You have completed this activity.



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