

GRADES 1 & 2 BULLYING AND HARASSMENT LESSONS

Teacher Directions:

This packet of information should be shared with your classroom before Oct. 15 of each school year. In addition to sharing the lessons, make sure your students are aware of the online Bullying/ Harassment reporting system. They or their parents can go to the website, www.msddecatur.k12.in.us and report any incident of bullying or harassment that they experience or witness. They can also report anonymously on this website.

This packet is divided into 3 lessons.

1. Accepting the Uniqueness of Each Person
2. Bullying prevention at lunch time
3. Bullying prevention on the playground

If you have any questions or concerns about these lessons, please call Susan Adams, the District's Non-Discrimination coordinator at 856-5265.

ACCEPTING DIFFERENCES

(Accepting the Uniqueness of Each Person)

LESSON 1, Grades 1 & 2

Behavioral Objective: The children will learn each person is unique. They will further learn to understand that we are also alike in many ways. However, we must accept each other for our individual differences.

Directed Lesson:

1. **Establish the Need:** The teacher establishes the importance of recognizing differences with the following comments. "We are all different: we have different hair color, eye color, height, weight, parents, homes, brothers, sisters, etc. There is a special word to describe differences: the word is "Unique."

2. **Introduction:** Teacher discusses with the class the uniqueness of each of them; ie, family size, position in family, sex, ages, national origin, religion, occupations of parents, living quarters, etc.
After the discussion, the teacher will ask the children to recognize how each of them is different in relation to each other. Does this make them better or worse? No, it makes each one unique or special.

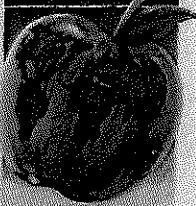
3. **Identify the Skill Components:** (List on board or sentence strips)
Accept that everyone is different and therefore unique.
Make friends with someone who is different.
Find something you like about a friend who is different.

4. **Model the Skill:** Teacher models skill by recognizing differences in children and showing appreciation of differences; i.e. if all looked alike and had the same name, how could they be different?

5. **Behavioral Rehearsal:**
 - A. **Selection:** Teacher selects two children to participate in the role play.
 - B. **Role Play:** Using a picture (attached or use your own) , the teacher asks the children to describe the differences between the characters in the story or picture(worksheet). Then the children in the class describe the differences between the children who are doing the role play.
 - C. **Completion:** After each role play, reinforce correct behavior, identify inappropriate behavior and re-enact role play with corrections. If there are no corrections, role play is complete.

- D. **Reinforcers:** During the role play, the teacher will give reinforcement to those who are able to identify the similarities and differences between the children and cite the benefits of each.
- E. **Discussion:** Why is it important to be different and to accept the differences in others?
- 6. **Practice:** Children will draw a picture of themselves and their best friend. They will share with the class likenesses and differences.
- 7. **Independent Use:** Children will take home the pictures they drew and explain to an adult at home the Social Skill learned at school.
- 8. **Continuation:** Teacher should continue pointing out the need for this skill as related situations arise.

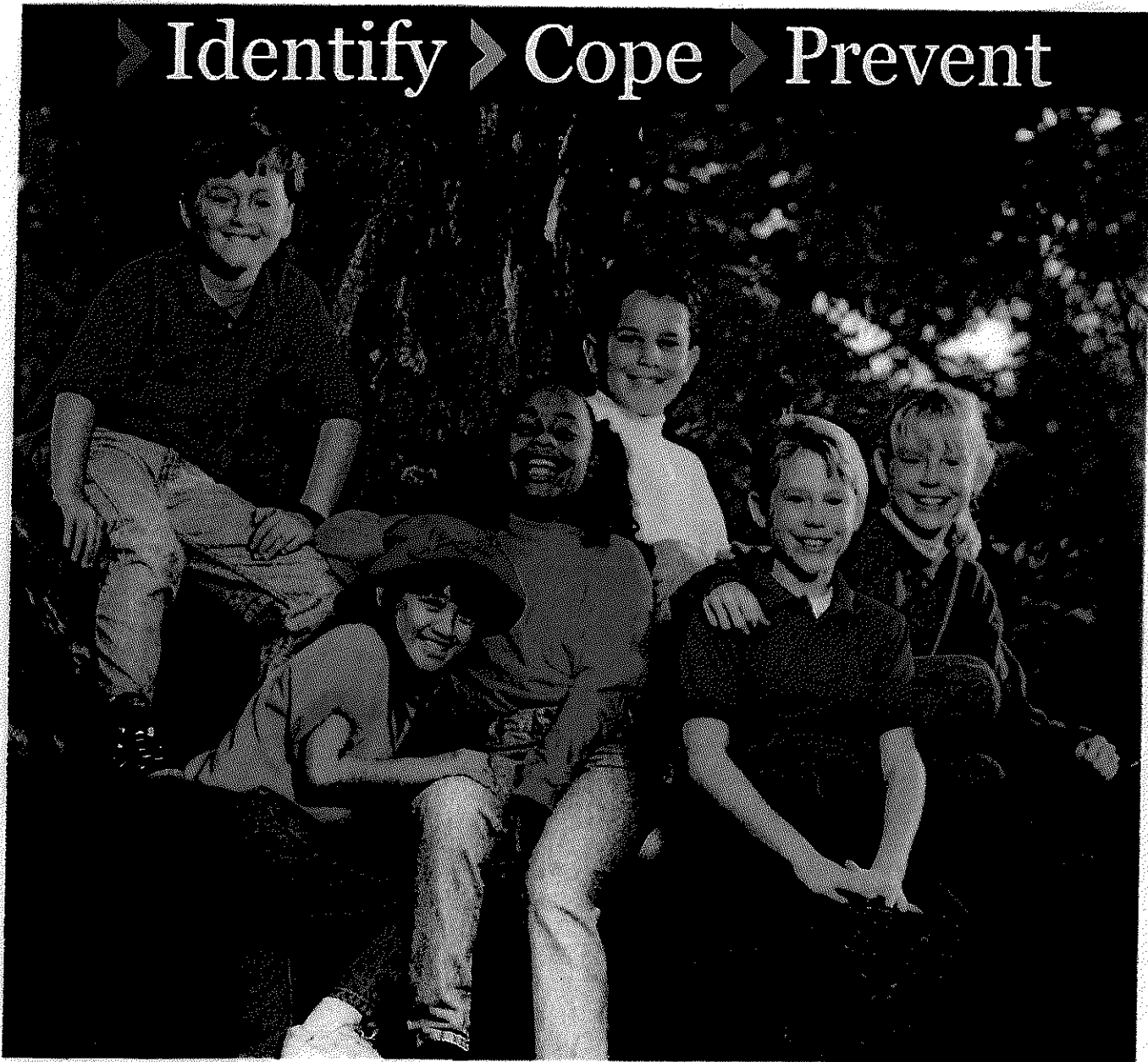
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TEACHERS
PRESS



Didax

Bullying

Identify > Cope > Prevent



What Is Bullying?

Lunchtime

Teacher's Notes

Indicator

Participates in a picture story involving name-calling as a form of bullying.

Teacher Information

Most definitions of bullying agree:

- It is deliberately hurtful, physically or psychologically.
- It is repeated often over time.
- It is difficult for the person being bullied to defend himself/herself against it – he/she is weaker physically or psychologically.

Bullying can be divided into three types:

1. Physical – hitting, punching, pinching, tripping, spitting, kicking, pushing, scratching, damaging, hiding or taking belongings.
2. Verbal – name-calling, making offensive remarks, insulting someone.
3. Emotional – spreading rumors/nasty stories about someone, making fun of someone, excluding from groups, ignoring, ostracizing, alienating.

Discussion Points

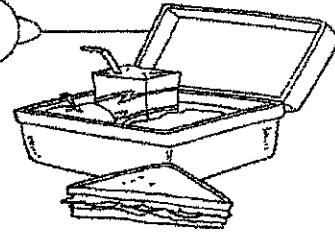
(Page 21 can be used as a stand alone picture. Talk with the class along with the discussion points below. Alternatively, students can complete the questions on page 23 after the picture talk, according to their ability levels in reading and writing. Students could also improvise short scenes between two or three children in the picture.)

1. The same type of bullying is happening in each group. What is it?
2. Is all name-calling bullying? What names do you get called that you don't mind? When is it bullying? (These questions are also discussed on page 16.)
3. What might the girl being called "Freckle Face" be feeling?
What might the boy being called "Spikey" be feeling?
What might the boy being called "Slowpoke" be feeling?
4. Discuss what might happen next in each situation in the picture.
5. What do you think the children who have egg or tuna sandwiches will do or say?
6. What could you do if someone teased you or called you names?

Did You Know?

The most common form of verbal bullying is name-calling.

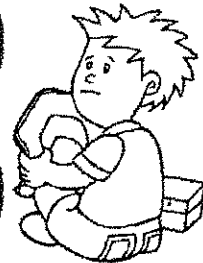
Lunchtime



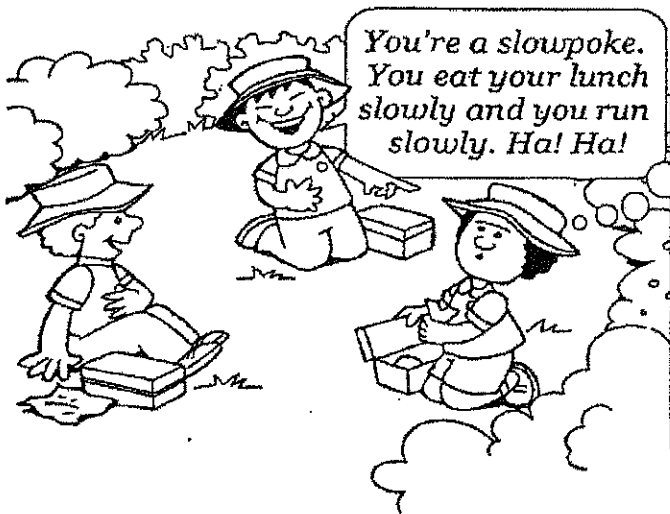
Look at the picture.
Answer the questions.

- 1 Circle each person who is bullying.
- 2 No one is touching anyone else in this picture. Why is this still bullying? _____

- 3 Write words to show how these two children might be feeling.



- 4 Write what you think this boy is thinking.



- 5 What would you do if someone teased you or called you names?

What is Bullying?

On the Playground

Teacher's Notes

Indicator

- Participates in a picture story involving a variety of bullying situations.

Teacher Information

Most definitions of bullying agree:

- It is deliberately hurtful, physically or psychologically.
- It is repeated often over time.
- It is difficult for the person being bullied to defend himself/herself against it – he/she is weaker ~~– physically or psychologically.~~

Bullying can be divided into three types:

1. Physical – hitting, punching, pinching, tripping, spitting, kicking, pushing, scratching, damaging, hiding or taking belongings.
2. Verbal – name-calling, making offensive remarks, insulting someone.
3. Emotional – spreading rumors/nasty stories about someone, making fun of someone, excluding from groups, ignoring, ostracizing, alienating.

Discussion Points

(Page 17 can be used as a stand alone picture. Talk with the class along with the discussion points below. Alternatively, students can complete the questions on page 19 after the picture talk, according to their ability levels in reading and writing. Students could also improvise short scenes between two or three children in the picture.)

1. What types of bullying are happening in the picture?
2. Is all name-calling bullying? What names do you get called that you don't mind? When is it bullying?
3. What might the girl watching at the monkey bars be thinking? What can she do?
4. What might the girls sitting on the bench be saying? What might the girl sitting apart be thinking? Why is this bullying? What could she do?
5. Look at the two boys at the edge of the playground punching. Something is wrong, but why might this not be bullying? When would it be bullying?
6. What do you think the boy being called "Fatso" might be thinking?

Did You Know?

The most common form of bullying is verbal.



On the Playground



Look at the picture.
Answer the questions.

- 1 Put a colored circle around each type of bullying shown in the picture.

Green – hitting

Orange – name-calling

Red – pushing

Brown – making fun of someone

- 2 (a) Which type of bullying do you think is the worst?

(b) Why? _____

- 3 (a) What names do you get called that you don't mind?

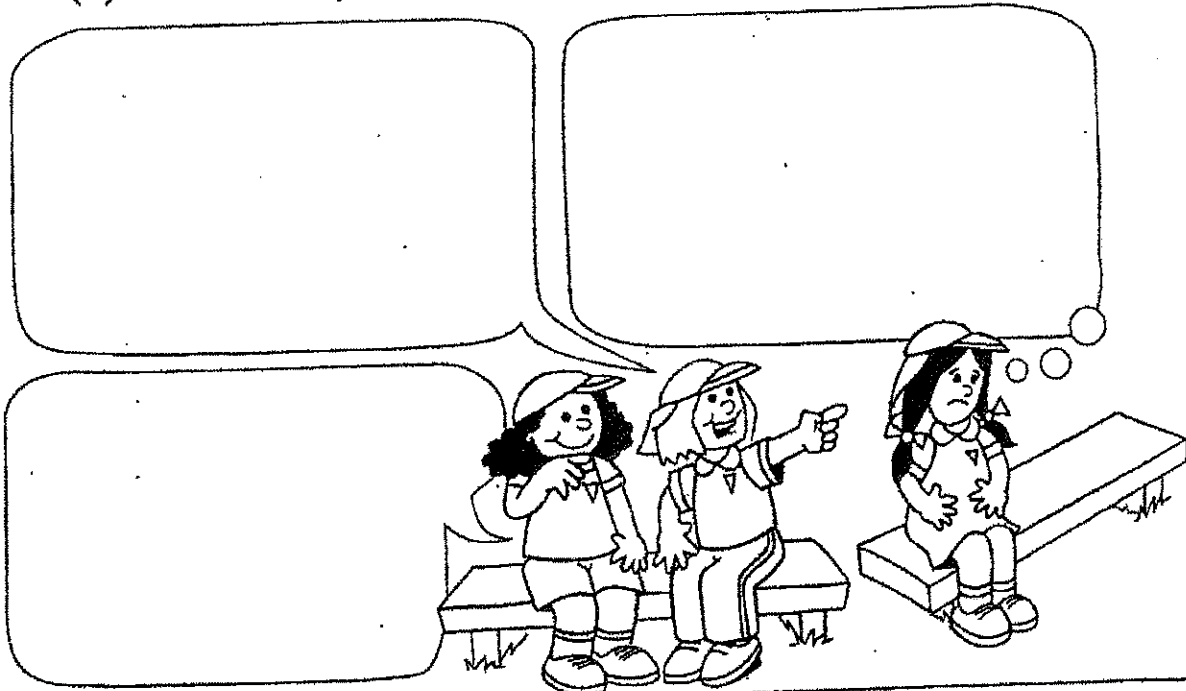
(b) Is it bullying if someone calls you one of those names?

Yes

No

- 4 (a) Write what you think the girls on the bench are saying.

(b) Write what you think the other girl is thinking.



On the Playground

Teacher's Notes

Indicator

Views a picture story about bullying situations to answer literal and interpretive comprehension questions.

Students will need to be able to view the picture on page 17 to complete the activity. The activity should be done after the picture talk when most of the questions have been discussed.

Did You Know?

Both boys and girls bully. Usually boys bully boys and girls bully girls.

When do I Tell?

First, I have to ask myself....

- Is someone hurt?
- Is someone going to get hurt?
- Did something get broken?
- Am I scared?
- Do I feel in danger?

If you answered YES to any of these, then you should TELL an adult as soon as possible!