

# Teasing, Harassment, and Bullying

## NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

**2.1.5.SSH.1:** Describe gender-role stereotypes and their potential impact on self and others.

**2.1.5.SSH.7 -** Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

**TARGET GRADE:** Grade 3 **TIME:** 40 Minutes

## MATERIALS NEEDED:

- Newsprint/Board
- Markers
- Writing utensils for each student
- Worksheet: “Bullying, Teasing, and Harassment: How Can You Handle It?” – one per student
- Home-School Connection Activity: “Who Can I Ask for Help?” – one per student

## ADVANCE PREPARATION FOR LESSON:

Written on newsprint or the board have the following definitions:

- Teasing – Making fun of someone when they don’t like it
- Bullying – Hurting someone smaller or weaker on purpose with words or physical attacks.
- Harassment – Continuing to tease or bully someone even after you have been asked to stop.

## LEARNING OBJECTIVES:

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

1. Explain what teasing, harassment and bullying are and why they are wrong. [Knowledge]
2. Explain why people tease, harass or bully others. [Knowledge]
3. Identify at least two strategies to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Knowledge]
4. Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed or teased. [Skill]
5. Identify at least two trusted adults they can tell if they are being teased, harassed, or bullied. [Knowledge]

## PROCEDURE

**STEP 1:** Start the lesson by saying “Today we are going to talk about things that people sometimes do that make other people feel bad. Sometimes we might say something or do something by accident or that we don’t realize will hurt someone else or make them feel bad, but I’m not talking about that. We are going to talk about what happens when someone does or says something to hurt another person on purpose. We are going to talk about teasing, harassment, and bullying.”

*(1 minute)*

**STEP 2:** Show students the following definitions on newsprint or the board:

- Teasing – Making fun of someone when they don’t like it.
- Bullying – Hurting someone smaller or weaker on purpose with words or physical attacks.
- Harassment – Continuing to tease or bully someone even after you have been asked to stop.

Go over each term and provide more explanation by saying: “Teasing is when you make fun of someone or put them down in some way. Sometimes friends can joke with each other and poke fun a little bit but if they are joking, then both people feel it is funny and no one feels hurt. It is not joking, though, if only the person doing the joking finds it funny. Teasing can happen between friends or between people who are not friends and the person who is teasing may be just kidding or may be serious and the person being teased might just be annoyed or they might get very upset. Either way, this is teasing.

Bullying does not usually happen between friends. Usually, the bully or bullies are stronger, older, or more powerful in some way and the person being bullied is unable to stop them. Bullying can involve hurting another person with words, like put downs or insults or threatening to hurt them or by spreading rumors or telling secrets behind their backs. Or it can involve using their bodies, like pushing them or hitting them, but with bullying, one person is definitely trying to hurt another person on purpose and it usually doesn't happen just one time but keeps on happening.

Harassment is any behavior that makes someone feel bad or uncomfortable and continues even after the harasser has been asked to stop. So both teasing and bullying can be forms of harassment.”

Say, “What all three of these things - teasing, bullying, and harassment - have in common is that a person is being made to feel bad and it is done on purpose. Some students have mistaken ideas about teasing, bullying and harassment that make them think it is okay and so they do it to other people. I'm going to tell you some of these and would like you to tell me why they are not okay.” Tell the class each of the ideas that some people have about teasing, bullying, and harassment and ask for volunteers to tell you why these ideas are wrong. (Depending on the reading level of the class, you may want to ask for student volunteers to read each idea aloud). There can be many appropriate responses. If students are stuck, however, suggest the provided responses below.

- **Sometimes students believe it is okay to bully because they have been bullied or teased in their own life and so they believe this is a normal way of treating others.**

Response: Just because someone did something to make you feel bad, does not mean it is okay to do that to other people. It is important for people to learn how to get along well with each other and then everyone will be better off.

- **Some students believe that it is okay to tease, bully or harass students who are different from them, such as students from different races and cultures, students with disabilities, students with different families, or students who look different.**

Response: These students need to learn that all students are different from one another and all should be treated equally, with respect and understanding.

- **Students sometimes think that bullying will get them a laugh, win them friends or make them feel better about themselves.**

Response: Bullying others will not make you feel better. In fact, students who bully

generally are not happy, don't feel good about themselves, and are not liked by others.

- **Some students believe that because they belong to a powerful group (for instance, if there are more of them), they are somehow better than students in less powerful groups. This means that they might discriminate against and pick on students from smaller groups.**

Response: Being part of a group can be a really good feeling, if the group is a healthy and supportive one. Being part of an unhealthy group can be bad for you. Groups who think they need to have power over others and don't respect the differences of others are not healthy.

**Next, ask students, “Can anyone think of other wrong ideas that some people have about teasing, bullying, or harassment or reasons why they do it?” As students provide responses, encourage them to explain what is wrong about those ideas or reasons. Then say, “It is important to remember that doing something on purpose that hurts someone else, either with words, threats, or physical actions, is always wrong. Now we want to talk about what we can do if another person or a group of people is teasing, bullying, or harassing us.”**

*(9 minutes)*

**STEP 3: Say to students: “Unfortunately, people are sometimes teased, bullied or harassed. If this happens to you, it is helpful to have some ideas about how to respond and how to communicate about how you are being treated and how it makes you feel.”** Pass out the worksheet; “Teasing, Bullying and Harassment: How Can You Handle It?” Tell students that on this sheet are some strategies for handling someone who is teasing, bullying, or harassing them and ways to make them stop. Read each one aloud. As you read them, ask students to put a check next to the strategies that they think would work for them.

*(5 minutes)*

**STEP 4: Tell students, “Now we are going to practice responding to someone who is teasing, bullying or harassing us. Everybody will get a turn.”** Ask students to form a line and to bring their worksheets with them. **Then say: “Please look at your worksheet and the strategies you checked that you think would work for you. I will read a situation that has teasing, bullying, or harassment. When it is your turn, use one of the strategies that you checked to respond to the bully, or come up with a different strategy. Then return to the back of the line. If you only checked off one strategy, you may sit down after you have your turn. Everyone may sit down after their second turn. If you don't think any of the strategies on your worksheet will work for a particular situation, and you can't think of one, it probably means you should go to a trusted adult for help, so instead give the name of someone you could tell about how you are being treated.”**

*Note to the Teacher: Depending on the number of students in the class, you may only have time to go through the line once. In this case, have students sit down after their turn.*

Once the line is formed, read one of the following scenarios for each student. Tell students that they have a right to pass if they don't feel comfortable taking a turn. Let students take turns using one of the strategies from the worksheet or one that they came

up with on their own, to respond to the bullying, teasing, or harassment. It is okay to repeat the same scenario for more than one student since they may have different strategies to apply to the same situation.

*(15 minutes)*

### **Sample Scenarios:**

**“A group of kids on the playground starts calling you names and you don’t like it.”**

**“During class when the teacher isn’t looking another student keeps kicking your chair.”**

**“A student on your school bus keeps whispering to other students about you and laughing. It makes you feel bad.”**

**“A group of your classmates plays soccer at recess and lets other students join the game but never lets you play.”**

**“Another student keeps chasing you on the playground and saying they want to kiss you. You have told them a bunch of times to stop but they just laugh and keep doing it.”**

**“Every time you wear a certain pair of sneakers to school, another student teases you and says they are ugly.”**

**“A group of students tells you that you have to share your homework with them and if you don’t they are going to beat you up.”**

**“Another student demands money from you every day and threatens to hit you if you don’t give it to them.”**

**“A group of your classmates has made up a nickname for you that they think is funny but you don’t. You have asked them to stop using it but they keep doing it anyway.”**

**“When one of your friends doesn’t like a suggestion or idea you have, they like to say ‘Oh, you’re so gay.’ It really bothers you.”**

**STEP 5:** Pass out the review worksheet. Tell students you would like to see what they remember from the class. Tell them that you would also like for them to practice what they would say to a trusted adult if they needed help with a bully. Have students fill out the worksheet and turn it in. If there is not sufficient time, students can take it home and complete it as a Home-School Connection Activity. If there is time, ask for a few volunteers to share what they would say to a trusted adult for help. Collect worksheets. **Tell students: “Teasing, bullying, and harassment and making someone feel bad, frightened or worried on purpose is never okay. If we are being bullied and we can’t stop it ourselves it is important to tell a trusted adult. If we see someone else being bullied we should also tell an adult who can help. It is up to all of us to treat each other with kindness, caring and respect.”**

*(10 minutes)*

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

The review sheet at the end of the lesson is designed to assess objectives 1: Define teasing, harassment and bullying and explain why they are wrong [Knowledge] and 2: Explain why people tease, harass or bully others [Knowledge].

The worksheet: “Bullying, Teasing, and Harassment: How Can You Handle It?” is designed to assess objective 3: Identify at least 2 strategies to communicate about how they are being treated if they are feeling bullied, harassed, or teased [Knowledge]. Students should be able to check off at least two strategies listed on the worksheet or that they come up with on their own and record on the worksheet.

Step 4 and the review sheet are designed to assess objective 4: Demonstrate at least one way to communicate about how they are being treated if they are feeling bullied, harassed, or teased [Skill]. Through the class activity in which students are asked to use one of their identified strategies, they can demonstrate this skill. In addition, on the review sheet, students are asked to write what they would actually say to a trusted adult to communicate how they are being treated. This requires students to demonstrate knowledge of who to talk with as well as knowing what to say.

The worksheet “Who Can I ask for Help?” is designed to assess learning objective 5: Identify at least 2 parents or other trusted adults they can tell if they are being teased, harassed, or bullied. The review sheet also assesses this objective.

#### **HOME-SCHOOL CONNECTION ACTIVITY:**

Encourage students to practice their strategies for confronting bullying with a parent or guardian at home. Have them ask their family members for ideas for other strategies and to help them practice using them.

## Teasing, Harassment, and Bullying

### Worksheet

#### BULLYING, TEASING, AND HARASSMENT: HOW CAN YOU HANDLE IT?

What can you do if someone bullies you, teases you, or puts you down?

Here are some strategies to get them to stop. Put a check next to the ones you think could work for you. There are some blanks at the end to add your own ideas.

\_\_\_\_\_ Ignore them.

\_\_\_\_\_ Tell them to stop.

\_\_\_\_\_ Laugh along with them to show it doesn't bother you.

\_\_\_\_\_ Tell yourself that it's their problem, not yours and don't react further.

\_\_\_\_\_ Look at the bully, say "So, what?" then walk away.

\_\_\_\_\_ Say "I'm leaving," or "See ya" and walk away.

\_\_\_\_\_ Say in a strong voice, "You can't treat me like that" or "Leave me alone"

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**Teasing, Harassment, and Bullying**  
**HOME-SCHOOL CONNECTION ACTIVITY**

**WHO CAN I ASK FOR HELP?**

Sometimes, none of these strategies may work. In case you try one of these and the teasing, bullying, or harassment does not stop, then it is time to ask for help from an adult you trust. Think of three people you can ask to help you and write down some reasons for choosing that person.

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3. \_\_\_\_\_

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