

# Bullying Is Never OK!

## NJ 2020 PERFORMANCE EXPECTATION ALIGNMENT:

**2.1.2.SSH.9** – Define bullying and teasing and explain why they are wrong and harmful.

**TARGET GRADE:** Kindergarten

**TIME:** 40 Minutes

### MATERIALS NEEDED:

- Markers or chalk to write on the board
- Worksheet: “Teasing or Bullying?” – one per student
- Extra pens/pencils for students

### ADVANCE PREPARATION FOR LESSON:

Review the Teasing or Bullying? Teacher’s Guide in preparation for discussing it with the students.

### LEARNING OBJECTIVES:

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

1. Define the terms “bullying” and “teasing.” [Knowledge]
2. Describe at least two differences between bullying and teasing. [Knowledge]
3. Provide at least two reasons why bullying and teasing are wrong to do. [Knowledge]

## PROCEDURE

**STEP 1:** Explain that today you are going to be discussing the topic of bullying.

Write the word “bully” on the 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 may include:

- “It’s bullying if the other person doesn’t like it, feels upset by it, or of its mean.”
- “Teasing that isn’t ok is when the other person is upset by it even if it isn’t mean.”
- “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.”

As students share their responses, write key words on the board under the word “bully.” For example, if someone shared the first statement above, write “hurts others” on the board.

*Note to the Teacher: It is possible that a student could respond to your question, “How would you explain what a bully is?” by sharing the name of a student in class or at the school. If that were to happen, remind them that someone who had never heard the term bully would likely not know who that person was, and ask them to describe the behaviors. Then be sure to follow up with that student after class to explore what kinds of bullying behaviors have been going on that need to be addressed.*

Once enough students have contributed, read through the list. Ask students to share any themes they notice from the list. Be sure the following messages are given:

- A bully hurts people on purpose. It’s not something they do by accident. For example, if a bully pushes another person, she or he meant to do so.
- A person who bullies does it more than once. They do these mean behaviors again and again, sometimes to different people, and sometimes to the same person. Some people stop being bullies and learn to be nice to others.
- 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, post mean things about people on social media and more.
- 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 hurt other people in the past and so others know that when the bully makes a threat, they could very well follow through on it.

*(10 minutes)*

**STEP 2: Say to the students, “Now that we have talked about bullying, let’s talk about a different behavior: Teasing. Has anyone here ever been teased by another person?”** After students raise their hands ask, **“How does it feel to be teased?”** Some students will say that it felt bad or embarrassing, while others will say that it was funny or that it didn’t bother them. Some may also talk about liking certain types of teasing. For example, if they had a habit of doing something as a baby and their parent/caregiver retells the story. If students don’t share an example of times when teasing is good-natured/not mean, be sure to provide one.

**Ask, “Is teasing similar to bullying, or are they totally different? How?”**

Probe for how teasing can sometimes be harmless – that our parents or other people we know well and know care about us might tease us as part of our relationships with them.

**Say, “There are a few problems with being okay with teasing, but not being okay with bullying. First of all, the person who is doing the teasing may think the other person is okay with it when the other person may actually not be. Second, teasing can change really easily from being just a joke to becoming mean or nasty – which would be considered bullying.”**

Once you have heard a few responses, explain that you are going to give everyone a worksheet to do. Tell them that they are to do it on their own, not with a partner. Let them know that they will have about 5 minutes in which to do it. Hold up a sample of the worksheet, “Teasing or Bullying” so that it is facing the class and **say, “On this sheet, you will see a few examples of behaviors. Please read each example and then decide whether you think this is teasing, bullying or neither. Once you’ve checked off your answers, please check off whether you think it’s ever okay to do this behavior. I’ll distribute the sheets and come around while you work on them in case you have any questions.”**

Distribute worksheets and, as needed, pens or pencils for students who do not have one with them.

*(12 minutes)*

**STEP 3:** Using the “Teasing or Bullying?” Teacher’s Guide; go through each statement and ask the students whether something is teasing or bullying and whether they thought it was right or wrong. In some cases, the students might ask, “What if this?” or “What if that?,” adding details to the example. If that were to happen, start off by sticking with the example as written. If you hear a detail that would merit discussing as something else that could happen, feel free to add it.

*(15 minutes)*

**STEP 4:** Say to the students, “So, overall, there are some similarities between teasing and bullying and some differences. How many of the behaviors we just discussed did we decide were okay to do, and how many did we decide were NOT okay?” Probe for the fact that only one of them had the potential to be okay – even though it also had the potential to become bullying. Ask, “So why is it wrong to bully – or even tease – someone?” Probe for the idea that bullying is hurtful, and it’s always wrong to hurt someone; probe, too, or summarize with the idea that, even if we do not intend to hurt someone with what seems to be harmless teasing, another person can still be hurt. So in the end, it is best to avoid teasing – and it is always important to avoid bullying behavior.

*(3 minutes)*

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

Assessment will be made by the teacher collecting the worksheet and reviewing each to ensure understanding of the concepts.