



## LESSON

# 1

### It Takes One Unit Grade 2 • Ages 7-8

#### TIME FRAME

Preparation: 15 minutes  
Instruction: 30 minutes

#### MATERIALS

One by Kathryn Otoshi (KO Kids Books: 2008) Or search YouTube for read aloud version of book.

RAK journals

[Kindness Concept Posters](#) for Assertiveness, Respect

#### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy. SL.2.1, 1a-c, 2, 3 Colorado: Comprehensive Health S.4, GLE.3, EO.a; Reading, Writing and Communicating S.1, GLE.1, EO.b,c,e,f; S.1, GLE.2, EO.a-c

[Learning standards key](#)

## The Story of One

Students will differentiate between the concepts of joking, teasing and bullying and will be introduced to the power a bystander can make.

### Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**JOKING** To say funny things or play tricks on people to make them laugh. Joking is between friends, makes all people laugh, isn't meant to be mean, cruel or unkind, doesn't make people feel bad and stops before someone gets upset.

**TEASING** Teasing doesn't happen often. It means to make fun of someone by playfully saying unkind and hurtful things to the person; it can be friendly, but can turn unkind quickly. Teasing can include small insults, physical bumps and pushes, and minor insults.

**BULLYING** Bullying happens over and over and can include name calling, taunting, insulting, gossiping, leaving people out, kicking, hitting, making someone look silly on purpose, spreading rumors, making mean phone calls or text messages or making fun of someone.

**UPSTANDER** Someone who sees an unkind act and does something to help the situation.

**ASSERTIVENESS** Standing up for yourself and what you believe in while being respectful of others.

**RESPECT** Treating people, places, and things with kindness.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



The RAK paradigm is the framework for teaching and building kindness skills.



## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Creating and illustrating a cartoon strip that shows a student being bullied and standing up for themselves. Have students take a wide strip of paper and fold it into three separate boxes, one for each frame of the cartoon. The first frame would show the problem, middle frame would show the upstander (ally) standing up to the bully, the third frame would show the resolution. Consider using these cartoon strips throughout this unit.

## Resources

Use YouTube for a read aloud version of book.

For more information about bullying visit: [www.kidshealth.org](http://www.kidshealth.org)

### Share (3 mins)

As a class, talk about the key terms for this unit: **Joke, Tease, Bully** and **Upstander**. Break students into groups and have them discuss what these words and definitions mean to them.

### Inspire

#### Book Reading (10 mins)

*We are going to start by reading a short book called One, about someone who refused to back down when everyone was being picked on.*

Read 'One', making sure to show the pictures and read with expression. Or search YouTube for a read aloud version of book.

### Empower

#### Discussion (10 mins)

Use the following questions as suggestions to guide the discussion:

- Blue was quiet and liked being that way, except when he was with Red. Why didn't Blue like being with Red? (Because Red was a hot head and liked to pick on Blue.)
- Do you think Red was **joking** around, **teasing** or **bullying** Blue? Why?
- How do you think Blue felt after being **bullied** by Red over and over again? Was Red showing **respect**?
- The colors were too scared to stand up to Red. Is it hard to stand up to someone like Red? Why or why not?
- What happened to Red when no one stood up to him? (He got bigger and bigger and then no one dared to stop him.)
- When One arrived, he wouldn't back down and he was **assertive** by encouraging all the colors to stand up to Red and they did! Do you think it was difficult to do that? Why or why not?
- What can students do to stand up to people who are **bullying** other students?
- What can adults do to help?
- Do you think it is possible to be assertive while also being kind?

### Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

#### Evaluation Questions

- In the story who was the **bully**?
- Who was being **teased**? Who was being **bullied**? Who was the **upstander**?
- Do you agree with the last line of the story that "Sometimes it just takes One?" What do you think that means?

#### Reflection Questions

- Have you ever felt like Blue or Red? Explain.
- What do you think you can do to stand up to a Red that you know?
- Without naming names, can you describe a time when someone **bullied** you or **teased** you? How did that make you feel?

#### Summary

*Today we learned that each person can influence how other people feel. We can be kind and help them feel good. We can be like Red or like One, but we all make a difference and we can all help someone else feel good.*



### Act (2 mins)

#### Kindness Minute

*Being kind to others helps them trust you to help them in the future. Be kind to the person standing next to you by making plans to either play something on the playground together, sit together at lunch or do something together today in the classroom.*

#### Kindness in Action

What is your definition of an **upstander**? Write three examples of how someone could be an **upstander**.

