



## LESSON

# 3

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

#### TIME FRAME

Preparation: 15 minutes  
Instruction: 30-60 minutes

#### MATERIALS

What Can I Do if I'm Bullied? Sheet, one for each student

Bullying Role-Plays, cut apart before class, one for group of 2 to 4 students

Optional: Device to record bullying roleplays and to record kindness commercial

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

#### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.2.1, 1a-c, 2, 3, 4, 5, 6; CCSS.ELA-Literacy.L.2.1 Colorado: Comprehensive Health S.4, GLE.3, EO.a-d; Reading, Writing and Communicating S.1, GLE.1, EO.b-f; S.1, GLE.2, EO.a-c

[Learning standards key](#)

## Bullying Role-Plays

Students will learn strategies to respond to someone who is bullying them and role-play different scenarios.

### Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

### 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, mean phone calls or text messages or making fun of someone.

### TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Working with a partner on their assigned parts, especially if you have a student who is often a target of bullying. If that is the case, it might be good to assign roles for each student (bully, upstander, adult, friend, etc.).
- Writing prompt cards so students can remember their lines.
- Having one student in the group assigned to prompting the others if they forget their lines.
- Being able to review a recording of the skit at a later date; make the recording available on your class computer.

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

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



## Share (3 mins)

Share with a partner the words you can use if someone is **teasing** or **bullying** you and the thing you wrote down to get help if they don't stop.

## Inspire

### Group Discussion (10 mins)

*We have talked about **joking**, **teasing** and **bullying**. **Bullying** is a problem that affects lots of kids. In fact, three-quarters of all kids say they have been **bullied** or **teased** in an unkind way. As we saw in the book we read, **bullying** can make people feel bad and have other feelings too... hurt, scared, sick, lonely, embarrassed, or sad. We used some words to describe **bullying** in our last activity. Can anyone read some words from the poster? Any other words you would want to add to our list?*

*So do you think bullying is a problem at our school? (Allow for responses.) What do you think you can do if someone is bullying you? (Allow for responses.)*

*Hand out the "What Can I do if I'm Bullied?" sheet. Let's read together some ways that you can respond to a **bully**. Ask for volunteers to read the different strategies.*

- Get help from a friend or trusted adult.
- Stand up for yourself. Example: I don't like it that you lie about me to other people.
- Ignore the **bully** or walk away.
- Tell yourself that you are a great person and the **bully** won't bother you.
- Use humor. Example: I don't really like this sweater either, but my mom made me wear it.

*What would be the easiest way for you to respond to a **bully**? Which would be the hardest way?*

## Empower

### Role-Plays (20-40 mins)

Divide students into groups of two to four, depending on the number of students needed for the role-play, being sensitive to which students will be comfortable working together.

*In your group, read the situation and what way you are supposed to respond to the **bully**. Create a short role-play with your group where you act out the healthy way to respond to someone who is **bullying** you. Make sure that everyone has a part. Let's go through an example. If someone **teases** you over and over again about your new glasses, what could you do or say?*

Allow time for students to respond and encourage them to be specific about what they would do.

Give students time to read through their situation and create a role-play, offering suggestions as necessary.

Encourage students to perform role-plays for their classmates. If you want, you could record the role-plays so that you can discuss them afterward as a class.

### Optional Writing Prompt

Have students choose one role-play or situation and reflect about it in their journals by answering the following question: How would you respond if this situation happened to you or a friend?



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



### Wrap Up (5 mins)

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

#### Evaluation Questions

- Turn over the What Can I do If I'm Bullied? sheet. Let's see if we can remember the five ways to respond to a **bully**.
- Now that you have talked about a bullying situation in your group and watched different role-plays, do you think that you have some strong ways to respond to a **bully**? Why or why not?
- What types of words describe **bullying**?

#### Reflection Questions

- Do you think using the strategies we learned today will help create a kinder classroom?
- Are there any additional strategies you would add to the list?
- How do you know which strategy to use? Are there times when one strategy is better than another?



### Act (2 mins)

#### Kindness Minute

*One way we can help the environment is to reuse one-sided paper. Instead of only writing on one side of your paper, make sure you always use both sides before starting a new page. On the back of your "What Can I Do if I am Bullied?" sheet, write a name of trusted adults at school, home and in your community that you could ask to resolve a **bullying** situation if you ever needed some help.*

#### Kindness in Action

Complete the Home Extension Activity. Put your "What Can I Do if I am Bullied?" sheet somewhere that you can easily see it. You might keep it in your room at home, in your desk at school, on your fridge at home, etc.

### Home Extension Activity

It would work best to send the attached Home Extension activity home after completing Bullying Role-Plays in class. Write the return date on the sheet before you distribute. You may want to distribute in Friday folders and have it returned on Monday.

*We have been talking about bullying in class, and I want you to talk about these ideas with your parent, guardian or another adult who cares for you.*

The day the students bring back their sheet, ask the following questions:

- Do you think that bullying is a problem at your school or in your class?
- What can you do when you see bullying? Are there some ways that are easy for you and some ways that are hard?
- Is there a way that the people you live with can help?



# What can I do if I am bullied?

Bullying is when someone does something on purpose over and over again to make you feel bad or hurts you. They also try to have power over you. Here are some ways or strategies to respond to a bully:

- Get help from a friend or trusted adult.
- Stand up for yourself. Example: I don't like it when you lie about me to others.
- Ignore the bully or walk away.
- Tell yourself that you are a great person.
- Use humor. Example: I don't really like this sweater either, but my mom made me wear it.

## Bullying Role-Plays

**Directions:** Cut apart the bullying situations and give one to each group. Make sure that each student has a part.

**SITUATION 1:** A fourth grader calls another student stupid and knocks into that student on purpose. Create a role-play that shows how you get help from a trusted adult. Make sure everyone has a part.

*Assign three parts: the fourth-grader, the person who is called stupid and the trusted adult.*

**SITUATION 2:** Some second graders always make fun of another boy at recess. They ask him to play soccer but then pick him last for their team and never pass him the ball. Create a role-play that shows how the boy gets help from a friend.

*Assign three parts: two second-graders, Boy who is made fun of and the friend who helps.*

**SITUATION 3:** While looking at you, two students whisper loudly to each other how they don't like you. Create a role-play where you stand up for yourself by saying something to them like: "You may not like me, but I know that I am a unique and special person."

*Assign three parts: the fourth-grader, the person who is called stupid and the trusted adult.*

**SITUATION 4:** A fifth grader comes over to you on the playground and says to stop playing with your best friend because she is weird. Create a role-play where you ignore the bully and keep playing with your friend.

*Assign three parts: A fifth-grader, a second grader his/her best friend.*

**SITUATION 5:** A popular second grader tells the other kids in your class to ignore you because your clothes aren't very stylish. Create a role-play where you use humor by saying "I don't really like this shirt either, but my dad thinks it is really cool and wants me to wear it."

*Assign four parts: the popular second grader (bully) and three other kids.*

**SITUATION 6:** A friend tells you that you have to do what he wants or he won't be your friend anymore. He does this a lot and usually you just give in. Create a role-play where you stand up to this friend and say you would like to do what you want for once.

*Assign two parts: a friend who wants his way and another friend who usually gives in.*

**SITUATION 7:** A second grader says you can't play with the group at recess and tells everyone else to ignore you too. Create a role-play where a friend from the group invites you to play.

*Assign four parts: the bully, a student in the group, a student who gets ignored and a friend of the ignored student.*

**SITUATION 8:** A student in class has recently moved from another country. Another student keeps making fun of the way he talks. Create a role-play where the student ignores the bully and tells himself that he is a really great person.

*Assign two parts: the new student in class and the person making fun of the new student.*

# Home Extension Activity

NAME

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PLEASE RETURN BY

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## Background

As part of the Random Acts of Kindness program, we have been learning about bullying and teasing. We discussed the following ways to respond to bullying: get help from a friend or trusted adult; stand up for yourself; ignore the bully or walk away; tell yourself that you are a great person; use humor.

## Vocabulary Words

**ASSERTIVENESS** Standing up for yourself and what you believe without upsetting others.

**RESPECT** Treating others as you would like to be treated.

## Instructions

Discuss the vocabulary words listed above. Then ask your student what he or she learned about bullying. Then discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date above:

Do you think that bullying is a problem at your school or in your class?

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What can you do when you see bullying? Are there some ways that are easy for you and some ways that are hard?

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Is there a way that we can help?

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