

SCRIPT

2nd Grade - Health TEKS 115.14

(12)(C) identify consequences that result from cyberbullying and inappropriate online and digital usage;

(13)(A) describe consequences for the bully and the impact of bullying on the victim;

(13)(B) describe the difference between reporting and tattling.

Slide One

Introduce yourself to the students if they don't know you.

Slide Two

Hello friends! Today we have something very important to talk about: Bullying and cyberbullying. Does anyone know what bullying is? *Allow students time to respond.* What about cyberbullying? *Allow students time to respond.* Reinforce their answers and ask follow-up questions to probe further, if needed.

Slide Three

Our lesson today has THREE learning goals. By the end of this lesson, you should:

- Understand the impact of bullying, including cyberbullying, on the victim;
- Understand the consequences of bullying and cyberbullying; and
- Understand the difference between tattling and reporting.

Slide Four

First, let's talk about the impact of bullying and cyberbullying on the victim. Can you think of ways that bullying and cyberbullying might impact someone? *Invite the students to respond. Answers will vary, but the goal of the question is to get the students engaged in thinking about the impact of bullying.*

Slide Five

Let's look at some of the impacts of bullying and cyberbullying on the victim. Number one, victims of bullying might become afraid to go to school, or they might be afraid to go places where bullying happens, like the restroom or the playground. Isn't that terrible? Being afraid of school? *Allow students time to respond.*

Number two, victims of bullying can feel very sad and worry about things. Do you like it when you feel sad? Does it feel good to always worry about things? *Allow students time to respond.*

Number three, victims of bullying can feel lonely, or they might think that nobody likes them. Do you ever feel lonely? Is it a good feeling? *Allow students time to respond.*

Number four, victims of bullying can have low self-esteem. What does that mean, to have low self-esteem? What does it look like? What does it feel like? *Allow students time to respond.*

Number five, bullying can hurt the victim's grades in school. Their grades might drop and they might fail their classes. Why do you think bullying can cause someone's grades to drop? *Allow students time to respond.*

Slide Six

Because bullying and cyberbullying have so many negative impacts, adults take it very seriously, and so should you.

Slide Seven

It is important to know that there are serious consequences for bullying and cyberbullying.

Slide Eight

Let's look at the consequences of bullying and cyberbullying. Bullying hurts people. It can hurt the bully and it can hurt the person being bullied. Bullying and cyberbullying interrupt learning and it can mean that you don't get as much time to learn. That hurts everybody! Bullies and cyberbullies can also get into trouble at school. And all of those things make school less fun and less safe.

Slide Nine - Optional

Let's take a look at a story about a bully who turned things around so that she wouldn't get in trouble for being a bully! *Show the video, "The Meanest Girl in Second Grade," which has a run time of 4:52. Here is the link if the embedded video doesn't work: https://youtu.be/QFWfFCmjH_s.*

After the video, allow students time to discuss.

- Turn to a partner and tell them something you noticed in the video.
- What happened when the victim didn't react to the bully? Why?
- What happened to the bully when she talked to her mom? Why?
- What happened when the bully apologized? Why?

Slide Ten

Next, let's learn about the difference between TATTLING and REPORTING.

Slide Eleven

When we TATTLE, we are purposely trying to get someone else in trouble. Usually, the situation is not dangerous, and it could easily be handled by the kids involved because it is a small problem.

Slide Twelve

When we REPORT, we are trying to keep someone safe. Usually, the situation is dangerous or harmful, and it can only be solved with the help of an adult because it is a big problem.

Slide Thirteen

Let's see how well you can tell the difference between tattling and reporting. Do you see the bulletin board over there? *Point to the bulletin board that has been previously prepared for this activity.* On one side, it says "Tattling," and on the other side, it says, "Reporting."

OPTION A: *Do this as a whole class activity.*

I'm going to hold up and read these pieces of paper one at a time, and for each one, you're going to tell me if it is tattling or reporting. Then we will attach it to the bulletin board on the correct side.

OPTION B: *Do this as a partner or small group activity.*

I'm going to hand out one of these papers to each group, and you're going to work together to decide if it's tattling or reporting. Then you will attach it to the bulletin board on the correct side. When everyone is finished, we will check our work and see how we did.

Complete the activity with the students.

Slide Fourteen

Let's see how we did with our learning goals today.

- Our first learning goal was to understand the impact of bullying, including cyberbullying, on the victim. How did we do? Who can tell me the impact of bullying and cyberbullying on the victim? *Allow students time to respond.*
- Our second learning goal was to understand the consequences of bullying and cyberbullying. How did we do? Who can tell me the consequences of bullying and cyberbullying? *Allow students time to respond.*
- Our third learning goal was to understand the difference between tattling and reporting. Who can tell me the difference between tattling and reporting? *Allow students time to respond.*

Slide Fifteen

Great job today! We learned so much together. Remember to always report bullying to a teacher or another trusted adult. There are serious consequences to bullying, so by reporting it, YOU can help keep everyone safe!