

# **GIRLS GUIDE TO END BULLYING**

## Relational Bullying Lesson Plan

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## RELATIONAL BULLYING LESSON PLAN

1. **Recognize Bullying** To stop relational bullying you have to know what it looks like.
2. **After the Bullying** Why you should stand up to bullying: from the victim's point of view.
3. **If You See Bullying Happening** Most teens agree that they are against bullying, but many do not know what to do about it. Here we will show you what to do and what not to do when you see relational bullying happening.
4. **If Bullying Happens to You** Sometimes teens do not know what to do when they are being bullied. Here we will provide you with specific actions to take to stop relational bullying.
5. **Bring it Together** Highlights and things to think about.

### BEFORE THE LESSON

1. Read Chapter 1: How to Use The Guide in Your Classroom in the Teacher Manual.
2. Read through the lesson plan.
3. Read over each of the Group Discussion Topics and Think You Know questions and choose ones you feel will work best in your classroom.
4. Read through and make copies of the activities you feel will work best in your classroom. The activities are located at the end of The Lesson Plan.

**Mini Lesson: Learning how to control your worst case scenario thoughts and what makes a healthy friendship.** All activities, group discussion topics, and PDFs that are related to the mini lesson are marked by a ✨

**Teacher Manual:** The information covered in the "Teacher Notes" sections in the Lesson Plan is covered at more length in the Teacher Manual. The symbol **TM** will tell you the specific chapter the information can be found in.

## 1. Recognize: Relational Bullying

To stop relational bullying, you have to know what it looks like.

Log on to [GirlsGuidetoEndBullying.org](http://GirlsGuidetoEndBullying.org)

Click on Start Guide—On the top of the page click *Relational Bullying* and select *Recognize Bullying*.

1. Instruct the students to read through the “Recognize Bullying” page and watch both videos.

**Think You Know?** The answers to these questions can be found below each question on the website.

- Why do Becca and Jen exclude Molly instead of directly asking her if she was talking about them?
- What could Becca and Jen have done instead of excluding Molly?
- Why is excluding someone considered bullying?
- Can you see how easily a rumor can start, even though Mary’s friends were not trying to start a rumor?
- Do you think Taylor meant to start the rumor? Why or why not?
- Why is passing a rumor considered bullying?
- Can you think of some other ways girls use relational bullying?
- Have you seen these types of things happen? Did you recognize it as bullying? Why or why not?

### TEACHER NOTES

- It is important that both teachers and students understand that the actions discussed in this section are bullying.

#### TM Chapter 2: How to Recognize Bullying

- Occurrences of relational bullying increase with age. Girls place a higher value on friendship along with the need to be included in high status groups. This is one reason why relational bullying is so effective.
- Relational bullying is also known as relational aggression, indirect bullying or social aggression.

### OTHER NOTES:

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- What are some reasons why girls do not stand up to relational bullying? Why are these reasons bad?
  - Reasons:
    - You are afraid of becoming the next target.
    - Maybe you think you benefit in some way from the bullying, such as moving up in status if the victim is kicked out of the group.
    - You don't want everyone to be mad at you.
    - You are actually entertained by it.
  - No one deserves to be bullied. Girls use relational aggression to control and hurt other girls. This is not healthy and if you are not standing up to bullying you are taking part in it.
  
- What are some good ways to handle rumors when you hear them?
  - Do not spread them.
  - Tell the person who told you the rumor that it is none of their business or say, "Who cares?"
  - Ask the victim if she is okay. Tell her you do not believe the rumor and that you are sorry this is happening.
  - When you hear the rumor, instead of spreading it, say something nice about the victim.

### Activities

- **I Play a Role (Relational Bullying):** This activity will help students think about a time they witnessed bullying, the role they played and what they can do next time they see it.
  
- **A Bucket of Sand:** This activity will help students think about how powerful a rumor can be and how hard it is to undo the damage rumors cause.
  
- **Different Perspectives:** This activity will help students understand the different perspectives bystanders have to relational bullying and how they can react to each one.

**Think You Know?** The answers to these questions can be found below each question on the website.

- Do you think Jen was able to help keep the situation from getting worse? What did she do right?

### TEACHER NOTES

- Relational bullying is a group process so if you see relational bullying be prepared to confront the entire group.
  
- Relational bullying is done indirectly and can be hard for teachers to spot. If you think it is happening, follow your instinct and intervene.

**TM Chapter 3: Addressing Bullying When You See it**

### OTHER NOTES:

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## 4. If Bullying Happens to You: Relational Bullying

Sometimes teens do not know what to do when they are being bullied. Here we will provide you with specific actions to take to stop relational bullying.

1. Instruct the students to read through the “If Bullying Happens to You” page and watch both videos.
- ★ 2. Ask students to click on and read **“What to do if you think your friendship might be ending PDF”** (This can be found towards the bottom of the page under “Stay Busy”)

Many victims of relational bullying are in unhealthy friendships and don't know how to end the friendship. This guide will help students think about whether they want to end the friendship and steps to take.

### Group Discussion Topics

- What are some things you can do or say if someone says or does something mean and then says, “Can't you take a joke?” or “You are too sensitive?”
  - If you have been the butt of a joke or someone has put you down, you are allowed to feel mad or upset.
  - Bullies use comments like, “Can't you take a joke” to take the blame off of them and put it on the victim for not being able to take a joke.
  - Some things students can do:
    - Tell the person that what she said or did really hurt your feelings and to not do it again.
    - Tell the person everyone takes jokes differently.
    - If the behavior continues, consider whether it is a friendship worth keeping.
- ★ □ Teachers: Write “Healthy friendship” on one side of the board and write “Unhealthy friendship” on the other side. Ask the students to list qualities of both and write them down. This can help students think about what makes a healthy friendship.

### TEACHER NOTES

- When girls experience relational bullying they tend to feel very strong negative emotions and respond reactively such as crying or bullying back. This almost always makes the situation worse. Helping girls stop these over reactions can help them cope with and end bullying.

**TM** Chapter 4: How to Talk to the Victim, Bully and Bystander

### OTHER NOTES:

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- ★ □ What are some ways you can change the “worst-case-scenario thoughts” or over reactions that you have to bullying? Students will have other ideas on how to do this, it may be a good idea to list these on the board so everyone can see them.
  - Students need to learn how to change “worst-case-scenario-thoughts” into more positive thoughts.
  - If the student feels overly emotional or angry:
    - Use breathing exercises.
    - Visualization.
    - Counting to 10 or even 100.
  - Then go back to the negative thought and try changing it to a more positive one.
  
- Why is it important to talk to the bully both face-to-face and privately?
  - Talking to the bully face to face is always best because indirect communication such as email or text messages can be easily misread. Also, you may be unaware if the bully is alone or with someone else.
  - Talking to the bully away from others can help keep you both calm. If other students are around, you may be less likely to stand up for yourself and the bully may try to bully you even more.

### Activities

- ★ □ **Worst Case Scenario Thought (WCST):** This activity will help students spot the WCST, understand how these thoughts can affect someone, and how to change the thought into something more positive.
  
- **Action Plan (Relational Bullying):** This activity will help students come up with an action plan to deal with relational bullying.
  
- **Assumptions: Is it Really What You Think?** This activity will help students think about and understand how quickly and easily assumptions are made.

### TEACHER NOTES

- Students feel uncertain about finding help for relational bullying because there is no evidence it happened. On top of this, many adults do not think relational aggression is bullying. But the effects can be damaging so take the students' complaints of relational bullying serious.

### OTHER NOTES:

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## I Play a Role

### Relational Bullying

Often, the reason bystanders do not intervene when they see bullying happening is because they don't know what to do about it.

**GOAL:** This activity will help you think about a time that you witnessed bullying, the role you played in the bullying, and what you can do the next time you see it happening.

Think about a time that you saw someone being relationally bullied and answer the following questions:

1. What happened?
2. What did you do?
3. Did this reinforce the bully or help the victim? Explain.
4. How do you think the victim felt?
5. What role would you like to play next time you see it happening? What are some specific things you can do?

## A Bucket of Sand

Rumors and gossip can have damaging effects on the victim. But many times those who start a rumor don't think about these effects and how quickly rumors can spread.

**Goal:** The following activity will help you think about how powerful a rumor can be and how hard it is to undo the damage rumors cause.

Think about a time you heard a rumor or you started one. Read the following parable.

*Once there was a girl who was jealous of another girl in her school. She decided to spread a mean rumor about her. The girl told the rumor to a few people who continued to spread the rumor. Soon the rumor had spread to the whole school. When the girl understood what she had done she went to see her teacher.*

*"How could I rectify what I've done?" she asked the teacher.*

*The teacher replied, "You must throw a bucketful of sand in the air and collect every single grain of sand back into the bucket."*

*The girl did what the teacher had told, but collecting all of the sand back into the bucket was impossible.*

*The girl went back to the teacher.*

*"I cannot do as you advised. The grains have spread all over and I could not find them all even though I tried."*

*The teacher nodded. "Now you understand. You cannot undo the damage you have caused. Each grain of sand represents a person who has heard the rumor you spread. Rumors are just like sand; once the grains have been spread, they are impossible to get back."*

**Answer the following questions about the parable:**

1) What was the teacher trying to tell the girl who had spread the rumor?

2) This parable suggests that it is difficult to undo the damage a rumor can cause. Give specific reasons why a rumor is so hard to stop and why it is almost impossible to undo the damage.

Thinking about what you have learned from *Girls Guide to End Bullying*, answer the following questions about rumors.

There are 3 different people who take part in spreading rumors, who are they?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Why do people start rumors and spread them?

What can each of these people do to stop the rumor?



## Different Perspectives

A bystander is anyone who witnesses bullying or hears about bullying. There are different roles bystanders can take.

In this activity the three roles are:

1. Seeing the bullying and the victim is your close friend.
2. Seeing the bullying and the victim is just someone you know.
3. You hear about the bullying from others.

**GOAL:** This activity will help students understand the different perspectives bystanders have and how to react to each one.

Below are three different scenarios. Each scenario is seen from the three different bystander perspectives. As you read through each scenario, answer the following questions.

1. What **role** or perspective is this?
2. How do you **think** the victim is feeling?
3. What is something you could do that would **reinforce** the bully?
4. What are three things you could do to **help** the victim?

### Scenario 1

1. You are in a group of friends and the group has decided that they are going to ignore Haley for the rest of the day. No one is supposed to talk to her and if she comes near your group, everyone is supposed to move away from her. You are also supposed to pretend to whisper about her when she is around.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

2. You are standing in the hallway and you see Haley being excluded by her friends. They are ignoring her and moving away when she comes near them. Her friends are also whispering and looking at Haley.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

3. You are sitting in class and Haley walks in. She is hugging her books close to her chest and crying. You have heard that her friends have been ignoring her today and saying some pretty mean things about her.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

## Scenario 2

1. You are sitting at lunch with some girlfriends and they start discussing some juicy gossip about Clara, a good friend of yours. They ask you if you know anything about her. You know a lot about her and can share it with the group, which means you will probably be the favorite in the group that day.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

2. You are standing in the lunch line with a good friend of yours. She starts telling you some gossip she heard about Clara, a girl you know.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

3. It is the end of lunch and you have just heard the gossip about Clara. You can tell the gossip has pretty much spread around the entire lunch room. Everyone is looking at Clara as she throws away her lunch and leaves with her head down.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

### Scenario 3

1. You and two of your friends are outside school in the morning talking. Madison, another friend of yours walks up and the girls begin to give her the silent treatment. Madison asks if you all are mad at her. Your friends tell her they are tired of her trying to be better than everyone else. They then threaten to reveal her crush to the entire school over Facebook.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

2. You are standing outside of the school waiting for the doors to open. You overhear one of Madison's friends telling her how she is tired of her trying to be better than everyone. She then threatens to tell everyone about a crush Madison has.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

3. You are waiting for the door to open to your first class. You see Madison standing by herself instead of with her group of friends. You know the girls she is friends with and you are pretty sure they have done something mean to her.

(Role) \_\_\_\_\_

(Think) \_\_\_\_\_

(Reinforce) \_\_\_\_\_

(Help) \_\_\_\_\_

## Worst Case Scenario

There are thoughts in our heads that creep in when we least expect it. They can make us worried, scared and paranoid. We call these thoughts our “**Worse Case Scenario Thoughts**” (WCST). These thoughts influence our feelings and behaviors, can make us believe things that are not true, or make us feel bad about ourselves. WCSTs lead you to think you know what someone is thinking and although these thoughts can feel true, they almost never are.

**How does this relate to bullying?** Relational bullying is often the result of a misunderstanding between friends. These misunderstandings usually happen because someone acted on their “worst case scenario thoughts”. When this happens they may react by gossiping, excluding or withdrawing their friendship.

The best thing you can do is work on recognizing your WCSTs. Once you understand that the thoughts in your head may not be true, you will be better able to change those thoughts into:

- Something positive
- A different perspective
- Something more reasonable

**GOAL:** The following activity will help you spot the WCST, understand how these thoughts can affect someone, and how to change the thought into something more positive.

*Read each statement and identify the WCST, the feeling or action that might happen because of the WCST, and then change the thought into something more positive, a different perspective, or into something more reasonable.*

### **EXAMPLE**

#### **1) Jessica just ignored me in the hallway. She must be mad at me!**

WCST: She must be mad at me!

FEELINGS & ACTIONS: Upset, worried, might ignore Jessica now since she ignored her first.

CHANGE: There is no reason for her to be mad at me, it was loud in the hallway, maybe she didn't hear me.

**2) My friends are whispering to each other and looking at me. They must be talking about me!**

WCST: .....

FEELINGS & ACTIONS: .....

CHANGE: .....

**3) Today, every time I try to talk to Lori, she doesn't say much. She can be a real brat.**

WCST: .....

FEELINGS & ACTIONS: .....

CHANGE: .....

**4) Ashley is mad at me and now I can tell everyone is looking at me. She must have told everyone what happened.**

WCST: .....

FEELINGS & ACTIONS: .....

CHANGE: .....

**Now that you know what the "Worst Case Scenario Thought" looks like, applying this to your own thoughts will help you catch the thought in action.**

1) List two times in the past week you have had a WCST in your head

1) .....

2) .....

2) Sometimes people ask, "Well what if they really were mad, or whispering about me, or ignoring me on purpose, the voice is right then, right?" Not exactly. The feelings and actions that happen after WCST are almost never positive. These thoughts can make us feel bad and almost always makes the situation worse.

Think about the feelings and actions that followed each of your WCST listed above and write them down.

1) .....

2) .....

3) Why can these thoughts and feelings make the situation worse and why are they not always "right"?

4) Now, change your WCST into something positive, a different perspective, or something more reasonable.

1) .....

2) .....

## Action Plan - Relational Bullying

**Instructions:** Use this activity to think about the bullying you experienced or may experience and come up with a plan for how you will deal with the bullying if it happens again.

1) **Think:** Write down what happened and what reactions you had to the bullying.

2) **Relax:** Think about how you will decide to control your emotions. List something specific you will do for each.

Breathing exercise

\_\_\_\_\_  
Concentrate on something else

\_\_\_\_\_  
Relax tight muscles

\_\_\_\_\_  
Use visualization

\_\_\_\_\_  
Stay positive

\_\_\_\_\_  
Use positive self-talk

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) **Strategies:** Choose actions you will take to stop the bullying.

- Walk away/leave the situation
- Talk to a friend
- Talk to an adult/ask for advice
- Do not gossip or use relational bullying
- Respond to the bully
- Practice what you want to say
- Be assertive/confident
- Talk to each person individually
- Stay busy
- Report the bullying
- Other ideas

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### 4) **Action Plan**

Take your answers from steps 1-3 and map out your action plan here. Be as detailed as possible! Write down exactly what you will do to keep your emotions in check, what adults or friends you will talk to, etc. Try to come up with at least two different plans of action.

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## Assumptions: Is it Really What You Think?

### What is an assumption?

Making an assumption is when you make a decision about something or someone without having all of the facts.

We tend to rely on cues and signals from others to figure out what they are thinking. Eventually we become convinced that our guess is fact without proof. This is indirect communication. It encourages you to fill in the blanks on your own and make assumptions about others. It is easy to fantasize what others are thinking and doing. This can eventually lead to gossip and misunderstandings between friends.

**GOAL:** The following activity will help students think about and understand how quickly and easily assumptions are made.

Directions: Read the following scenario and answer the corresponding questions.

### Scenario

Amy is upset over her math grade. At lunch she avoids looking at her friends in fear she might show that she is upset. She doesn't want anyone to know how badly she is doing. Her friends ask her what is wrong but she just shakes her head and says nothing. One friend in particular, Jenna, who is sitting right next to Amy, feels like Amy has been giving her the cold shoulder all day and decides, "*She must be mad at me.*" Instead of asking if Amy is mad at her, after lunch Jenna pulls aside their other girlfriends and discusses why Amy would be mad at Jenna. When Amy walks by them out of the lunch room the girls fall silent. The rest of the day Jenna and the other girls ignore Amy. Amy doesn't understand why everyone is being mean to her and is confused and feels even more stressed because now not only is she almost failing math, but all of her friends are mad at her.

Because Jenna made the assumption that Amy was mad, a cycle has started and not only will the other girls start making assumptions, but Amy is now left to start assuming why the girls are mad at her.

**Map the situation:**

In each box, write what each person does and assumptions they make that contribute to making the situation worse?

Amy	The bystanders	Jenna

*Follow-up questions*

**Amy**

1. What did Amy do that was okay? What could Amy have done differently and why?
  
2. What could Amy have done after she realized her friends were mad at her?

### **Jenna**

1. *What assumptions does Jenna make and why? Why are these assumptions wrong?*
  
2. *What happened when Jenna made these assumptions?*
  
3. *What could Jenna have done as soon as she felt Amy was giving her the cold shoulder?*

### **The bystanders**

1. *What did the other girls in the group do right? What did they do wrong?*
  
2. *What could the other girls in the group have done differently?*

## ANSWERS:

### Assumptions: Is it Really What You Think?

#### What is an assumption?

Making an assumption is when you make a decision about something or someone without having all of the facts.

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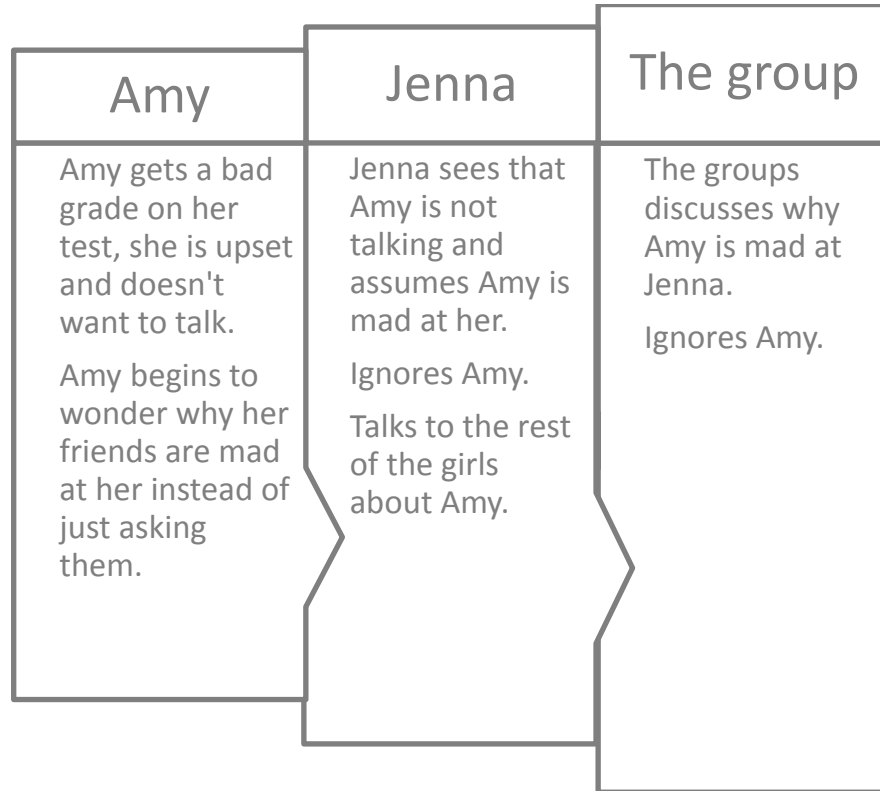
#### Scenario

Amy is upset over her math grade. At lunch she avoids looking at her friends in fear she might show that she is upset. She doesn't want anyone to know how badly she is doing. Her friends ask her what is wrong but she just shakes her head and says nothing. One friend in particular, Jenna, who is sitting right next to Amy, feels like Amy has been giving her the cold shoulder all day and decides, "*She must be mad at me.*" Instead of asking if Amy is mad at her, after lunch Jenna pulls aside their other girlfriends and discusses why Amy would be mad at Jenna. When Amy walks by them out of the lunch room the girls fall silent. The rest of the day Jenna and the other girls ignore Amy. Amy doesn't understand why everyone is being mean to her and is confused and feels even more stressed because now not only is she almost failing math, but all of her friends are mad at her.

Because Jenna made the assumption that Amy was mad, a cycle has started and not only will the other girls start making assumptions, but Amy is now left to start assuming why the girls are mad at her.

### Map the situation:

In each box, write what each person did and assumptions they make that contribute to making the situation worse?



### Follow-up questions

#### **Amy**

1. *What did Amy do that was okay? What could Amy have done differently and why?*
  - Amy was allowed to feel upset about her math grade and she was allowed to eat lunch in silence, but when her friends asked her what was wrong, she could have said:
    - She was upset over something that happened in math.
    - She was upset over a grade she received.
    - Told them the whole truth.
    - Told them she would talk to them about it later but she just didn't feel well.

2. *What could Amy have done after she realized her friends were mad at her?*
  - Called Jenna later and confronted her about the situation.
  - Sent Jenna a text, asking her if she was mad and what was wrong at lunch.
  - Told Jenna that she was there for her to talk to when she was ready.

### Jenna

1. *What assumptions does Jenna make and why? Why are these assumptions wrong?*
  - Jenna thinks that Amy is mad at her because she is not talking to her. They are wrong because Amy is not mad at her.
2. *What happened when Jenna made these assumptions?*
  - Jenna is now mad at Amy. Instead of talking to Amy about it, Jenna gets the other girls involved and now they are all ignoring Jenna.
3. *What could Jenna have done as soon as she felt Amy was giving her the cold shoulder?*
  - The antidote to assumptions is information.
    - Ask Amy if she is mad.
    - Ask how her day is going, if anything happened.
    - If she doesn't feel comfortable asking Amy:
      - Know when you are making an assumption.
      - Catch yourself making assumptions in the moment instead of too late.
      - Question the assumption.
      - Are there any other reasons why Amy might be acting this way?
      - You need to be 100% sure the assumption you came up with has to be true.
      - Try thinking about the assumptions that were made.
      - Say in your head "I wonder if Amy is mad at me, or if she is having a bad day."
      - This makes the assumption not absolute.
      - Do not involve others in your assumptions.

### The bystanders

1. *What did the other girls in the group do right? What did they do wrong?*
  - Jenna was the only one who assumed Amy was mad, but once Jenna brought it up, the others agreed with her without getting the facts
2. *What could the other girls in the group have done differently?*
  - In the lunch room
    - Ask Amy questions. She is obviously feeling bad and may want to talk.
    - If she responds with a short “nothing” or “I am fine” but you know she is not.
      - Ask her if she has had a bad day. She may answer yes and you can leave it at that.
    - Ask what happened.
    - Ask her why she is not talking much.
    - Tell her that if she wants to talk you are there for her whenever.
    - Give her a compliment.
  - Do not ask around about what might be wrong.
    - This will let others know that Amy is upset.
    - This will invite rumors and gossiping.
  - Tell her Jenna she is making assumptions.
  - Do not partake in the assumption making.
  - Change the subject.
  - Tell Jenna that they can all talk to Amy about it later.
  - When Amy walks by, leave the group and walk with her.