

GIRLS GUIDE TO END BULLYING

Verbal Bullying Lesson Plan

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VERBAL BULLYING LESSON PLAN

1. **Recognize Bullying** To stop verbal 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 verbal 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 verbal 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 through each of the Group Discussion Topics and Think You Know Questions and choose the 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: Learn how to assertively respond to bullying.

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: Verbal Bullying

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

Log on to GirlsGuidetoEndBullying.org

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

1. Instruct the students to read through the “Recognize Bullying” page and watch the video.
2. **Other Examples of Verbal Bullying** – read through this list of examples with the students.

This will help students understand the different ways people can be verbally bullied.

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

- Why does Kelly say “Can’t you take a joke?”
- Why do teens like Kelly use verbal bullying?
- Can you think of other examples of obvious and not so obvious ways teens can be verbally bullied?
- How do you feel when someone uses “just kidding” after making a negative comment about you?
- Are there times when teasing and negative comments would not be considered verbal bullying?

TEACHER NOTES

- Urge students to think about what they have seen or heard around their school. It is important for students to start to recognize bullying actions that they may not have before.
- Verbal bullying is one of the most under reported forms of bullying so it is important for teachers to know what it looks like so they can stop it.

TM Chapter 2: How to Recognize Bullying

- Verbal bullying frequently occurs in hallways and lunchrooms.

OTHER NOTES:

Take Home Points:

The following information is important for students to understand once you have completed this section.

- **You can't stop verbal bullying if you don't know what it looks like.**
- **Verbal bullying can take many forms and may even be played off as a joke.**
- **Using "just kidding" or "can't you take a joke" are ways bullies disguise their actions to make them look harmless, but it can actually make the victim feel worse.**

TEACHER NOTES

- Verbal bullying is frequently discreet or whispered, or played off as a joke. Teachers, pay attention to the reaction of the victim. If they seem upset, step in and stop the behavior.

TM Chapter 3: Addressing Bullying When You See it

OTHER NOTES:

2. After the Bullying: Verbal Bullying

Why you should stand up to verbal bullying: from the victim's point of view

1. Instruct the students to read through the “After the Bullying” page and watch the video.
2. **“Learn the Effects of Verbal Bullying (PDF)”** – Read through this information with the students.

Students underestimate the emotional effects of bullying. This will help students form empathy for the victim and may increase their willingness to help.

Activities

- Making Assumptions:** This activity helps students think about the assumptions they make about people and how this affects their judgment on why people are bullied.

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

- Why does Rachel yell at herself in the mirror?
- What are some not so obvious things Rachel is feeling?
- Why would Rachel think everyone feels this way about her?
- Why would verbal bullying make someone feel just as bad as physical bullying?
- What are some things you might be feeling if you were Rachel?

TEACHER NOTES

- Verbal bullying does not usually leave physical evidence so it can be very difficult to see or understand what the victim is going through.
- Verbal bullying has after-effects. When a student is repeatedly verbally harassed other students begin to look at that student negatively. In turn the victim is often excluded from prosocial activities and lacks friends.

OTHER NOTES:

3. If You See Bullying Happening: Verbal Bullying

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 verbal bullying.

1. Instruct the students to read through the “If You See Bullying” page and watch the video.
2. **Other ways that you might be supporting verbal bullying.** Read through this with the students.

To stop bullying it is important students understand all of the ways they may be supporting bullying.

Group Discussion Topics

- Why do you think that when bystanders intervene in bullying it usually stops within 10 seconds?
 - o When bystanders intervene in bullying, this takes the power away from the bully.
 - o When the bully realizes that the victim has support from other students they are less likely to bully the victim again.
- What can you do if you don't feel safe telling the bully to stop?
 - o That is okay, you do not have to put yourself in a dangerous situation.
 - o Support the victim after they have been bullied.
 - o Ask them if they are okay.
 - o Offer to go with them to talk to an adult.

TEACHER NOTES

- Teachers are often unaware when verbal bullying is happening, while bystanders witness over 80% of it. It is important to encourage bystanders to take action against it.

TM Chapter 5: Encouraging Bystanders to End Bullying

- When you do see or hear verbal bullying, intervene by telling bully that the behavior is not acceptable in your class or at your school.

TM Chapter 3: Addressing Bullying When You See it

EXTRA TIPS

Remember, when you support a victim of bullying other students see this and are more likely to stand up to bullies.

Take a second to think about how you would feel if it was you being bullied and what you want others to do.

Activities

- I Play a Role (Verbal 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.
- What's Your Opinion?** This activity will help students think about issues bystanders face when they see bullying, why they decide to help, and the best way to help a victim.

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

- How and why does Samantha reinforce the bullying at first?
- How does Samantha telling Emma, another bystander to, "stop laughing" help Rachel?
- Are there actions Samantha takes that you feel comfortable doing if you see someone being verbally bullied?
- Think about when Samantha stood up to Kelly. What did you think about Samantha? Did you like her more? Why or why not?

Take Home Points:

The following information is important for students to understand once you have completed this section.

- **When bystanders do nothing when they see bullying, they are supporting the bully.**
- **The best thing to do when you see bullying is to support the victim. Tell the victim you are sorry that happened and ask if they are okay.**

TEACHER NOTES

- If you see bystanders reinforcing bullying, say something to them. Ask if they understand that their actions encouraged the bully and help them come up with better actions they can take next time.

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

- Encourage students to stop excusing the insults, rumor spreading and other types of bullying as "teen stuff" and to stop convincing themselves that their voice won't change anything.

OTHER NOTES:

4. If Bullying Happens to You: Verbal 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 verbal bullying.

1. Instruct the students to read through “If bullying happens to you” and watch the video.

Group discussion Topics

- ✦ What does being assertive mean? Why is it important to be assertive when responding to a bully?
 - Being assertive is standing up for yourself in a way that does not disrespect the other person.
 - Being assertive when responding to a bully can show you are willing to stand up for yourself and you may not be such an easy mark
 - Being assertive can also keep the situation from escalating. Assertive is different from aggressive in that you are not being threatening towards the bully.

Activities

- ✦ **How to be Assertive: Using Body Language.** This activity helps students think about what their body language looks like during passive, assertive and aggressive responses to bullying.
- ✦ **Understanding Fogging.** This activity will help students understand how to use fogging and come up with their own fogging answers.
- Action Plan (Verbal Bullying)** This activity will help students come up with an action plan to deal with physical bullying.

TEACHER NOTES

- Verbal bullying can feel like the hardest type of bullying to deal with because there is no evidence that it happened. Let students know there ARE things they can do to stop the bullying.
- If a student comes to you and tells you that they are being verbally bullied, believe them.

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

- Give victims of verbal bullying tools to respond to the bully such as fogging or using a comeback line.
- Encourage students to come up with their own responses, but reinforce that it is always important to be assertive and confident.

OTHER NOTES:

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

- Do you think being prepared helped Rachel? Why?
- Do you think Rachel's responses to Kelly were aggressive or assertive? What are the differences between these two responses?
- Can you come up with some aggressive responses Rachel could have used? How would you change the aggressive responses into assertive ones?
- Do you think responding to verbal bullying the way Rachel did changed how others look at her? Why?
- What are some things Rachel said that you like and feel comfortable saying?
- Why is it best to talk to a bully, like Kelly, away from others?

Take Home Points:

The following information is important for students to understand once you have completed this section.

- **There are always things you can do to stop the bullying that is happening to you.**
- **Being assertive can stop the bullying without making the situation worse.**
- **If you can, try to talk to the bully away from other students.**

TEACHER NOTES

- The Action Plan encourages students to come up with their own solutions and strategies for handling bullying. Keep a list of strategies students come up with on their own and make it available for other students to see and use.

OTHER NOTES:

5. Bring it Together: Verbal Bullying

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1. Instruct the students to read the Bring it Together page

 2. Ask if anyone has any questions. This is a good time to make sure the students understand all of the material that has been covered.

 3. Have the students open and read tips 4 & 5 on “**How to Be a Better Friend PDF**”

 4. Have students open “**Are you part of the solution or part of the problem. Take our quiz and find out if you may be a bully PDF**”
 - If students answered “yes” to any of these questions encourage them to read “**If you think you are a bully PDF**”

TEACHER NOTES

OTHER NOTES:

Making Assumptions

Making an assumption is coming to a conclusion about something without knowing all of the facts. People make assumptions on a daily basis to fill in the blanks and minimize asking questions. But a lot of times our assumptions can cause us to make judgments about people that are wrong. These judgments can happen within 30 seconds of meeting someone.

How does this relate to bullying? One of the reasons bystanders do not intervene are the assumptions they have made about the victim. These assumptions can lead bystanders to believe that the victim deserves to be bullied.

GOAL: Learn the different assumptions you make about people and why they might be bullied.

Read the 5 descriptions of different female students. As you read through each of these, try to form a picture in your head of each student by thinking about what the person looks like, how they act, or what they like to do. Then fill in each of the boxes below about the person.

	What are 3 assumptions you made about the person?	Why might they be bullied?	Do they deserve to be bullied? Give 3 reasons why or why not.
Abbey is short in height and skinny. She has long brown hair that goes to the middle of her back. She wears glasses and is quiet around other students.			
Marci is tall and has dyed black hair. She likes to dress in all black clothing and paints her fingernails dark purple. She also has several piercings.			

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	What are 3 assumptions you made about this person?	Why might they be bullied?	Do they deserve to be bullied? Give 3 reasons why or why not.
Ally has short blonde hair that is sometimes messy. She is overweight and keeps to herself most of the time. She also struggles in school and with her grades.			
Kate has long blonde hair and likes to wear makeup. She always tries to dress fashionable and is up on trends. She does well in school and is part of the varsity volleyball team.			
Kristen is tall and likes to wear low cut shirts. She is flirty with boys but doesn't have many girlfriends. She also likes to gossip.			

I Play a Role

Verbal 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 verbally 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?

What's Your Opinion?

Issues bystanders face, such as who should help someone who is being bullied, can be confusing. Sometimes hearing the opinions and thoughts of others can give you a different perspective about why you should help someone who is being bullied.

GOAL: This activity will help you think about the issues bystanders face when they see bullying, why they decide to help, and the best way to help a victim.

Work with a friend or several friends to discuss the following issues. You will share your thoughts, feelings, and beliefs on each of the following statements and then come to an agreement about the best way to address the topic.

- 1. Why is it that when students see a bystander helping a victim of bullying, they are more likely to stand up for the victim and support them in the future?**

- 2. Do you think providing support to someone who has been verbally bullied (*asking if they are okay, telling them you are sorry that happened*) is the best way to help them? Why or why not?**

- 3. Do you think that if someone has been bullied it is the responsibility of their friends to help them, not everyone else. Why or why not?**

Understanding Fogging

Standing up to a bully can be intimidating. But learning ways to respond to a bully without escalating the situation can help stop the bullying.

Fogging is when a person who is being bullied responds with neutral statements or is in agreement with what the bully says. The person being bullied does not deny what is being said and does not act aggressively. For example saying, "Thanks" or "That's your opinion." The idea is to show the bully that they are not succeeding in bothering you.

GOAL: Learn how to use fogging and come up with your own fogging statements.

Read the following bullying statements and come up with some fogging responses on your own. Use the first few examples as a guide for coming up with your own responses.

I've never seen someone's hair such a mess!	Fogging response: Thanks.	No offense, but that shirt looks terrible on you.	Fogging response: That's your opinion.
You are such a loser!	Fogging response:	Here comes Miss Piggy! Why don't you go eat another piece of pizza.	Fogging response:
Everybody pretty much hates you.	Fogging response:	Nobody cares what you think.	Fogging response:
How does it feel to have no friends?	Fogging response:	You're just a big geek.	Fogging response:
You don't stand a chance going out with Nick.	Fogging response:	That is the dumbest thing anyone has ever said.	Fogging response:

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<p>I've never seen someone's hair such a mess!</p>	<p>Fogging response: Thanks.</p>	<p>No offense, but that shirt looks terrible on you.</p>	<p>Fogging response: That's your opinion.</p>
<p>You are such a loser!</p>	<p>Fogging response: That's your opinion. Why do you care?</p>	<p>Here comes Miss Piggy! Why don't you go eat another piece of pizza?</p>	<p>Fogging response: Maybe I will.</p>
<p>Everybody pretty much hates you.</p>	<p>Fogging response: Why does that concern you?</p>	<p>Nobody cares what you think.</p>	<p>Fogging response: That's interesting.</p>
<p>How does it feel to have no friends?</p>	<p>Fogging response: Fine.</p>	<p>You're just a big geek.</p>	<p>Fogging response: Yes, I do well in school.</p>
<p>You don't stand a chance going out with Nick.</p>	<p>Fogging response: Well, I sure haven't won any beauty contests.</p>	<p>That is the dumbest thing anyone has ever said.</p>	<p>Fogging response: Oh, okay.</p>

How to be Assertive: Using Body Language

Being bullied can have negative effects on your self-esteem and confidence. Even though you might not feel your best when you are bullied, being assertive when responding to bullying can be a great way to take back whatever feelings of confidence the bully has taken away.

An easy way to show confidence is through your body language. Body language makes up over 75% of your communication. And your body language is something the bully watches to know if what they are doing is working.

GOAL: Think about what your body language looks like for a passive response, an assertive response and an aggressive response when you are being bullied.

In the boxes below, list 5 ways you communicate each of these with body language. Then list what each of these responses tells the bully.

PASSIVE	ASSERTIVE	AGGRESSIVE
- - - - -	- - - - -	- - - - -
What does this response tell the bully?	What does this response tell the bully?	What does this response tell the bully?

Why does being passive not work when being bullied?

Why does being aggressive not work when being bullied?

Why is being assertive a better choice when being bullied?

ANSWERS:

How to be Assertive: Using Body Language

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In the boxes below, list 5 ways you communicate each of these with body language. Then list what each of these responses tells the bully.

PASSIVE	ASSERTIVE	AGGRESSIVE
<ul style="list-style-type: none"> - Cry - Cower - Sulk - Talk in a quiet voice - Avoid eye contact 	<ul style="list-style-type: none"> - Use a strong confident voice - Stand tall - Keep eye contact - Keep hands at side - Face the bully directly 	<ul style="list-style-type: none"> - Hands in fists - Loud voice - Standing close to the bully - Frowning - Making sudden movements or insulting gestures
<p>What does this response tell the bully?</p> <p>This response tells the bully you are afraid. It tells them that you will take the bullying and not stand up for yourself.</p>	<p>What does this response tell the bully?</p> <p>This response tells the bully that you are willing to stand up for yourself if you need too and that you are not an easy target. It will make them think twice about bullying you.</p>	<p>What does this response tell the bully?</p> <p>This response threatens the bully. It will probably escalate the situation and will not help solve the problem.</p>

Why does being passive not work very well when being bullied?

Using passive body language when being bullied does nothing to stop the bullying. In fact it can encourage the bully by sending them the message that the victim is probably not going to stand up for themselves. These are the types of reactions the bully is hoping to get from the victim, which will also encourage the bully more.

Why does being aggressive not work when being bullied?

Using aggressive body language when being bullied does nothing to stop the bullying. Being aggressive will almost always escalate the situation in a negative way. The bully will take aggressive body language as threatening and intensify their bullying of the victim. If the bullying becomes physical and the victim fights back, the victim may also be blamed or get in trouble.

Why is being assertive a better choice when being bullied?

Being assertive is the best way to put an end to bullying. By being assertive you are sending the message that you are in control of yourself, you understand what the bully is doing and you are not putting up with it. Using assertive body language shows a bully that you are willing to stand up for yourself and that you are not an easy mark.

Action Plan - Verbal 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
- Respond to the bully
- Be assertive/confident
- Use fogging
- Use a comeback line
- Report the bullying
- Talk to a friend
- Talk to an adult/ask for advice
- Other ideas

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.

