**GIRLS GUIDE TO END BULLYING**

Physical Bullying Lesson Plan

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**PHYSICAL BULLYING LESSON PLAN**

1. **Recognize Bullying** To stop physical 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 physical 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 physical 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. Choose 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 emotions and reactions to being bullied.** 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.

**TEAHCER NOTES**

* This type of bullying happens most often on the way to and from school.
* Other examples of physical bullying are: shaking a fist in someone’s face, taking or destroying someone’s property or making physical threats.
* The Student Conduct or Behavior Code should have a section that states what your school considered physical bullying or aggression. It is a good idea to read through this so you know what to look for.

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

OTHER NOTES:

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1. **Recognize: Physical Bullying**

To stop physical 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 *Physical Bullying* and select *Recognize Bullying*

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

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

* What are the different ways Susan bullied Sarah?
* Why does no one try to stop Susan?
* How did the bystanders join in on the bullying?
* What if Susan didn’t grab Sarah and throw her to the ground, would her actions still be considered bullying?

**Take Home Points:**

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

* **You can’t stop physical bullying if you don’t know what it looks like.**
* **Physical bullying can be obvious actions, like hitting or pushing, or not so obvious actions, like threatening someone.**

**EXTRA TIP**

Bullying has an effect on everyone. Witnessing physical bullying can cause bystanders to feel anxious, stressed and afraid to go to school.

1. **After the Bullying: Physical Bullying**

Why you should stand up to Physical 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 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.

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

* What are some obvious and not so obvious things Sarah is feeling?
* Why do you think Sarah yells at her mom instead of telling her what happened?
* What do you think Sarah is trying to accomplish by staying home from school? How can this make the situation worse?
* What might be some other reactions students have to physical bullying?

**TEACHER NOTES**

* Try to be on the lookout for the physical and emotional effects of bullying:
* Scratches, bruises.
* Sudden drop in grades.
* Class or school avoidance.
* Sudden withdrawal from you or other students.
* Many students who are chronic victims of physical bullying continue to show low self-esteem and depression into adulthood.

OTHER NOTES:

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**Take Home Points:**

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

* **Physical bullying has both physical and emotional effects.**
* **The emotional effects have consequences for the victim such skipping school and failing class.**

1. **If You See Bullying Happening: Physical 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 physical bullying.

1. Instruct the students to read through the “If You See Bullying Happening” page and watch the video.

**Group Discussion Topics**

* *Why do students choose to not help or intervene when they see bullying happening?*
  + Afraid of becoming the next target.
  + They are friends with the bully.
  + Want to help but don’t know what to do.
  + Scared of what other students will think of them.
* *Doing nothing when you see bullying supports the bully. Why is this?*
  + If you do nothing to stop the bullying, the bully thinks that you are either afraid of them or you agree with what they are doing.
  + If you do not help or support the victim, you are sending the same message to the victim.
* *Taking a stand against bullying has a positive impact on everyone. Can you think of ways you help the victim and yourself?*
* When a victim is supported or defended they are:
  + More liked by their peers.
  + Less depressed.
  + Have higher self-esteem.
  + Are happier.
* How you help yourself:
  + You are viewed as more popular, friendlier, and happier.
  + It is important to stand up for what you believe in.
  + You build your confidence.
  + You may not be bullied

**EXTRA TIPS**

Those who defend victims of bullying are more admired by their peers and have higher self-esteem.

**TEACHER NOTES**

* Because physical bullying can be scary to witness, students are not likely to intervene. Show students that there are ways to help the victim without putting themselves in danger.

**TM** Chapter 5: Encouraging Bystander to End Bullying

* When bystanders understand the role they play in the bullying, they may become empowered to stop the bullying.

OTHER NOTES:

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**Activities**

* **Bystander Quiz:** This activity will help students think about the bystander role and how being a bystander can encourage or discourage the bullying.
* **I Play a Role (Physical 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.

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

* What things does Shawna, as a bystander, do to encourage Susan? How does this make the situation worse?
* What are some reasons why Shawna chose to do nothing to help Sarah at first?
* Do you think what Shawna did helped Sarah?
* List some reasons why you would help someone who has been physically bullied.
* When Shawna tried to help Sarah, what was something Shawna did that you feel comfortable doing?

**TEACHER NOTES**

* Because physical bullying often happens away from adults, it is best to encourage bystanders to tell an adult when they see physical bullying.
* Because bystanders are afraid the bully will target them, there is risk involved in telling an adult about bullying. If a bystander comes to you about witnessing physical bullying, try your best to keep their name confidential.

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

OTHER NOTES:

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**Take Home Points:**

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

* **There are actions you can take when you see physical bullying that will not put you in danger.**
* **The best way to stop physical bullying is to tell an adult.**

**TEACHER NOTES**

* A student’s initial response to bullying may determine whether or not the bullying continues.

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

* When victims blame themselves there is little chance that the bullying will stop. They believe they deserve this type of harassment and will likely not seek help.
* The best thing you can do to help students is teach them to be resilient. You can do this through teaching them how to control their emotions, giving them specific ways to handle the bullying, and being there to talk when they need to.

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

OTHER NOTES:

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1. **If Bullying Happens to You: Physical 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 physical bullying.

1. Instruct the students to read through “If bullying happens to you” page and watch the video.
2. **“Learn about controlling your emotions PDF”** Ask the students to open and read through this PDF.

A victim’s initial reaction to bullying could determine whether the bullying continues or not. This information will help students learn how to control their feelings and reactions to bullying.

**Group Discussion Topics**

* Why is it never a good idea to respond aggressively to a bully? How should you respond?
  + When you respond aggressively to a bully it can escalate the situation quickly.
  + The bully may become defensive and attempt to hurt you or continue to bully you.
  + It does nothing to solve the situation.
  + It is best to respond assertively. Keep your hands at your side, make good eye contact and keep a calm steady voice.
* Can you think of some other ways you can calm yourself down when you are being bullied? (Teachers, list these ideas on the board).

**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:

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**Activities**

* **Breathing Exercises:** This activity will teach students quick and easy breathing exercises they can do when they are being bullied.

Teachers, we recommend that you read out loud each of the breathing exercises and have the class follow along.

* **Visualization:** This activity will show students how visualization can be used to calm down when being bullied.Teachers, we recommend that you read out loud the visualization exercise and have the class follow along.
* **Action Plan (Physical Bullying):** This activity will help students come up with an action plan to deal with physical bullying.

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

* The first time Sarah runs home crying, but we then show her confidently standing up to Susan. What are some other things you can think of that Sarah could have said or done?
* Do you think talking to an adult about being bullied helps? Why or why not?
* What was something Sarah did that you like and feel comfortable doing if you were being physically bullied?

**Take Home Points:**

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

* **Being physically bullied can be scary, but there are things you can do to help yourself.**
* **It is always best to tell an adult when you are physically bullied.**
* **Try not to become aggressive. This will make the situation worse.**

**TEACHER NOTES**

OTHER NOTES:

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1. **Bring it Together: Physical Bullying**

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 students understand all of the material that has been covered.
3. Have the students open and read tips 1-3 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”**

**I Play a Role**

**Physical 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 physically 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?

**Bystander Quiz**

**This quiz will help you think about what a bystander is and the role they play in bullying.**

**1.** Just by seeing bullying happen or hearing about it, you are playing a **TRUE FALSE**

role.

**2.** Bullying occurs 85% of the time in the presence of other students. **TRUE FALSE**

**3.** The more peers present to watch the bullying episode, the longer **TRUE FALSE**  it lasts.

**4.** Almost all students say they are against bullying, but bystanders **TRUE FALSE**

attempt to help only 6% of the time.

**5.** Most bystanders actually encourage the bullying situation. **TRUE FALSE**

**6.** Bystanders who try to help the victim and stop the bullying are liked **TRUE FALSE**

more by their peers and are viewed as more popular.

**7.** When a victim is supported or defended they are less depressed **TRUE FALSE**

and have higher self-esteem.

**Bystander Quiz: Discussion Points & Answers**

**(1) TRUE: Just by seeing bullying happen or hearing about it, you are playing a role.**

* This is the role of a bystander. A bystander is anyone who witnesses bullying but is not the bully or the victim.

**(2 & 3) TRUE : Bullying does not occur in isolation. In fact, 85% of bullying incidents occur in the presence of other students and the more peers present to watch an episode of bullying, the longer the bullying lasts.**

Why would a bully want others to see what they are doing?

* People bully others for many reasons, but what is almost always true is they are seeking attention from other students. The victim just happens to be his or her way of doing this.
* The bully may also want others to fear them, and this may be their way of seeking this type of respect.
* The bully also wants others to see that they have control and power over the victim.

**(4) TRUE: Almost all students say that they are against bullying, but bystanders attempt to intervene in a bullying situation only 6% of the time.**

Why do bystanders say one thing but usually do another? There are many reasons but the most frequent reasons are:

* They are afraid of becoming the next victim or fear retaliation.
* They feel like if no one else is stopping it, why should they?
* They feel it is up to the victim’s friends to help.
* They feel like nothing can be done about it.
* They may want to help, but don't know what to do.

**(5) TRUE: Peers actually encourage bullying situations over 50% of the time**.

Why do bystanders actually encourage the bully rather than do nothing?

* They are friends with the bully.
* They lack the understanding about their own role in the bullying.
* They are afraid of the bully or feel that if they encourage the bully, the bully will leave them alone.
* Group dynamics - if people start chanting, “Fight, fight” others will too. If people start laughing, others will too.

**(6) TRUE: Bystanders who try to help the victim and stop the bullying are liked more by their peers and are viewed as popular.**

* Although you may think the opposite, students who stand up for the victim, ask the victim if they are okay, or stand up to the bully are more liked by their peers, rated more popular, and rated friendlier than those who do not.

**(7) TRUE: When a victim is supported or defended they are less depressed and have higher self-esteem.**

* When a bystander decides to help the victim, the victim feels less isolated and alone.
* Knowing that not everyone feels the same about them as the bully can help boost a victim’s self-esteem.

**Easy Deep Breathing Exercises**

Because bullying may be unexpected, it is good to have tools to help calm yourself quickly. Breathing can be a great way to help control your reactions and emotions to bullying.

Breathing exercises work by relaxing your body and clearing your head. When you do each of these, focus on breathing in the good and breathing out the bad. Focus on letting go of tension and anger.

Each of these exercises can be done quickly and quietly, but they take practice! Pick one or two that you like and work on getting the steps down so that you can use these exercises when you need them.

**Focus on Your Breathing**

This is easy, all you have to do is:

1. Focus on your breathing.
2. Make sure you are taking in good long breaths.
3. Let each breath all the way out.

**Counting to 10**

1. Slowly inhale through your nose for about 5 seconds.
2. Hold the breath in and count to 10 in your head.
3. Exhale slowly through your mouth.

**A Real Belly Breath**

1. Slowly inhale and push your belly out, count to 3.
2. Slowly exhale and draw your belly in, pushing the air out of your lungs.
3. Do this 3 or 4 times.

**Waiting to Exhale**

1. With your mouth closed, slowly inhale through your nose for about 5 or 6 seconds.
2. Hold the breath for 2 to 3 seconds.
3. Exhale slowly through your mouth, for about 5 seconds.
4. Try this for about a minute. Notice how much better you feel.

**Visualization**

Creative visualization is using the imagination to bring about positive thoughts and change. This activity can be done anytime you are feeling stressed, upset or angry. It is useful when you are being bullied or after you have been bullied to help relax you and keep you calm. Visualize anything that calms you and lets you “mentally” leave the bullying situation.

The following activity is meant to help you understand how to use visualization. This passage can be broken down into smaller parts that can be used quickly and easily. While reading the passage, think about the parts you like and that make you feel relaxed. Use these smaller visualizations when you are being bullied.

We recommend doing this activity with a friend.

**Reader:** Tell your friend to sit comfortably in their chair. Use a calm, low, slow voice and give time between each visual suggestion for them to ease into the vision and see each thing**.**

*Close your eyes. See in your mind a beautiful beach. The sun is shining warmly, the breeze coming from the ocean is soft and warm, palm trees are overhead and a few seagulls circle about. Imagine walking barefoot in the sand with each step. Walk toward the water’s edge and let the water roll over your feet. Jump in the water; it is warm, gentle, and refreshing. Come out of the water and walk to your big beach towel, lay down and relax. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe in deeply the warm ocean air. Stay here as long as you like.*

*When you are ready to leave, go to the edge of the water and throw in anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about. Picture it as a big rock, a chain, a heavy bag over your shoulders. Throw it in the ocean as far as you can. Watch it sink and get taken by the waves. Be thankful for the release of the burden, the problem, the worry. Now walk peacefully back through the warm sand and take a rest on your beach towel.*

Once you have read through the passage:

1. Share how you feel now compared to when we started.
2. Talk about what parts of the visualization you like and could help you when you are being bullied.

Parts of this activity were taken from: http://www.healthiersf.org/resources/pubs/stressRed/Visual%20Imagery.pdf

**Action Plan** - Physical 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

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* Concentrate on something else

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* Relax tight muscles

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* Use visualization

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* Stay positive

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* Use positive self-talk

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

* Get away from the situation
* Avoid places where the bully might be
* Take a different route to school
* Stay with a group of friends
* Respond to the bully
* Be assertive/confident
* Report the bullying
* Talk to a friend
* Tell an adult/ask for advice
* 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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