

**[Health Education] Instructional Plan****Enduring Understanding**

This lesson will teach how a positive attitude, forgiveness, perseverance, and openness to criticism can help you to know what to do around bullies and how to avoid bullies, cyberbullying, and rejection.

**Hope Givers Video Segment**

Season I: Episode 3: Bullying “Lily’s story shows how forgiveness is so important- those that are being bullied are experiencing pain from someone else that is struggling in their own way. Dr. Karim explains the psychology of a bully: The bully is the one passing on their uncomfortable feelings that they can hold to themselves (the giver). Whereas the person receiving (the receiver) the insults must then take that insult and decide how they are going to handle what was just said to them. The cool thing is Lily teaches us to have empathy, compassion, and forgiveness while serving others!

**Standards Alignment****National HE Standards:**

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

**Georgia HE Standards:**

HE7.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

b. Demonstrate effective conflict management or resolution strategies and model refusal and negotiation skills that avoid or reduce health risks.

HE 7.5 Students will demonstrate the ability to use decision-making skills to enhance health.

a. Describe situations that can help or hinder making a healthy decision and identify situations where making those decisions are more likely to occur.

HE7.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

b. Create personal examples of healthy behaviors that will maintain or improve the health of self and/or others.

HE7.8: Students will demonstrate the ability to advocate for personal, family, and community health.

## Instructional Design

### Teaching With the End in Mind:

At the end of this lesson, students will know how to determine if they are a bully, how to deal with bullies, and how to help others who may be being bullied by others.

### Key Concept(s) to be Covered:

What is bullying? What is cyberbullying? Why do students bully? Why are students targeted by bullying?

### Introduction to the Lesson:

Take the Bully Self Test ([Attachment 1](#))

Next, have students grade their tests. Go over the results and read [Bullying101](#).

### Hook (Instant Activity):

What can you do?

**Jigsaw Activity-** print out the article. [Advocacy For Others](#) Break your class into 5 groups. As a group summarizes what the article talked about and pick one person to be your spokesperson. You will be in this group for 5 minutes. Come back together as a group and let the spokesperson from each group explain to the class what they learned from their section.

### Content, Learning & Instructional Strategies:

- Introduction: Take “Bully Self-Test”
- Ask students key concept questions
- View Episode 3: Lily’s story
- Open discussion “do you feel any different now that you have seen the episode?” Talk about what stuck out to you the most from Lily’s story
- Jigsaw Activity
- Above the Line/ Below the line Activity
- Bullying Defined Quiz
- Extension: Set up an Anti-Bullying Poster for the school and have students sign the pledge!

### Learning Activity(ies):

Discuss what can be done in your school to prevent bullying.

Record the ideas. Complete the [Above the Line/Below the Line](#) activity. Together talk about what “above the line” behaviors and “below the line” behaviors are at school. Ask students to commit to promoting “above the line” behaviors within their classroom and school.

### Closing/Conclusion to the Lesson:

Take the pop quiz: [Bullying Defined Quiz](#) A suggestion for the pop quiz could be to use a program such as Kahoot or Quizizz to add a game-like experience that will engage students with their ability to answer these questions.

## Evidence of Student Success

Students will be able to have an open conversation about what bullying looks and sounds like. They will also be able to communicate how they will stand up for someone being bullied and how they can help. Students will be able to show what behaviors are acceptable at school and which behaviors are not acceptable. Students will show they are confident and willing to make their school a better place.

## Student Learning Supports

### Ideas for Differentiation:

- Provide written material in languages other than English.
- Incorporate different communities in your instruction. Ask students to share how they may think about a topic differently to pull information from various sources.
- Provide students with both written material and visual material.
- Break down work into smaller portions for students with accommodations.
- Utilize small group time to provide more one-on-one instruction for students who need extended learning.
- Pass out handouts/guided notes as needed for students.
- Ask the students to think about “Where” and “How” students bully at your school. Without talking to anyone, have the students make a list on a notecard of where and how students bully at your school. Then ask for volunteers to share: Make a list on the board. Next, have students write a brief description of the bullying scenario using one “Where” and one “How” from the list on the board.
- Provide time for students to write from the perspective of the bully. Students will write an apology letter to the victim they mistreated. Ask students to share at the end.

### Opportunities for Extension:

- Have students create informational posters regarding bullying statistics and share them on bulletin boards around the school.
- The websites such as [stopbullying.gov](http://stopbullying.gov) and [PACER.org](http://PACER.org) have a lot of additional resources you can use for extension.

## Additional Resources

[StopBullying.gov](http://StopBullying.gov)

[PACER's National Bullying Prevention Center](http://PACER's National Bullying Prevention Center)

[Bullying Info – Resources and Information About Health](http://Bullying Info – Resources and Information About Health)

[Cyberbullying - National Crime Prevention Council \(ncpc.org\)](http://Cyberbullying - National Crime Prevention Council (ncpc.org))

[Bullying and Cyberbullying Prevention Strategies and Resources \(adl.org\)](http://Bullying and Cyberbullying Prevention Strategies and Resources (adl.org))

## Attachments

Bully Self-Test

Bully Self-Test-Part Two

Reminder Sheet: Relax, Avoid, and Remain

Coping Skills for Kids Grounding Your Body and Mind

**Bully Self-Test**

***This self-test is anonymous and confidential.***

Have you ever acted like a bully? Many young people bully their peers at one time or another, whether they mean to or not. Bullying can have very damaging effects on the targets as well as on the bullies themselves. Studies show that students who bully others are at a much higher risk to vandalize, steal, abuse drugs, and get in trouble with the law, jeopardizing their chances of future success. The bottom line is bullying doesn't do anyone any good. Recognizing your own bullying behavior is the first step.

***Part One:***

For each question, check the box that best describes your behavior over the past 12 months.

| <b>Do you ever....</b>   | <b>Yes, often</b> | <b>Yes, sometimes</b> | <b>No, rarely or never</b> |
|--|-------------------|-----------------------|----------------------------|
| Punch, shove or hit other students?  |                   |                       |                            |
| Try to make others look or feel stupid just to boost your own popularity?  |                   |                       |                            |
| Force others to give you their money or possessions?   |                   |                       |                            |
| Make fun of or tease other students?   |                   |                       |                            |
| Call other students mean names?  |                   |                       |                            |
| Spread rumors or gossip about others without their knowledge?  |                   |                       |                            |
| Harass others because they are "different" from you (for example, based on their looks, ethnicity, race, or sexual orientation)? |                   |                       |                            |
| Send mean text messages or emails, or post gossip or rumors on a social network site?  |                   |                       |                            |
| Tease or bully others because your friends do it, and you want to fit in?  |                   |                       |                            |
| Purposely avoid or exclude people from your group?   |                   |                       |                            |
| Threaten to hurt others?   |                   |                       |                            |
| Whisper secrets in front of others in order to make someone feel excluded?   |                   |                       |                            |
| Try to embarrass or upset others to make yourself feel more powerful?  |                   |                       |                            |
| Hang out with a group that has strict rules about who can-or cannot – be included?   |                   |                       |                            |
| <b>Total</b>   |                   |                       |                            |

## Bully Self-Test-Part Two

### Part Two:

After you have added up your total answers in each column, find your score:

- \_\_\_\_\_ Multiply the number of “Yes, often” answers by 2
- \_\_\_\_\_ Write down the number of “Yes, sometimes” answers
- \_\_\_\_\_ Give yourself 0 points for every “No rarely or never” answers
- \_\_\_\_\_ Add up your total score

### If You Score.....

#### **0 points: The Anti-Bully**

Congratulations! You do not bully other students with physical force, words, exclusion, or technology. You probably understand that such behavior is hurtful and do not want to cause others pain. Though you are doing great by not bullying others directly, remember that standing by while others bully is also harmful. Try to speak out whenever you witness someone else being bullied.

#### **1-4 points: Bullying Danger Zone**

Your score means that you at least occasionally bully others- whether through physical force, words, exclusion, or technology. Maybe you don't mean to bully others, but your behavior is hurting people. Before you act, think about how you would feel if someone treated you this way. It's not too late to change your ways and get back on the right track.

#### **5-12 points: Bully Warning**

Wake-up call! You are probably bullying others regularly through physical force, words, exclusion, or technology. Maybe you want to increase your social status or impress your friends. Maybe you feel pressure from a clique to act like a bully to fit in. Maybe you want to feel powerful by making others feel bad. No matter what the reason, this behavior needs to stop. You are hurting others and yourself by acting that way. Start by asking yourself why you treat others badly- what are you trying to accomplish? Talking to a trusted adult, such as a parent or guidance counselor, can help you figure out healthy ways to meet those needs.

#### **13 or more points: Bully Red Alert**

Your actions reveal that you are acting like a bully in many ways. It does not matter if you are using physical force, words, exclusion, or technology- your behavior is hurting others and must stop right away. It's never too late to make a change. Talk to a trusted adult to figure out why you are acting this way to others; perhaps you want to fit in with the popular crowd or have power over someone else. A guidance counselor, teacher, or parent can help you learn how to deal with these needs in a healthy way that will not harm others. You are moving down a dangerous path- it is essential that you change your behavior, for your own good and the good of your peers.

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**R** - **Relax**

**A** - **Avoid Negative Energy**

**R** - **Remain optimistic**

# Grounding Your Body and Mind

STRONG<sup>4</sup>LIFE™



As kids grow older, they face new stressors and challenges. By helping your child develop healthy **coping skills** (tools to help them manage their feelings and reduce stress), you're helping them become more **resilient** (better able to handle life's ups and downs).

## Why practice grounding?

Grounding is a relaxation exercise that can be used at any time to focus on the present moment rather than our worries, which helps calm our bodies and minds. Grounding exercises can improve concentration, decrease anxiety, and enhance decision-making and problem-solving skills.



**It is difficult to learn something new when we are anxious, angry or distracted.**

Teaching and practicing coping skills when everyone is calm gives us a variety of tools we can use to manage our feelings and reduce stress.

## How to practice grounding

- 1 Find a comfortable place to sit or lie down and, if you feel comfortable, close your eyes.
- 2 Take several slow, deep breaths in through your nose and out through your mouth.
- 3 Use your five senses to notice the following:



**5 things you can see around you.**

Maybe it's a book, a painting or a chair.



**4 things you can touch around you.**

Maybe it's a dog, your desk or your leg.



**3 things you can hear around you.**

Maybe it's a ticking clock, a car alarm or a dog barking.



**2 things you can smell.**

Maybe it's the scent of soap or lotion on your hands, air freshener or freshly cut grass.



**1 thing you can taste.**

Maybe it's the drink or the snack you just had.

- 4 Notice how your body feels. Are you relaxed? Is your mind calmer?



**Did you know** that many athletes and performers use coping strategies like these before big games and performances to help them relax and focus?

# Make grounding work for you

This strategy can be modified to meet your child's needs or based on how much time is available.



Focus on fewer things or fewer senses. Instead of using all five senses, ask your child to name only three things they see or three things they can touch and two things they hear.



Focus on a specific color. Ask your child to name five or ten green objects they see around them.



Focus on specific details. For kids who need more specific instructions, ask them to look around and name three objects that are round, two things that are soft, one thing that makes noise, etc.



**Coping strategies**, like grounding, are also helpful for adults. Practicing coping strategies is a great way to take care of yourself, be more present and model healthy ways to manage stress.

For more coping skills ideas, visit [Strong4Life.com/coping](https://Strong4Life.com/coping)