**GIRLS GUIDE TO END BULLYING**

Sexual Bullying Lesson Plan

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**SEXUAL BULLYING LESSON PLAN**

1. **Recognize Bullying** To stop sexual 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 sexual 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 sexual 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 Lessons: 1) How to talk to an adult about bullying. 2) The difference between tattling and telling.** All Activities, Group Discussion Topics, and PDFs that 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: Sexual Bullying**

To stop sexual 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 *Sexual Bullying* and select *Recognize Bullying*

1. Instruct the students to read through the “Recognize Bullying” page and watch both videos
2. **“More ways girls can be sexually bullied PDF”** – Read through this information with the students.

It is important that students understand all of the different actions that can be considered sexual bullying**.**

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

* Why would Brent’s actions and comments be labeled as sexual bullying?
* Can you see how Brent’s comments could be played off as a joke? Why is this not a joke?
* Can you see how Casi’s comments could be played off as a joke? Why should they not be considered a joke?
* Why would the actions and comments of Casi be considered bullying?

**TEACHER NOTES**

* The difference between sexual harassment and sexual bullying is in how schools define it. Schools may use the term harassment for legal reasons, but both are unwanted or unwelcomed sexual attention.
* 8 out of 10 students experience some form of sexual harassment, with non-physical being the most prevalent.
* Sexual bullying is usually in some way, directed at girls’ changing bodies or sexual choices.

**TM** Chapter 2: How to Recognize Bullying When You See it.

OTHER NOTES:

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**TEACHER NOTES**

* Bullies who use sexual bullying tend to target physical appearances that the victim cannot change such as breast or hip size.
* Although sometimes these jokes are not meant to hurt, if it makes the target feel bad or uncomfortable, it is bullying.

OTHER NOTES:

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* Why is this type of behavior usually laughed off?
* When should a sexual comment or joke not be laughed off?
* How often to you think girls sexually bully each other? What types of things do girls focus on when they sexually bully other girls?

**Take Home Points:**

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

* **To stop sexual bullying, you have to know what it looks like.**
* **Sexual bullying can be both physical and verbal.**
* **Even if the bully is joking, if it makes the target feel bad, it is bullying.**

1. **After the Bullying: Sexual Bullying**

Why you should stand up to sexual bullying: from the victim’s point of view

1. Instruct the students to read through the “After the Bullying” page and watch both videos
2. **“Learn the Effects of Sexual 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:**

* **It Affects Everyone:** This activity will help students think about the specific effects sexual bullying can have on everyone in the school environment.

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

* What might Lisa be feeling or thinking after she has been sexually bullied?
* Why does Lisa leave school? Ignoring the situation is okay, but why can avoiding it have negative effects?
* Why does Lisa put a baggy sweatshirt on? Why does this not solve Lisa’s problem?

**TEACHER NOTES**

* Students who are sexually bullied are likely being targeted for other types of bullying as well.
* It can be easy to overlook the effects sexual bullying can have on students who do not identify as gay. Sexual bullying can have serious effects on everyone.
* Girls who mature earlier are often targets for sexual bullying. As a result they may begin to form negative views of their own bodies.

OTHER NOTES:

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**EXTRA TIPS:**

* Teenagers who are sexually bullied are 5 times more likely to also experience other types of bullying.
* Sexual bullying not only makes the victim feel uncomfortable but it makes other girls worry about what people might be saying or thinking about them as well.

**TEACHER NOTES**

* Girls cited sexual rumors as being the most upsetting form of sexual bullying.
* Sexual bullying makes victims feel:
* Gross.
* Extremely embarrassed.
* Isolated.

OTHER NOTES:

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* How might Brent’s actions change how other people treat Lisa?
* What might Alycia be thinking or feeling?
* Why would Alycia want to quit the team? Ignoring the situation is okay, but why can avoiding or quitting have negative effects?
* How might Casi’s behavior change how other people treat Alycia?
* Why does being sexually bullied make girls feel so bad?
* Put yourself in her shoes, how might you feel if you were Lisa or Alycia?

**Take Home Points:**

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

* **Sexual bullying makes girls feel uncomfortable about their own bodies and bad about personal choices they have made.**
* **Victims may avoid social situations such as school and even hanging out with their friends own.**

1. **If You See Bullying Happening:**

**Sexual 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 sexual bullying.

1. Instruct the students to read through the “If You See Bullying Happening” page and watch both videos.
2. Ask students to click on and read **“Learn the difference between tattling and telling (PDF)”** (This can be found towards the bottom of the page under “*Encourage her to tell an adult*).

Students often don’t report bullying because they are afraid of ‘snitching’ or tattling on other students. If students understand the difference between tattling and telling they may be more willing to talk to an adult about bullying.

 **Group Discussion Topics**

* *Why do students not report bullying to teachers?*
	+ Afraid of becoming the next target.
	+ Think that teachers cannot help.
	+ Afraid of being labeled as a snitch.
	+ Have reported bullying before but have been told to work it out on their own.
	+ They feel like they do not have a teacher to talk to.

**TEACHER NOTES**

* When bystanders understand the role they play in the bullying, they can be empowered to stop the bullying.

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

* It is important students know they can come talk to you about bullying. This can be a good time to let students know ways they can reach you such as when you are in the classroom, where your mail box is if they want to leave you a note, or an email address.

**TM** Chapter 7: Practical Strategies for Ending Bullying in Your School and Classroom

OTHER NOTES:

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**TEACHER NOTES**

* Sexual bullying is often laughed off, but girls were unanimous in their dislike for this type of bullying. It is important to always intervene when you see it or hear it.

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

* Once you have intervened, it might be help to consider the sex of the bully. Boys may be more open and receptive to talking to a male teacher while it may be best for female teachers to talk to female bullies.

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

OTHER NOTES:

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* *Why can it be important to report sexual bullying to an adult when you see it?*
	+ 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.
	+ Sexual bullying can make someone feel really bad about themselves and can have serious negative consequences.
	+ The victim may need extra help but may be too embarrassed to talk to others about being sexually bullied.
	+ If a teacher or another adult knows about the bullying, they can talk to the victim and help them.
* *When are there other times that reporting bullying is important?*
	+ If the victim is in danger.
	+ If the victim has talked about hurting themselves or someone else.
	+ If the victim is failing classes, has expressed they cannot eat or sleep, or they are starting to have problems at home.

**Activities**

* **I Play a Role (Sexual 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 Would You Do? :** This activity helps students think about the different situations and different actions they would take to stop sexual bullying.

**TEACHER NOTES**

OTHER NOTES:

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

* How does Maggie encourage what Brent is doing to Lisa?
* How does Maggie help Lisa? Do you think this makes Lisa feel better? Why or why not?
* Are there actions or comments that Maggie makes that you feel you could do if you see someone being sexually bullied?
* Think about when Becky stands up to Casi. What kind of an impact do you think her actions have on the rest of the team?
* Are there actions or comments that Becky makes that you feel you could do if you see someone being sexually bullied? What are they?
* Why is it wrong to blame the victim for being sexually bullied?
* What are some other things you feel comfortable doing if you see someone being sexually bullied?

**Take Home Points:**

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

* **It is easy to blame the victim for what is happening to her, but no one deserves to be bullied.**
* **Doing nothing when you see sexual bullying happen may seem okay, but your lack of action is sending a loud message to the bully the victim that you agree with the bully.**
* **Comforting the victim or reporting the bullying to an adult are always good choices of action for bystanders.**

**TEACHER NOTES**

* Sexual bullying can be the most embarrassing type of bullying students experience so making the choice to talk to an adult may be intimidating.
* Express to the students that although it may feel embarrassing to talk about being sexually bullied, this feeling quickly wears off and telling someone can result in fewer problems later on.

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

* Most schools have a sexual harassment/ sexual bullying policy to protect you and the students. Read up on it so you are prepared to handle these types of situations.

OTHER NOTES:

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1. **If Bullying Happens to You:**

**Sexual 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 sexual 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 **“How to talk to an adult about bullying” link** (This can be found towards the bottom of the page under *Tell an adult*).

Many students don’t know how to talk to an adult about bullying or think that adults can’t help. This page will help students learn the difference between reporting bullying or asking for advice, and some tips on how to talk to adults about bullying.

**Group Discussion Topics**

* Do any of you know the school’s system for reporting bullying? What is it?

This question may require a little background work on your part. This information is good for both you and the students to know!

* + Talk to the class about:
		- How the school likes for students to report bullying.
		- How students can get advice about bullying they are experiencing.
* What are some other ways you can think of to report bullying or ask for advice?
	+ E-mail.
	+ Leaving a note or a letter in a teacher’s mail box or desk.
	+ Asking a friend to report the bullying for you.

**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**

* **Talking to an Adult:** This activity will help prepare students for when they want to or need to talk an adult about bullying.
* **Action Plan (Sexual Bullying):** This activity will help students come up with an action plan to deal with sexual bullying.

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

* When Lisa walks away from Brent, why is this not the same as being passive?
* What is it about Lisa’s body language that shows she is confident? How will this help stop the bullying?
* What is it about Alycia’s body language that shows she is confident? How will this help stop the bullying?
* What are some things that Lisa and Alycia did that you feel comfortable doing if you are sexually bullied?
* Can you think of some other things Lisa and Alycia could have done in response to being sexually bullied?

**Take Home Points:**

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

* **If you are being sexually bullied talk to someone, even if it’s just a friend.**
* **Being assertive when responding to bullying can be a good way to put a stop to it.**
* **Adults CAN help stop bullying, but they have to know it’s happening before they can help.**

**TEACHER NOTES**

OTHER NOTES:

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1. **Bring it Together: Sexual 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 the tips 6-7 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

Sexual 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 sexually 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?

It Affects Everyone

Sexual bullying can have a real and serious impact on the victim, bystander and the school environment.

Goal: The following activity will help students think about the specific effects sexual bullying can have on everyone in the school environment.

After reading through the effects of sexual bullying on *Girls Guide to End Bullying*, list 4 or 5 effects that sexual bullying can have on victims, bystanders and the school.

Thinking critically:

Why would sexual bullying have an effect on bystanders and the school?

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After reading through the effects of sexual bullying on *Girls Guide to End Bullying*, list 4 or 5 effects that sexual bullying can have on victims, bystanders and the school.

Thinking critically:

Why would sexual bullying have an effect on bystanders and the school?

Think about a time you may have seen sexual bullying happening. How did you feel? Most likely you felt uncomfortable and others around you felt uncomfortable too. But because no one stood up to the bully or comforted the victim, these actions are viewed as okay. The lasting effects are that students will begin to feel less safe at school or worried about what others might do or say to them. Learning can be disrupted. Also, if an adult is not told and nothing is done to stop it, other people may begin to be sexually bullied. The school may get a negative reputation for this type of behavior.

What Would You Do?

Sexual bullying makes people who experience it and those who see it feel uncomfortable. Doing something about it can be equally as confusing and uncomfortable. Thinking about the situations you may encounter ahead of time can prepare you to help victims of sexual bullying.

**GOAL:** This activity will help students think about what different actions they would take if a friend or someone they don’t know well was being sexually bullied, or if they hear about someone being sexually bullied.

After reading through the sexual bullying section on the *Girls Guide to End Bullying* website, work with someone or by yourself and use our tips and actions for bystanders to come up with ideas for each of the following situations. Be specific about what you would say and actions you would take.

1. What would you do if your best friend is being sexually bullied?

2. What would you do if a girl you sit next to in class is being sexually bullied?

3. What would you do if you heard about a girl being sexually bullied?

Talking to an Adult

When you decide to talk to an adult, having a plan is important. Sometimes teens who have been bullied don’t know who to talk to, what to say, or how to even approach an adult. Having a plan will help you get what you need from the conversation.

**GOAL:** The following activity will help prepare you for when you need to talk to an adult, whether is it about bullying or something else you are having a problem with.

Answer the following questions, be as specific as possible.

**1. List 5 adults you would feel comfortable talking to. They can be anyone such a teacher, parent, aunt, grandparent, church staff, school staff, or coach.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. List three different ways you could start the conversation. In each of these three ways, tell the adult what you want from them, such as advice, or just someone to listen.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**3. Expressing to the adult what you want from the conversation will help give them direction in responding to you. Now end the conversation. Tell the adult what you want from them after the conversation is over, for example, you want them to follow up with you later.**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Action Plan** - Sexual 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

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* Relax tight muscles

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* Use visualization

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

* 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.

* 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
* Keep evidence
* 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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