
BYSTANDER REVOLUTION

RECOMMENDED LESSON

Physical Bullying

This lesson outlines one simple way to integrate the Bystander Revolution Physical Bullying video playlist and discussion questions into an elementary school classroom setting.

Grade Level:
Elementary School

Estimated Time:
45 minutes

**Common Core
ELA Standards
Grades 3–5:**
SL.1.B, SL.1.C,
SL.1.D, SL.2, SL.3,
SL.5, W.2.A, W.2.B,
W.2.C, W.2.D,
W.2.E, W.2.F,
W.3, W.4

OVERVIEW

Students will discuss what physical bullying is, along with suggestions for actions they can take when they witness or experience it. Students will watch videos with personal advice from celebrities and students, and debate the merits of different prevention, intervention, and coping strategies. The lesson concludes with an opportunity for the educator to recap the lessons learned and present an optional homework assignment.

OBJECTIVES

Students will be able to:

- Define the term “physical bullying.”
- Summarize solutions heard from celebrities and students.
- Compare and contrast different prevention, intervention, and coping strategies.
- Recognize the safety and security resources available to them within the school.
- Apply what they learn to help themselves and others when they encounter physical bullying.

MATERIALS NEEDED

- Computer & internet access
- LCD projector (optional)
- [Physical Bullying video playlist](#)
- Pens/pencils & paper

PREPARATION

- First, watch the Physical Bullying video playlist.
- Familiarize yourself with your school’s procedures for handling incidents of physical bullying.

PROCEDURE

Introduction

(5 minutes)

Introduce the topic by asking students the following questions:

- What comes to mind when you hear the words “physical bullying”?
- How do people physically bully others?
- Where can physical bullying happen?

Then explain to students that the definition of physical bullying is: *using one’s body and physical acts to exert power over someone else, e.g., grabbing, shoving, shaking, pinching, slapping, punching, kicking, inappropriate touching, and other physical attacks.*

KEY QUESTION

How can students safely address incidents of physical bullying?

DEFINITION

Physical bullying is: using one’s body and physical acts to exert power over someone else, e.g., grabbing, shoving, shaking, pinching, slapping, punching, kicking, inappropriate touching, and other physical attacks.

Videos & Discussion

(25 minutes)

Introduce the video and discussion segment by explaining to students that they are about to watch short videos from celebrities and students talking about their personal experiences with physical bullying. Instruct students to think about a time they have witnessed physical bullying and whether the advice in the videos would have helped.



FEATURED SOLUTION

TELL AN ADULT

If you're dealing with bullying, ask for help from a trusted adult. It may not seem like it, but there is always someone you can go to for help. If you don't get the support you need, don't give up. Try another adult.

Play videos 1-2 of the **Physical Bullying playlist**. After viewing these videos, you can use the sample questions below to lead a conversation, as time permits. Each sample question has several follow-up questions that may be useful in the discussion.

1. Why is it difficult to talk about being bullied physically?

- Do you think it might be embarrassing? Why?
- Could someone be worried about being labelled a "snitch" or a "tattle-tale"?
- Are people concerned the bullying might get worse if an adult reprimands the person doing the bullying?

2. Why is it important to tell someone if you're being bullied?

- Could it make you sad or afraid if you have to deal with it on your own?
- Is it because the person who bullies could bully someone else?
- Is it because bullying can result in serious injury?

3. Why might it be especially important to get an adult involved with physical bullying?

- Is it because it's dangerous to try to stop it on your own?
- Is it because an adult might have the authority, experience, or physical advantage necessary to intervene effectively?

4. How could you go about getting an adult involved?

- Could you approach an adult you have a close relationship with, or who you think would be good at helping?
- Could you tell them about the situation and say you aren't sure what to do?
- If you don't want to be considered a "snitch," could you politely ask them not to tell other students you were the one who told them?

Play videos 3-4 then continue the discussion:

5. In John Green's video, he says he thinks that, deep down, nobody wants to be a bully. Why do you think some people bully others physically?

- Do you think it's because it makes them feel powerful? How does that work?
- Do you think it's because they're afraid of being bullied themselves?
- Do you think they may have emotions they're unsure how to express?
- Is it possible that they themselves were bullied in the past?
- Is it possible that they think the physical bullying isn't serious and may not realize they're hurting someone else emotionally and physically?

6. What are examples of things you can do if you're friends with someone who is physically bullying someone else?

- Do you think it would help if you told them to stop? Why or why not?
- Could you tell them you don't like or respect what they're doing?
- If you stand there and do nothing, do you think that could give the impression that you're supporting the bullying?

Play videos 5-6 then continue the discussion:

7. Why is it important for a bystander to do something when they see physical bullying?

- Do you think the person who's being attacked might not feel able to defend themselves?
- Do you think a bystander can safely report the situation to an adult?
- Can these situations get worse quickly? Could the bullied person react violently?

8. After it's happened, how can you help someone who's been physically bullied?

- Should you check to see if they're physically okay? If they've been beaten up, should you get a medical professional, like a school nurse?
- Could it be helpful to say something like, "I saw what happened, and you didn't deserve that," or, "I'm sorry that happened to you. That wasn't right"? Why or why not say these things?
- Could it help to tell a trusted adult together, like a teacher, coach, or a parent?
- Do you think it would be hard for them to tell an adult by themselves? Might it be easier if they have someone with them?

SUGGESTED STRATEGY

No one should be afraid to go to school. Tell an adult you trust what's going on and see if they can help you work out a solution. Be sure to tell them the details of the situation and how you do and do not want it to be resolved. If you don't get the support you need, don't give up. Try another adult.

WRITING ASSIGNMENT

(5 minutes)

Ask students to write two sentences about something they would do differently, or could improve upon, if they encounter physical bullying in the future. If time permits, ask students to share what they've written with the class.

CLOSING

(5 minutes)

Finish by making sure that students know what to do about physical bullying:

- Inform students of the appropriate safety and security resources within your school.
- Explain your school's protocol for handling incidents of physical violence.
- Let your students know who to contact if they see a fight break out in school.
- Tell students that if they are in a physical emergency or are witnessing one, they should call 911.
- Inform students that if they are being bullied and need to talk to someone, there are free, anonymous resources listed at bystanderrevolution.org/help.
- If there are resources available within your school, such as a guidance counselor or social worker, you can make students aware of those options as well.

OPTIONAL HOMEWORK ASSIGNMENTS

1. Watch a video and reflect in writing

Have students visit bystanderrevolution.org and watch another video of their choosing. Ask students to write a letter to the person in the video, telling them why they agree or disagree with the advice presented. Ask them to tell the person how they might apply what was said to their own life.

2. The Weekly Stand

The Weekly Stand is a list of 52 simple, fun, transformative actions bystanders can take to reduce bullying and improve school culture. Each action contains helpful background information, suggested strategies and phrases to use, and a video for inspiration.

Have students go to bystanderrevolution.org/weekly, choose one of the actions to complete, and then turn in proof that they did it through some creative means: a photo, a screenshot, a short video, an essay, or even a comic strip.

ABOUT BYSTANDER REVOLUTION

Bystander Revolution is an online resource offering practical, crowdsourced advice about simple things individuals can do to take the power out of bullying.