

## Unit 4E: Feeling Picked On



### Vocabulary:

**Bullying** - Behaving in a mean, unwanted manner toward someone else mentally, physically, or socially.

### Teacher's Notes:

## How To Begin and End Each Lesson

### Begin With a Breath Brake

Instruct students to stand at attention, repeat the hand motions and the mantra, **Power Peace Purpose**, and end with a bow. Ask students to take several breaths to clear their minds and prepare to watch the video.

#### Teacher Statement:



*The Breath Brake helps us clear our minds, relax and focus. Focused breathing stops the flow of stress chemicals from the brain. You can close your eyes if you want to. Follow along:*

- ★ *Breathe in through your nose, slowly and deeply. Think of each breath as a wave as it gently raises, holds, and then slowly lowers your body.*
- ★ *Hold it for three seconds.*
- ★ *Breathe out slowly and steadily from your mouth while you feel your body gently relax.*
- ★ *Breathe in and visualize that you are breathing in a powerful light.*
- ★ *Breathe out and imagine you are blowing out any darkness.*
- ★ *Breathe in, hold for 3 seconds, then breathe out. Repeat as needed.*

*Remember when you breathe, you are helping others who need your light. **Power Peace Purpose.***

*There are thousands of children around the world who spend a lot of time in the hospital. Sometimes, they feel very lonely. When you join the Heroes Circle, it makes them feel better. When you do your power breathing you are also teaching your family and friends around you. You are an amazing teacher and a good friend!*

### End with Power Peace Purpose:

Recite and review the Power Peace Purpose mantra with students at the end of each day's lesson. Then, the students bow.



*The Breath Brake helps you restore your power, brings you to a place of peace, and enables you to understand your purpose.*

# Unit 4E: Feeling Picked On

## Day 1: WATCH



**Focus: Social Awareness**

Students will watch a video about feeling picked on.

**Learning Objectives:** In this lesson, students will:

- Observe how the characters in the video respond to feeling picked on.
- Describe the difference between bullying and mean behavior.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

**Time Requirement:**

15 minutes



**Materials Needed:**

Video - [HeroesCircle.org/SupportMaterials4](https://HeroesCircle.org/SupportMaterials4)

### Lesson Process:

#### 1 Begin with a Breath Brake:

Begin the lesson with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

#### 2 Introduce key concepts:



*Today we will watch a video about feeling picked on. We will learn the difference between mean behavior and bullying. Pay attention to how bullying can lead to feelings and a stress response.*

#### 3 Show the video:

Show Video – [HeroesCircle.org/SupportMaterials4](https://HeroesCircle.org/SupportMaterials4)

#### 4 Talk about key concepts:



*In the video, we learned that mean behavior is often a one-time event that stops when you tell the person how you feel. Bullying, on the other hand, happens over and over, even if you've asked the person to stop. Let's discuss those differences and how they can affect the person being picked on.*

**Use the following talking points to discuss as a class, in small groups, or in student pairs.**

- What are some examples of mean behavior? Responses may include:
  - Laughing at someone who trips in the hallway.
  - Teasing someone about something he/she is wearing.
  - Telling a joke about someone behind his/her back.
- What are some examples of bullying behaviors? Responses may include:
  - Picking on the same kid every day at recess or on the way home.
  - Teasing someone about the same thing over and over.
  - Repeatedly calling a person names.
- When someone is being picked on, how do you think they might feel? Responses may include:
  - Disappointed, annoyed, angry, ashamed, worried



#### 5 End with Power Peace Purpose mantra:

**Power Peace Purpose**. Then, students bow.

## Day 2: THINK



### Focus: Responsible Decision Making

Students will be encouraged to think and talk about feeling picked on.

**Learning Objectives:** In this lesson, students will:

- Describe bullying behaviors, including social, emotional, and physical.
- Identify feelings and thoughts associated with being bullied.
- Practice the Breath Brake and recite the **Power Peace Purpose** mantra.

**Time Requirement:**

15 minutes



**Materials Needed:** N/A

### Lesson Process:

#### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

#### 2 Review key concepts:



*Think about the video that we watched. We learned that mean behavior is often a one-time incident where someone hurts someone else. Bullying is repeated mean behavior where the bully tries to hurt someone else on purpose so he or she can feel powerful.*

Ask students to share what they remember or learned from this week's video.

#### 3 Think about key concepts:



*Today, we will discuss social, emotional, and physical bullying behaviors and why the bully thinks those behaviors are effective in acquiring power. We will talk about the person being bullied or picked on, what that feels like, how it affects the person's thoughts and behaviors, and how it can trigger a stress response.*

#### 4 Talk about key concepts:

**Use the following talking points to encourage discussion as a class, in small groups, or in partner pairs:**

- Complete the sentence to describe what you think about bullying: Bullying is \_\_\_\_\_.
- What are some physical, social, and emotional bullying behaviors? Responses may include:
  - Physical bullying behaviors – tripping, pushing, hitting, slapping, fighting
  - Social bullying behaviors – starting rumors, posting negative or false info about someone online, teasing/embarassing/shaming someone in front of a group
  - Emotional bullying behaviors - criticizing, hurting feelings, blaming, laughing at someone's flaws or disability
- When a person is getting picked on, how does he or she probably feel? Responses may include:
  - Feelings of shame, sadness, anger, upset, anxiousness, fear
- When a person is bullied, he or she has a choice about how to respond. What is the powerful and mindful response?
  - The person can take a Breath Brake to calm down and think clearly.
  - The person can not respond because the bully is looking for a response.
  - The person can walk away or assert him/herself by telling his/her feelings.
- How could a quick, emotional reaction to bullying lead to conflict? Responses may include:
  - The person might respond with anger and physical violence.
  - The person might say something out of anger that leads to conflict.



#### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.

# Unit 4E: Feeling Picked On

## Day 3: DISCUSS

### Focus: Relationship Skills

Students will engage in discussions about feeling picked on and bullied.

**Learning Objectives:** In this lesson, students will:

- Analyze the thoughts and reasons behind a bully's behavior.
- Identify useful strategies for dealing with bullying behaviors.
- Practice the Breath Brake and repeat the **Power Peace Purpose mantra**.

**Time Requirement:**

15 minutes



**Materials Needed:** N/A

### Lesson Process:

#### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Students bow. Lead students through a Breath Brake.

#### 2 Review key concepts:



*We watched a video about feeling picked on by a bully, how that feels emotionally, and how it can lead to stress, affecting a person's thoughts and behaviors.*

Ask students to describe what they remember from the video and share insights about feeling picked on.

#### 3 Discuss key concepts:

*Today we will talk more about bullying and discuss possible reasons behind bullying behavior. That will help us identify useful strategies for dealing with a bully's behavior.*

**Use the following talking points to encourage discussion as a class, in small groups, or in pairs:**

*Remember, mean behavior is upsetting, but when you tell the person the behavior upsets you, usually the person will listen to you and stop what they are doing. A bully doesn't usually listen to your words or reasoning and typically doesn't stop the behavior. Why? Because bullying gives them a sense of power over you. What's happening is that they are hiding insecurities they feel about themselves. They often pick on a kid who gets upset easily or has trouble sticking up for themselves or is someone smarter or different from them in some way. Sometimes, a bully picks on a kid for no reason at all.*

*So, how can you respond to the bully with power? You might simply walk away to avoid the situation. Or you might comment to diffuse the situation, such as, "I understand why you bully me, but I feel angry when you do. Please stop." Or you might use the Power of Pull to bring the person toward you rather than fight back. Remember, push is weak, and pull is strong. Maybe you could find a common interest or invite the bully to join an activity with you as a positive way to connect. There are many ways to deal with feeling picked on and using your inner strength can help you find creative solutions that don't include fighting back.*

- **Why do you think a bully would intentionally try to hurt someone? Responses will vary:**
  - Hurting someone might make the bully feel better or more powerful.
  - Because the bully feels hurt inside.
- **How do you think a bully chooses the person they decide to pick on? Responses may include:**
  - The bully picks a weak or 'easy target' so he/she can feel powerful.
  - The bully picks someone different so he or she can bully that person about what's different.
- **If a bully's goal is to get you to cry or to be scared, what are some effective responses you could use? Responses may include:**
  - Not respond at all. Walk away.
  - Respond with a firm message to stop bullying or a clever comment or action.
- **Remember, in martial arts, push is weak, and pull is strong. How could you use the Power of Pull to deal with a bully? Responses may include:**
  - You could ask a bully to join your game or invite the bully to talk about his/her feelings.
  - You could use a Breath Brake and show the bully what power looks like.

#### 4 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.

## Day 4: APPLY

### Focus: Self-Management

Students will work independently to apply the concepts from the video to a self-reflective activity about feeling picked on and bullied.

**Learning Objectives:** In this lesson, students will:

- Describe how a non-reaction to a bully is a calm, clear, and powerful response.
- Identify how you could use the Breath Brake to stop a bullying situation.
- Practice the Breath Brake and recite the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 4E:  
*FEELING PICKED ON*



## Lesson Process:

### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

### 2 Review key concepts:



*Yesterday we talked about some of the reasons a person might bully someone and how that could lead to negative feelings, stress, and conflicts. Today we will use our knowledge about bullies and apply it to real-life situations.*

### 3 Personalize key concepts:

**Encourage a few students to share their goals and/or responses to the questions below. Use the following talking points to encourage discussion as a class, in small groups, or in pairs:**



- Think about your experience with bullying. Describe your feelings, thoughts, responses, and why it was stressful for you. Responses will vary.
- Check yourself. Be honest. Have you ever bullied someone else? Did you want power? Now that you are a powerful martial artist, how might your behavior towards others change? Responses will vary.
- Have you ever observed a bullying situation? What did you do? If you did not help, it's as if you are saying that bullying is okay.
- As a powerful martial artist, do you feel more confident now that you could intervene to help someone being bullied? If so, what would you do? Responses will vary.

### 4 Apply key concepts:

Distribute the ACTIVITY SHEET - 4E: FEELING PICKED ON. Ask students to work independently to complete the activity sheet.

### 5 End with Power Peace Purpose:

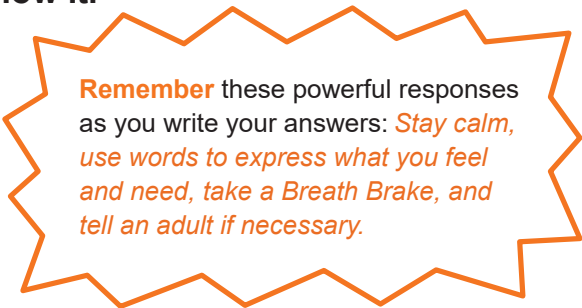
**Power Peace Purpose**. Then, students bow.

# Activity Sheet - 4E: FEELING PICKED ON

Name \_\_\_\_\_ Date \_\_\_\_\_

**Read each scenario, then answer the questions below it.**

**Scenario 1** - Jeff and Ronnie are walking down the hall. Brad walks toward them and intentionally walks right into Jeff – that’s the fifth time this week! After bumping into him, Brad says, "You better not be in my way again!"



Identify one reason why Brad may pick on Jeff:

\_\_\_\_\_

How do you think Jeff feels? \_\_\_\_\_

How should Jeff respond? \_\_\_\_\_

\_\_\_\_\_

**Scenario 2** - The teacher calls the class to sit together on the carpet several times throughout the day. Every time Michael sits down, Leo, Samuel, and Robin make faces, giggle, and try to scoot as far away from him as possible.

Identify one reason why they may pick on Michael: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you think Michael feels? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How should Michael respond? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Activity Sheet - 4E: FEELING PICKED ON

**Scenario 3** - Kacey's mom always sends her to school with snacks. For two weeks, Lisa and Tommy have asked, begged, and demanded that Kacey give them her snacks. Each day, they become more forceful - they just take the snacks, they hide the snacks when she isn't looking, and they say, "If you don't give us your snacks, we won't be your friend, and we'll tell everyone not to talk to you."

**Remember** these powerful responses as you write your answers: *Stay calm, use words to express what you feel and need, take a Breath Brake, and tell an adult if necessary.*

Identify one reason why they may pick on Kacey: \_\_\_\_\_

How do you think Kacey feels? \_\_\_\_\_

How should Kacey respond? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Bonus: Create your scenario. Think about your experience with feeling picked on or when you have bullied someone. Make up names, identify the bullying situation and write 2-3 sentences.**

\_\_\_\_\_

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\_\_\_\_\_







## Day 5: SHARE



### Focus: Self-Awareness

Students will share their learning about feeling picked on and bullied.

**Learning Objectives:** In this lesson, students will:

- Describe an example of bullying and how to respond with power and calm.
- Identify one reason someone bullies and how the person being picked on might feel.
- Practice the Breath Brake and repeat the **Power Peace Purpose** mantra.

### Time Requirement:

15 minutes



### Materials Needed:

ACTIVITY SHEET - 4E:  
*FEELING PICKED ON*

## Lesson Process:

### 1 Begin with a Breath Brake:

Begin with the mantra **Power Peace Purpose**. Then, students bow. Lead students through a Breath Brake.

### 2 Review key concepts:



*Yesterday we learned more about bully behaviors and your personal experience with bullying or feeling picked on. We talked about why bullies do what they do. Then we looked at how the person being picked on feels and what he or she can do to deal with the bully.*

### 3 Share the learning:



*Today we will review your responses to the activity sheet scenarios.*

Ask students to reflect on their completed activity sheet, ACTIVITY SHEET 4E: FEELING PICKED ON. Ask a few students to choose one scenario and share their responses with the class

**Use the following talking points to encourage discussion as a class, in small groups, or in student pairs:**



- Describe how you feel when you witness a bullying situation. Responses will vary.
- You learned that a bully wants power, a big reaction, and/or the approval of friends. You have this knowledge, which is powerful. How could you use that knowledge the next time you encounter a bully? Responses will vary.
- What other skills or strengths could help you face a bully? (e.g., the Power of Pull) Responses will vary.
- What is your responsibility in helping others who are being picked on or bullied? Responses will vary.

### 4 Summarize key concepts:



*This week we learned about bullying and the feelings and reasons behind what's happening. We also learned how bullying differs from other kinds of mean behavior because it continues, even after you've asked the bully to stop. We talked about some strategies for dealing with the bully, including taking a Breath Brake, using the Power of Pull, staying calm, telling an adult, and the importance of expressing our feelings and needs to the person. As we move forward in our learning as powerful martial artists, let's use these techniques so that we can respond to bullies with calm and clarity of mind.*

### 5 End with Power Peace Purpose:

**Power Peace Purpose**. Then, students bow.