



HOW CAN CONFIDENCE HELP AVOID BULLYING?



ANSWER THE QUESTION

HOW DOES BULLYING
DIFFER FROM SIMPLY
HAVING FUN WITHIN
A GROUP?



HAVING FUN OR BULLYING



EVERYONE IN
THE GROUP IS HAVING FUN



ONLY BULLYING INSTIGATORS
ARE HAVING FUN, THE VICTIM FEELS SAD,
SCARED AND INSULTED





BULLYING

BULLYING IS A SYSTEMATIC AND TARGETED ABUSE DIRECTED AGAINST ONE OR SEVERAL PEOPLE IN A GROUP CARRIED OUT BY THE OTHER GROUP MEMBERS.

IT IS A NEGATIVE THING. IT MUST NOT EXIST IN SOCIETY!

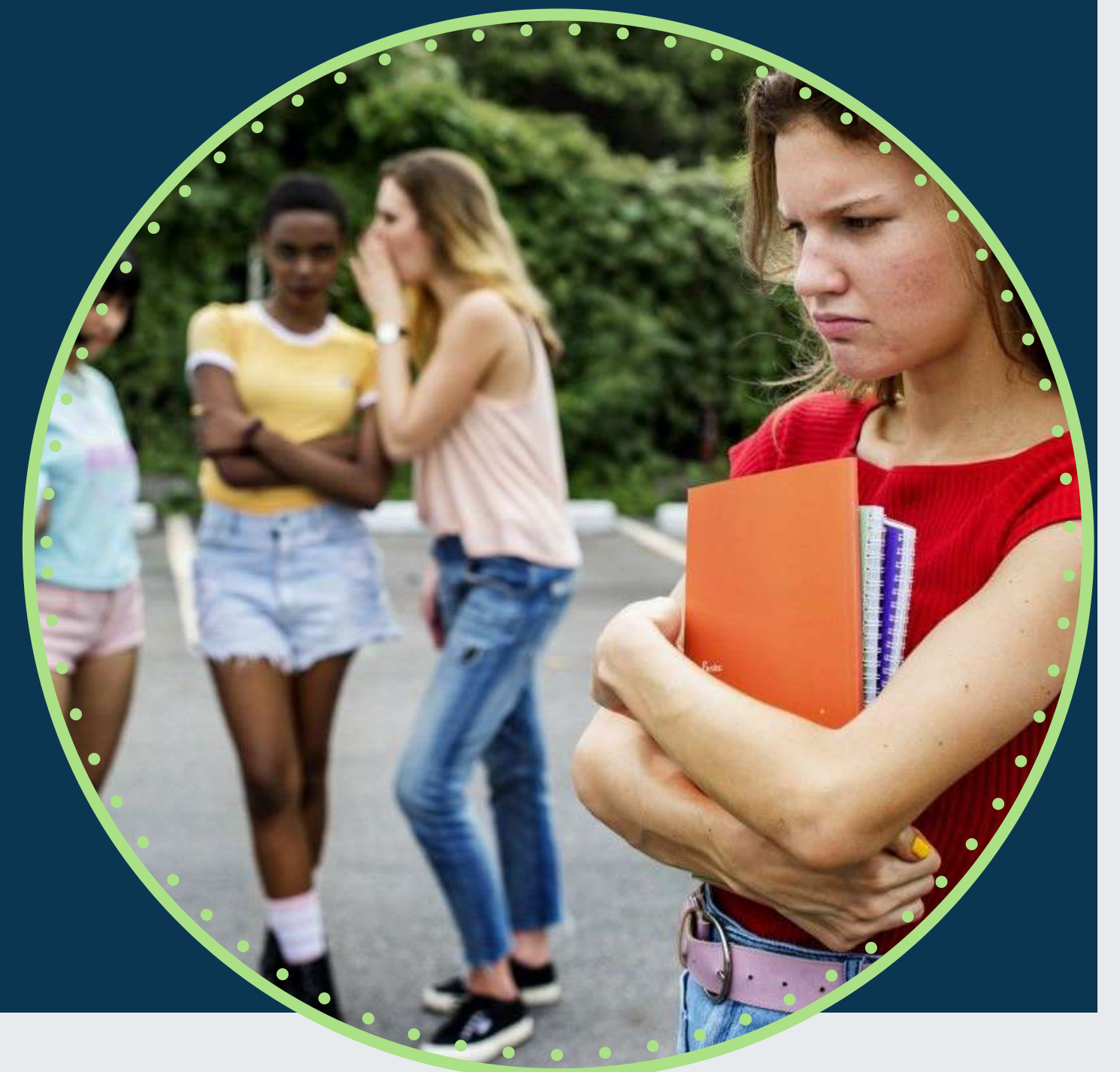


ANSWER THE QUESTION

WHAT IS THE AIM
OF BULLYING?



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WHAT IS THE AIM OF BULLYING?

ITS AIM IS TO CAUSE EMOTIONAL AND PHYSICAL PAIN TO THE VICTIM AND GET SATISFACTION FROM SEEING THEIR SUFFERINGS.



BULLYING WON'T CEASE ON ITS OWN!

HELP
IS NEEDED
FROM



TEACHERS



PARENTS



SCHOOL
ADMINISTRATION



THERAPISTS



PEERS



ANSWER THE QUESTION

WHO IS MORE LIKELY
TO BECOME A VICTIM
OF BULLYING?



ANSWER THE QUESTION

1. WHO IS MORE LIKELY TO BECOME A VICTIM OF BULLYING?

2. WHO IS LESS LIKELY TO BECOME A VICTIM OF BULLYING?



EXERCISE

THINK ABOUT IT

HOW CAN YOU TELL
IF A PERSON IS CONFIDENT OR INSECURE?



EXERCISE

LET'S SPLIT INTO GROUPS

6-10 PEOPLE EACH



EXERCISE

TEAMWORK

GROUP 1

WRITE DOWN THE
CHARACTERISTICS
OF A CONFIDENT PERSON

GROUP 2

WRITE DOWN THE
CHARACTERISTICS
OF AN INSECURE PERSON





CONFIDENT BEHAVIOR

CONFIDENT (ASSERTIVE) BEHAVIOR (SELF-CONFIDENCE) IS A PERSON'S ABILITY TO CONTROL THEIR BEHAVIOR, TAKE RESPONSIBILITY FOR IT AND BE INDEPENDENT FROM OUTSIDE INFLUENCE OR ASSESSMENT.



ANSWER THE QUESTION

WHAT PERSON CAN BE CALLED
CONFIDENT



A CONFIDENT PERSON



CAN COMMUNICATE
EFFECTIVELY, WHICH ALSO
MEANS CAREFULLY LISTEN
TO AND UNDERSTAND OTHERS

TAKES RESPONSIBILITY
FOR THEIR OWN ACTIONS

IS ABLE TO NEGOTIATE
AND REACH A COMPROMISE

DISPLAYS SELF-RESPECT
AND RESPECT FOR
OTHER PEOPLE



ANSWER THE QUESTION

WHAT PREVENT YOU BEING
A CONFIDENT PERSON



EXERCISE

BOXES FROM LEFT
TO RIGHT IN COLUMNS



I HAVE A RIGHT TO MAKE MISTAKES AND BE RESPONSIBLE FOR THEM.

I HAVE A RIGHT TO CHANGE MY OPINION IF THE SITUATION HAS CHANGED.

I'M NOT ALLOWED TO MAKE MISTAKES. AND IF I MAKE ONE, I WILL ALWAYS REGRET IT AND FEEL GUILTY.

I HAVE A RIGHT TO MAKE A PERSONAL ESTIMATION OF MYSELF, MY BEHAVIOR, THOUGHTS AND EMOTIONS.

I ALWAYS HAVE TO AGREE WITH AND ADJUST TO OTHERS.

I HAVE A RIGHT TO CHOOSE WHETHER OR NOT TO HELP OTHERS.

I MUST DO EVERYTHING FOR OTHERS TO LIKE ME.

I CARRY RESPONSIBILITY FOR MY DECISIONS AND THE CONSEQUENCES OF MY ACTIONS.

I ONLY RELY ON OTHER PEOPLE'S ASSESSMENT OF MY PERSONALITY AND BEHAVIOR.

I HAVE A RIGHT TO BE INDEPENDENT FROM OTHER PEOPLE'S OPINION OF ME.

I HAVE A RIGHT TO SAY: «NO, IT WON'T WORK FOR ME».

SOMEBODY ELSE IS ALWAYS RESPONSIBLE FOR MY ACTIONS (I WAS MADE, PROVOKED, FORCED)

I HAVE A RIGHT NOT TO GUESS WHAT OTHERS THINK OR WANT, I CAN JUST ASK THEM.

I ALWAYS HAVE TO READ THE MINDS OF OTHER PEOPLE, GUESS THEIR WISHES AND PREFERABLY MAKE THEM COME TRUE.

I ALWAYS HAVE TO HELP IF I'M ASKED, OTHERWISE I'LL BE INSENSITIVE AND SELF-CENTERED.

IF I'VE ALREADY GIVEN MY POINT OF VIEW, I CAN'T CHANGE IT. OTHERWISE, I'LL SEEM SILLY, WEAK AND FOOLISH.





CONFIDENT BEHAVIOR

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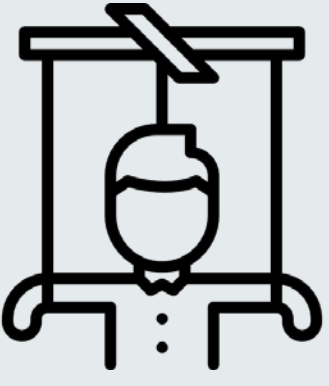
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MANIPULATIVE BEHAVIOR

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«I-MESSAGE»



«I-MESSAGE»

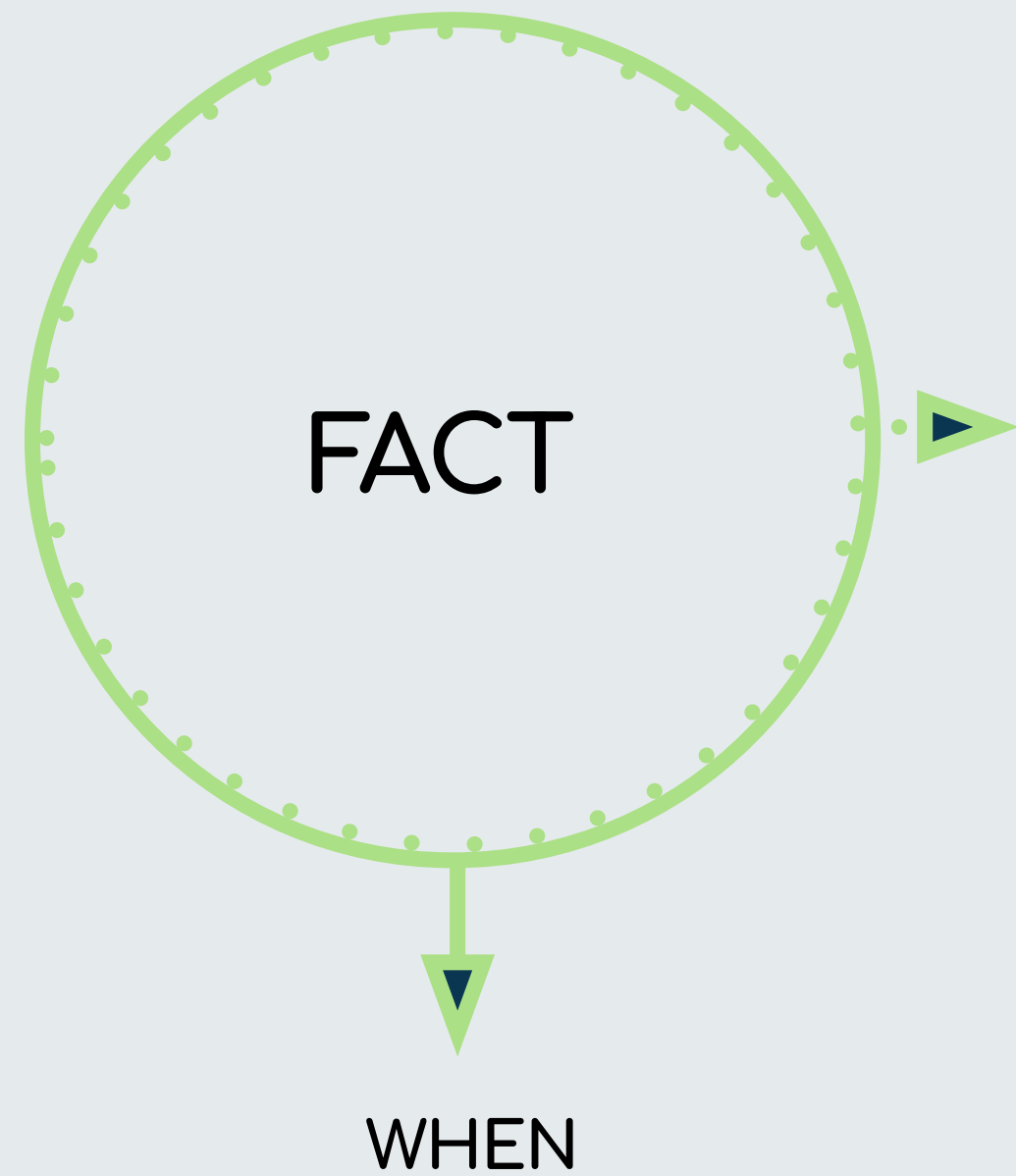
I-STATEMENT ALWAYS STARTS WITH PERSONAL PRONOUNS

- «I»
- «MY»



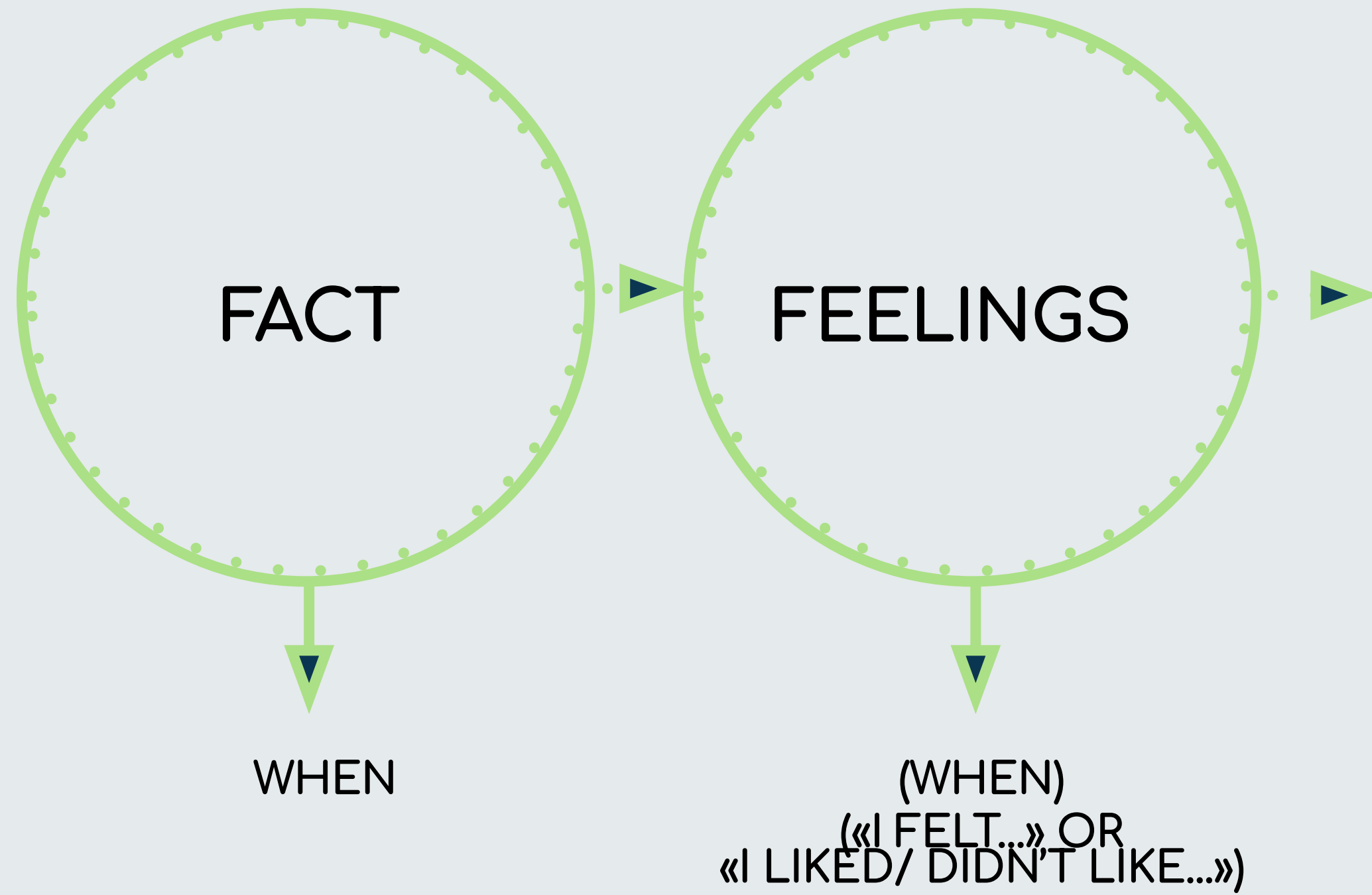


THE STRUCTURE OF «I-MESSAGE»



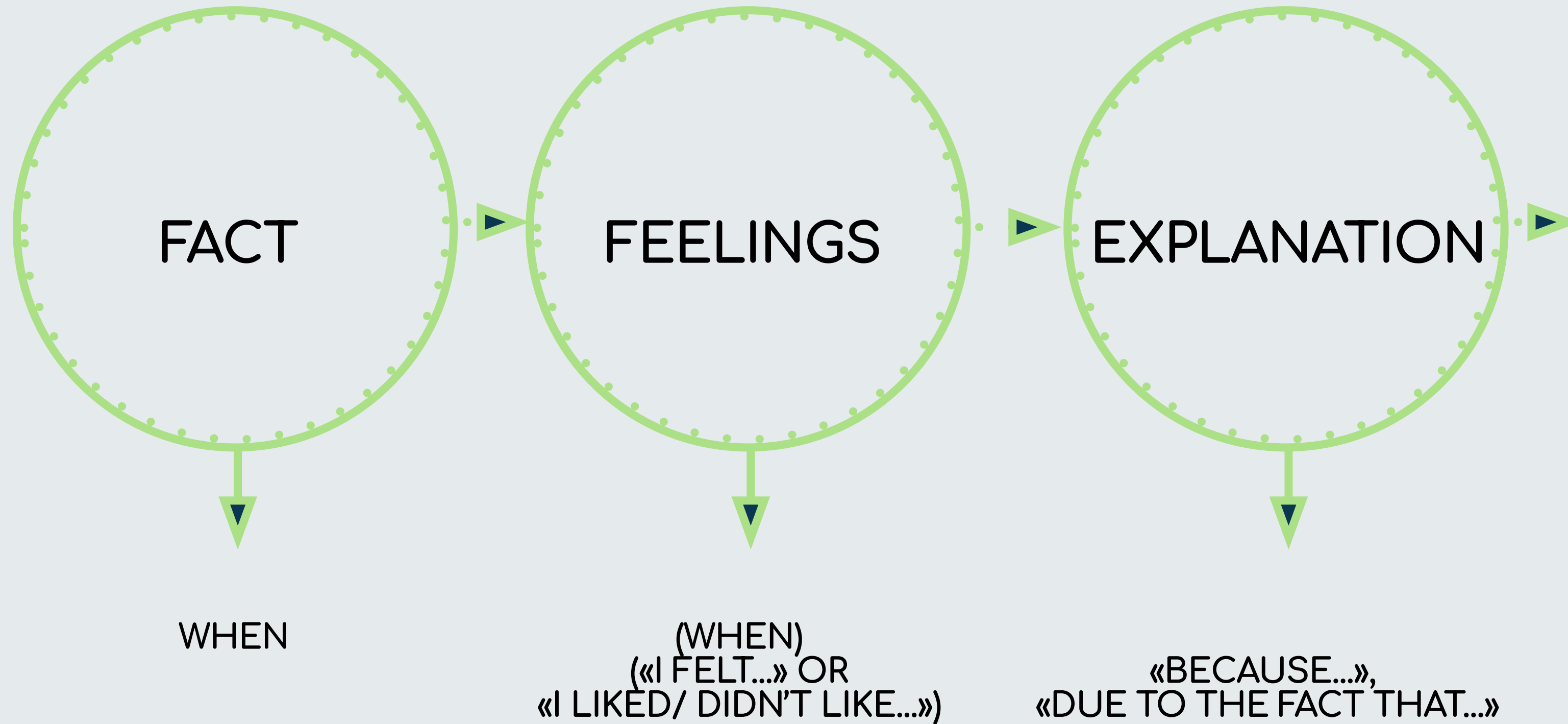


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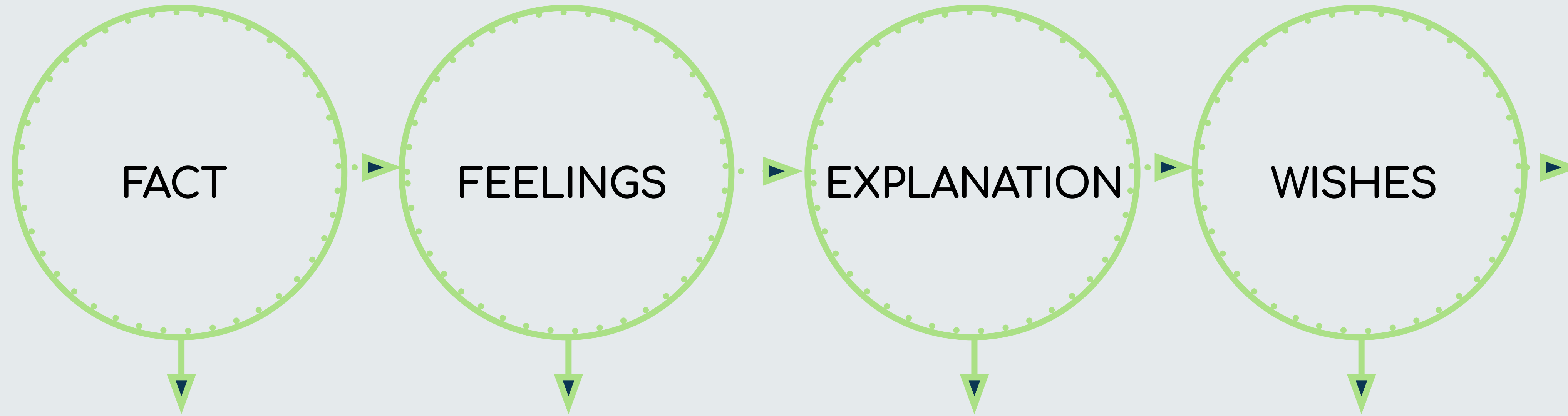


THE STRUCTURE OF «I-MESSAGE»





THE STRUCTURE OF «I-MESSAGE»



WHEN

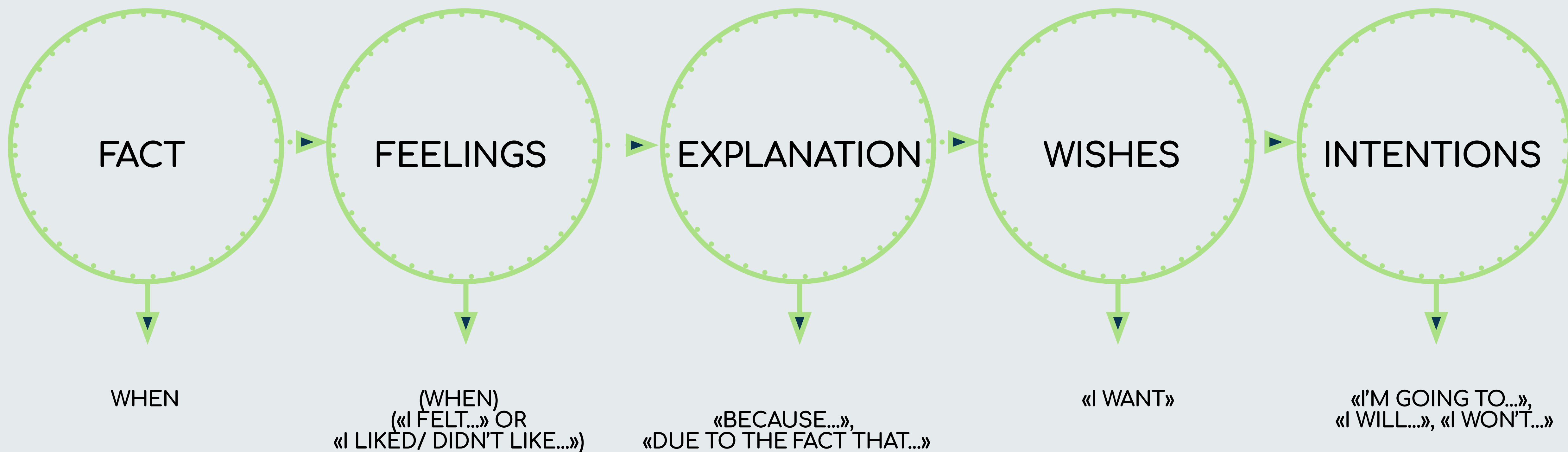
(WHEN)
(«I FELT...» OR
«I LIKED/ DIDN'T LIKE...»)

«BECAUSE...»,
«DUE TO THE FACT THAT...»

«I WANT»



THE STRUCTURE OF «I-MESSAGE»





«I-MESSAGE»

NOW YOU ALL KNOW THE TECHNIQUE THAT CAN HELP YOU BECOME A MORE CONFIDENT AND HAPPIER PERSON. TELL YOUR FRIENDS ABOUT THE «I-MESSAGE» TECHNIQUE. ANALYZE YOUR RELATIONSHIPS AFTER PUTTING THE TECHNIQUE INTO PRACTICE.



LET'S SUM UP

- WHICH INFORMATION FROM TODAY'S LESSON TOUCHED YOU THE MOST?
- WHAT SEEMED MOST INTERESTING?
- WHAT WAS DIFFICULT?
- WHAT WAS A NEW THING YOU LEARNED ABOUT BULLYING?
- DO YOU THINK YOU'VE BECOME A MORE CONFIDENT PERSON?
- CAN YOU TELL MANIPULATION FROM CONFIDENT BEHAVIOR?
- DO YOU WANT TO TRY OUT THE «I-MESSAGE» TECHNIQUE?
- WOULD YOU LIKE TO PARTICIPATE IN SUCH A LESSON AGAIN?





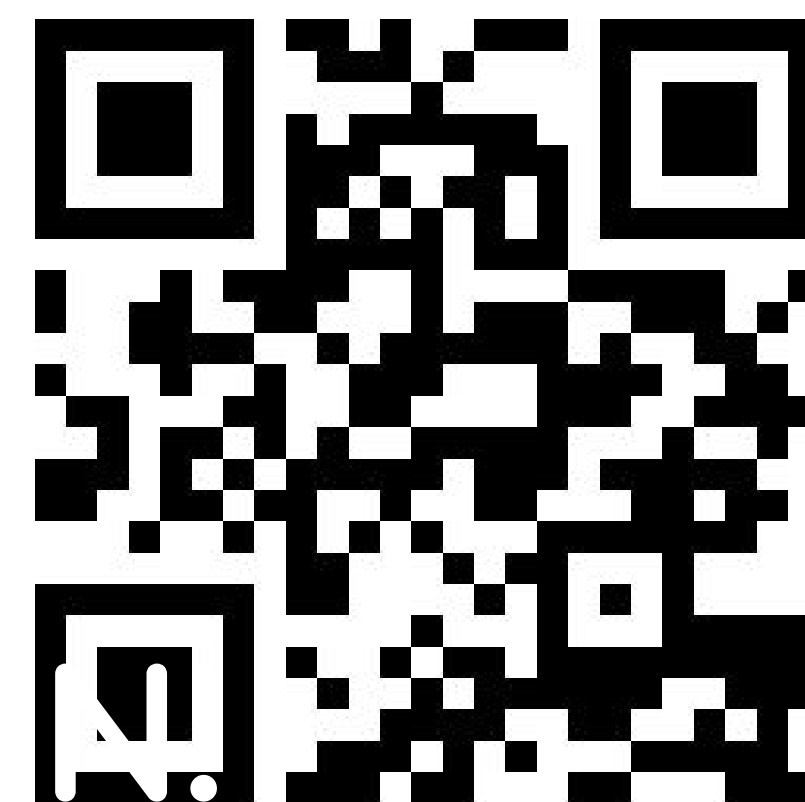
SEE YOU!
WE WORK OUT AND IMPLEMENT
SOCIAL PROJECTS, AIMED
AT THE CREATION OF SAFE SPACE
FOR CHILDREN INSIDE AND OUTSIDE
OF HOME.



«ТРАВЛИ НЕТ» SOCIAL MEDIA



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TELEGRAM





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Topic of the lesson:

How does self-confidence help to avoid bullying?

Planned learning outcomes:

What a student will know

1. what bullying is;
2. what is included in the concept of confident behavior;

What a student will be able to do

1. behave confidently in a bullying situation;
2. use the feedback skill "I-message"

Materials:

1. Roadmap
2. Lesson plan outline
3. Presentation
4. Additional aids:
 - blank paper sheets for each student;
 - pens for each student.

Roadmap			
Lesson stage	On the screen	Teacher's activity	Student's activity
1. Greeting, setting up the topic			
1-2 min	Slide 1	The teacher greets the students	Listening
2. Task 1: Updating the concept of bullying			
10 min	Slide 2	Posing an intriguing question	Oral answers to the question
	Slide 3	Motivation. Shaping an understanding and a conscious attitude to bullying	Listening. Oral answers to the question
	Slide 4	Analysis of the concept of "bullying"	Listening. Discussion



	Slides 5-6	Analysis of bullying goals	Listening. Discussion
	Slide 7	A talk on help in cases of bullying	Listening
	Slides 8-9	Organization of a discussion on the topic: "Who becomes a victim of bullying more often / less often?"	Discussion
3. Task 2: Confident behavior skills			
12 min	Slide 10	Explanation of the task. Organization of individual work	Listening. Individual work
	Slide 11	Organization of work in groups	Work in groups
	Slides 12-13	The teacher explains the material, asks questions and elicits answers, summarizes new information	Listening. Oral answers to the questions
	Slides 14-15	The teacher suggests dividing phrases into two baskets: confident behavior and manipulative attitude	Teamwork
4. Task 3: "I-message"			
15 min	Slides 16-17	Explanation of the principles of the "I-message" technique	Listening
	Slides 18-22	Explanation of the structure of the "I-message" technique. Practice exercise	Listening. Practice exercise
	Slide 23	Discussion	Discussion
5. Final reflection			
3-5 min	Slide 16	Closing reflection	Oral answers to the questions
	Slide 17	Completion of the class hour	Listening



Lesson plan (Grade 9-11)

Topic of the lesson:

How does self-confidence help avoid bullying?

Target group: grades 9-11 (15-17 years old)

Duration: 45 minutes

Aim: to help students in grades 9-11 form confident behavior and oppose bullying.

Objectives:

- expand highschoolers' knowledge of bullying;
- give the definition of confident behavior;
- teach to maintain confident behavior in bullying situation;
- teach a feedback skill «I message».

Results:

Participating in this lesson a student will learn:

1. to behave confidently in bullying situations;
2. to give feedback via «I-message».

Necessary equipment:

- a classroom, desks and chair;
- a screen and a projector (if there is no projector, red and green cards are to be prepared);
- white sheets of paper A4 for each student;
- pens for each student;

Procedure

Greeting – 1 minute

Task 1: updating the concept of bullying – 10 minutes

Aim: give the definition of bullying, denote what this definition consists of.

Teacher (question to the class): Have you ever come across the concept of “bullying”? How does it differ from usual fun in a group of friends?

Students' response.

Teacher gives the definition of bullying: Bullying is a systematic and purposeful use of strength to one or several members of the other side.



Teacher (question to the class): What is the purpose of bullying?

Students' response.

Teacher summarizes: Its purpose is to do emotional and physical harm to the victim and also to get pleasure from watching the victim suffer.

Teacher: unlike in conflicts and disagreements where the members are approximately equal in strength, status and emotions they experience, bullying cannot be handled on one's own. The help of adults: school administration, teachers, parents, therapists is necessary. As well as the help of peers - those who have witnessed bullying. If you only watch and stay silent, it seems that bullying is normal. However, if you confront it, express your negative attitude to it, it will help cope with bullying more quickly. The victim will realize that they do not indeed deserve such an attitude, and the aggressor and their followers will understand that such behavior is intolerable in this society.

Teacher gives the class a topic to discuss: Who becomes a victim of bullying more often?

Students' response.

Teacher summarizes: Anyone can become a victim. We can give examples of celebrities who were bullied in their school years.

The fact that a victim is initially weaker, more stupid, miserable, insecure, etc. is just a myth. Usually, we notice such characteristics (shyness, insecurity, obedience, excessive dependence from others) only after the person has been greatly affected by bullying.

Teacher gives the class a topic to discuss: And who do you think becomes a victim or an initiator of bullying less often?

Students' response.

Teacher summarizes: They are those who feel confident and behave that way, who do not need to prove anything to others, who consider themselves a good person.

Taks 2. Confident behavior skills – 12 minutes

Aim: to discuss how to differentiate a confident person from an unconfident one.

The students are suggested to think how to differentiate a confident person from an unconfident one (1 min). Then the teacher hands out sheets of paper to everyone and divides the class into groups of 6-10 people, gives each group number 1 or 2. Groups with number 1 write down characteristics of a confident person and groups with number 2 - of an unconfident one (2 mins). When the lists are ready, students listen to the teacher and update and correct their notes.

The teacher explains the definition of confident behavior: Confident (assertive)



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behavior (self-esteem) (assertive - from Eng assertiveness, to assert — to claim, defend) — the ability of a person to control their behavior, take responsibility for it and not to depend on outer influences and evaluation.

What person can be described as confident?

A confident person:

- takes responsibility for their behavior;
- demonstrate self-respect and respect for other people;
- can communicate effectively as well as attentively listen to others and understand them;
- is able to negotiate and reach a compromise.

Teacher summarizes: A person who has these skills can stand up for themselves and at the same time does not need to demonstrate violence to achieve their goals and earn other people's respect.

Teacher gives the class a topic to discuss: What prevents a person from being confident?

Students' response.

Teacher summarizes: Manipulative prejudices prevent one from being a confident person. These prejudices are mindsets learnt from those who made one obey, controlled and used people for their own purposes, who ignored others' needs and demanded to be convenient and adjust. For this they promised love, friendship and good attitude. However, they often broke their promises. Bullying is also a manipulation of feelings and behavior. Those who bully make the victim lose faith in themselves. To become a confident person one should realize and establish their rights and get rid of manipulative mindsets.

The teacher suggests dividing the phrases into two baskets: confident behavior and manipulative mindsets. If there is no projector in the classroom, the teacher can ask students to raise red cards when they hear a manipulative mindset and green cards when they read a phrase of a confident person's vocabulary.

Confident behavior	Manipulative mindsets
I have a right to evaluate myself, my behavior, thoughts and emotions	I rely on the evaluation of my personality and behavior made by others (someone cleverer, more respectful, older, more popular, etc)
I take responsibility for my decisions and consequences of my actions	Someone else always take responsibility for my actions («I was forced to, provoked, made to»)



I have a right to make mistakes and take responsibility for them	I am not allowed to make mistakes, and if I make one, I must be sorry for it forever and feel guilty
I have a right to change my opinion if the situation has changed	In case I have already stated my point of view, I mustn't change it. Otherwise, I am a fool, a weakling and a failure
I have a right to say: no, it is not for me	I must always agree and adjust to others
I have a right to be independent of other people's attitude to me	I must do my best to be liked by everyone
I have a right to choose whether to help other or not	I must always come to rescue if I am asked to. Otherwise, I am heartless and selfish
I have a right not to guess what others think and want, I can just ask them about it	I must always read others' minds, guess their wishes and preferably fulfill them

Exercise: Divide into groups. In front of you there is a list of manipulative mindsets. I suggest that each person in a group takes 1-2 the most familiar mindsets and remembers a particular situation when they appeared. Analyze how in this case your rights were abused, what you felt. You have 2-3 minutes. Now one by one tell each other these stories. One should listen and the other should name a right that is abused and support their opinion with additional arguments. Then switch places. Discuss how your feelings have changed after words of support. How would you act now in a similar situation?

Task 3 «I-message» – 15 minutes

Aim: to learn to resist manipulations.

Teacher explains the concept of «I-message»: Methods of effective communication help one learn to resist manipulations, protect oneself and achieve goals in a constructive manner. One of them is the method «I-message». It is used when it is necessary to give feedback to another person, inform them what mistake they make and also when it is necessary to define personal boundaries, protect one's environment.

«I-message» is a psychological term that means a person's statement in which they describe their feelings and desires relying on their own thoughts and emotions trying not to offend anyone or blame others for it. «I-message» always begins with personal pronouns: «I», «me», «myself».

«I-message» can be used as a method to soothe or prevent a conflict. In opposition to



this method one uses «You-messages» in which the speaker refers to their partner's actions and mistakes, and expresses their thought through accusations, not through their emotions that were caused by the same events.

Example: You are always taking my things without permission!

«I-message»: When my things are taken without permission, I am annoyed, it's not pleasant. Perhaps, it is because when I need this thing, I can't find it anywhere. I don't mind you taking my things but beforehand ask me if you may do it and put them in their places.

Structure of «I-message»:

1. Fact. The actual side of the event is described without evaluation, i.e. everything that has happened as precisely as possible. Usually, such a statement begins with the word «when».
2. Feelings. At this point, the speaker names their feelings and emotions that they have experienced because of the fact (for example, «I felt» or «I liked/didn't like»).
3. Explanation. The speaker names and explains the reasons they had this feeling. Such a statement usually contains such phrases as «because of», «due to», etc.
4. Desire. The speaker suggests a desirable outcome of the situation: «I want».
5. Intentions. The speaker's statement about what they are going to do due to the fact (for example, «I'm going to», «I will», «I won't», etc).

Teacher: remember the last conflict that happened to you. Simulate an answer to the offender according to the «I-message» structure. You have 3 minutes. Those who want to share their experience, can tell about their conflict and a way out of it.

Students' response.

Teacher: Now each of you know the technique that will help you become a self-confident, happy person and avoid bullying. Tell your close ones about the «I-message» method.

Final reflexion – 3-5 minutes

Teacher asks questions to the class:

1. What information from today's lesson found a place in your heart?
2. What seemed the most interesting to you?
3. What was difficult?
4. What new information have you learned about bullying?
5. Do you feel you've become a more self-confident person?
6. Will you be able to differentiate a manipulation from a confident behavior?
7. Do you want to apply the «I-message» method?