

Anti-Bullying Week 2014: Lesson Activities – guidance notes Key stage 3 – 4



The Anti-Bullying Alliance has designed this lesson activity to support your involvement in Anti-Bullying Week 2014.

Please be aware that when using these resources:

- That there may be children that have experienced bullying or are going through a bullying situation now – make sure all pupils know where to go for support
- That you take appropriate steps when planning the lesson to support children who might be more vulnerable to bullying
- That you use the lesson as an opportunity to explore the use of language around disability and special educational needs. Make sure that all children understand that disablist language will not be tolerated in your school.

These lesson activities are designed for Key Stage 3/4, but feel free to adapt as appropriate to the children you work with.

This Anti-Bullying Week, the Anti-Bullying Alliance are calling on the school community to take action to stop the bullying of ALL children and young people – including those with disabilities – those research show are significantly more likely to experience bullying in schools and the wider community.

These activity guidance notes have accompanying presentations and resources. You can find them at www.anti-bullyingalliance.org.uk. We welcome any feed back following use of these resources. Email aba@ncb.org.uk.

There are lots more resources available on our website and we also have FREE training to support professionals with preventing and responding to the bullying of disabled children and those with special educational needs www.anti-bullyingalliance.org.uk/send-programme.

www.anti-bullyingalliance.org.uk

#StopBullying



Learning Objective	Slide no	Learning and teaching activities	Resources	Outcomes
Pupils will know what bullying is and isn't	2-5	<p>Slide 2 :</p> <p>Animated slide with the Anti-Bullying Alliance (ABA) definition of bullying. Move straight on to Slide 3</p> <p>Slide 3:</p> <p>Animated slide with the second part of ABA's definition of bullying.</p> <p>Discuss the three elements that make bullying:</p> <ul style="list-style-type: none"> • Repetition • Intentional • Power imbalance <p>Slide 4:</p> <p>This animated slide is designed to explain what we mean by a power imbalance. You may want to have a discussion about it afterwards</p> <p>Slide 5:</p> <p>This short activity can be completed in numerous ways depending on your classroom. Give pupils the <i>Definition of bullying</i> (appendix 1) <i>Is It Bullying? Activity sheet</i> (appendix 2). Discuss in small groups whether or not the scenarios are bullying, not bullying or needs more information. You can complete this by the following ways:</p> <ul style="list-style-type: none"> • Each pupil has a card with the options on and they hold it up (see appendix 3) • Pupils fill in the Answers sheet (appendix 4) • Put each option on large paper on the walls in the classroom and shout out the scenarios and pupils can go and walk to the answer 	<p>Animated Slides</p> <p>Appendix 1: ABA bullying definition</p> <p>Appendix 2: Is it bullying? Activity sheet</p> <p>Appendix 3: Is it bullying? Cards</p> <p>Appendix 4: Is it bullying: answers sheet</p>	<p>Pupils will be able to identify bullying incidents and describe the three main elements of bullying.</p>

<p>Young people will understand the prevalence of bullying in schools particularly of those disabled young people.</p>	<p>6 - 8</p>	<p>Slide 6: Ask pupils what percentage of young people research suggests has experienced bullying in the previous term. There are a number of answers to this question but we know it is roughly between 18-16% of young people. Ask pupils if this is more or less than they thought. They might like to discuss this in groups.</p> <p>Slide 7: Follow the link to the video – it is 2.48mins long. It doesn't have subtitles so please do let us know if you would like a transcript of the footage: https://www.youtube.com/watch?v=6L7pzDdTcNE&list=PLD891E15E627F4CF3&index=3 It has disabled people explaining their experiences at school. It is taken from videos made by the then Department for Children, Schools and Families in 2009. They are designed to start to get pupils thinking about the effect of bullying for disabled young people.</p> <p>Slide 8: This slide introduces the theme for Anti-Bullying Week 2014 – Let's stop bullying for all. Show the short official Anti-Bullying Week clip. It shows some startling statistics about the number of disabled young people who have experienced bullying. Ask, is it more/less than young people had imagined?</p>	<p>Slides Short YouTube clip</p>	<p>To understand the characters roles in the illustration and to challenge their positions.</p>
<p>Pupils will know what a disability is</p>	<p>9-10</p>	<p>Slide 9: This slide is for information. It introduces the Equality Act definition of disability. You can find further guidance about the act as it relates to disability and schools here: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</p>	<p>Slides Links to guidance for background</p>	<p>Pupils know what a disability is and have shared their</p>

		<p>The Equality and Human Rights Commission also have guidance for schools: http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance</p> <p>Slide 10:</p> <p>Careful open discussion. Does anyone have any experience of disability in their life? Some may want to share others may not.</p>	reading	own experiences of disability.
Have a greater understanding of bullying scenarios and the attitudes towards bullying that they want in their school	11-26:	<p>Slide 11:</p> <p>This cartoon has been created to show the typical stories ABA hears from disabled young people. A lot of the cartoon is made up of direct quotes from young disabled people however the character, Craig, is fictional.</p> <p>Slide 12 – 24:</p> <p>You might like to start with reading through the 'Cartoon Activity' which you can find on the ABA website. You can then recap the story using the slides and use the questions on the slides as a starting point for discussion. The aim of this activity is to get young people to empathise with Craig and to understand the impact of derogatory language on young people.</p> <p>It can also get young people to think about:</p> <ul style="list-style-type: none"> • The role of the bystander in bullying • What kinds of responses to bullying they want their school to have. <p>Slide 25-26:</p> <p>These slides are discussion points aimed at ensuring that young people understand that they cannot always tell if someone is disabled or not but that we treat each other with the same respect.</p>	<p>See PowerPoint slides</p> <p>Cartoon activity resource: find on ABA website</p>	<p>Pupils will empathise with those being bullied.</p> <p>Pupils will begin to think about the role of bystanders.</p> <p>Pupils will think about the kinds of responses they want their school to have to bullying.</p>
Pupils will understand that bullying	27-32	<p>Slide 27:</p> <p>Handout the illustration (see ABA website) and ask young people to discuss what is happening in the image, what each character is doing, how they are involved in the incident</p>	<p>Slides</p> <p>Illustration: See ABA</p>	Pupils will be able to describe the

<p>is group behaviour and that bystanders have a role in stopping bullying.</p>	<p>and what they are feeling. Discuss in small groups and feedback</p> <p>Slide 28: Information slide – explaining that we tend to have a traditional view of bullying as a bully/victim problem. When it is actually far more complicated than that.</p> <p>Slide 29: Animated slide – as well as the victim and the ‘bully’ or what we would call ‘ringleader’ there are also four other important roles in bullying situations:</p> <ul style="list-style-type: none"> • Assistant – they join in the bullying, even though the ‘ringleader’ started it and provides physical and other assistance to the ‘ringleader’ • Re-inforcer – they may encourage the ‘ringleader’ and gather others to see what’s happening. • Defender – the defender supports and defends the victim and will fetch adult help. They may address the bullying group and call into question the power of the ‘ringleader’ with the ‘re-inforcer’ or ‘assistant’. • Outsider – the outsider remains removed from the bullying situation and either pretends not to notice or genuinely doesn’t notice. The outsider does nothing about the bullying. <p>Discuss each role and how they effect the bullying situation.</p> <p>This draws on Salmivalli’s <i>participant role scale</i> work. In it she identifies these roles that children play in a bullying scenario. http://njbullying.org/documents/bullyingandpeergrroup.pdf</p> <p>Slide 30: Going back to the illustration, which characters fulfil which bullying roles? A group of pupils could act out the illustration and discuss what they might be thinking. What could each role do to stop the bullying?</p> <p>Slide 31:</p>	<p>website Short YouTube film</p>	<p>roles involved in bullying and feel empowered to act as defenders in bullying situations.</p>
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<p>Pupils will support to write and sign up to an anti-bullying charter</p>	<p>33-36</p>	<p>Slide 33:</p> <p>Agree that all people in our school should be A PART OF and not APART FROM the school community. Discuss what this means.</p> <p>Slide 34-36:</p> <p>Considering the things that have been learnt during the week, ask the class to think about some of the questions in the resource pack.</p> <ul style="list-style-type: none"> • How does our school make sure that everyone can be included in what we do? • Are there things we need to do to make sure our class or school supports children who learn in different ways? • In our class, how can we make sure that everyone is included? • In our class how can we make sure that children are not bullied? <p>In small groups ask them to think about an answer to each question and put it on a post it note and then collect them in and discuss them. What can</p> <p>a) The individual child do</p>	<p>Slides Key principles charter:</p>	<p>Pupils will think about what could prevent bullying in schools. They will develop a charter which they will all agree to.</p>

	<p>b) The class do</p> <p>c) The school do (and what action might be needed for this)</p> <p>Ask the children to make a class charter based on how they will treat each other and anyone they meet that is different to them.</p> <p>What they will do if they see someone being mean/unkind/bullying other children.</p> <p>Consider the questions on the PowerPoint stick each thought bubble onto the middle of a piece of paper children can then think about a question in small groups and either write or draw their ideas.</p> <p>Teacher scribe some final ideas that are agreed on by the class and all children sign the charter.</p> <p>ABA has a set of key principles framed in a charter which outline what we believe the school community must do to prevent and respond to bullying of all children and young people. This might be something you would like to use as a framework for your charter. You can find it here: http://anti-bullyingalliance.org.uk/the-project/10-key-principles.aspx</p>		
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Appendix 1

The Anti-Bullying Alliance defines bullying as...

the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Is it bullying?

Appendix 2

1. Jenny tells Tony that if he doesn't give her his dinner money she will beat him up.
2. Dena keeps telling Susan to wear deodorant.
3. Holly and Jasmine have fallen out over a boyfriend and Jasmine refuses to speak to Holly.
4. Each time Ramon walks into a class a group of pupils giggle and whisper to each other.
5. Terry spits into a can of cola and says he will make Jake drink it.
6. Tania and Susan won't let Rachel play with them.
7. Joel and Dean have had an argument. Joel kicks Dean's bag across the floor.
8. Peter accuses Rashid of stealing his game and they have a fight in the corridor.
9. John has a disability which means that he cannot always control his movements. When he gets excited his hands jerk up. A group of boys mimic him whenever he tries to join in the football game.
10. Dean's parents have split up. Mark tells everyone else in the class.

(Adapted from materials by Sonia Sharpe, used in the DfES Sheffield anti-bullying project) – Reproduced from Primary SEAL.

Bullying

**Not
bullying**

Appendix 3

**More
information**

Appendix 4

Scenario	Bullying	Not bullying	Need more information
1. Jenny tells Tony that if he doesn't give her his dinner money she will beat him up.			
2. Dena keeps telling Susan to wear deodorant.			
3. Holly and Jasmine have fallen out over a boyfriend and Jasmine refuses to speak to Holly.			
4. Each time Ramon walks into a class a group of pupils giggle and whisper to each other.			
5. Terry spits into a can of cola and says he will make Jake drink it.			
6. Tania and Susan won't let Rachel play with them.			
7. Joel and Dean have had an argument. Joel kicks Dean's bag across the floor.			
8. Peter accuses Rashid of stealing his game and they have a fight in the corridor.			
9. John has a disability which means that he cannot always control his movements. When he gets excited his hands jerk up. A group of boys mimic him whenever he tries to join in the football game.			
10. Dean's parents have split up. Mark tells everyone else in the class.			