



Anti-bullying Lesson Plan



(Running time 1hr+)

*all times are approximate. It may be appropriate for your group to spread this plan over a couple of lessons/ spend longer on items/ set a task as homework etc *

Appropriate for Secondary Years 7-11

THEME: See It, Stop It, Get Help

Starter:

- SOLO EXERCISE: When was the last time you witnessed a real-life scenario that you didn't agree with or felt uncomfortable watching?
 - Take time to think about this question on your own. Think about what you saw, when it was, who was involved and how you felt (2 mins)
- SOLO EXERCISE: Thinking about the scenario you've remembered, write down:
 1. What you did at the time in response to experiencing it.
 2. What you would do now if it happened again.
 3. What you would want someone to do if it was you directly involved in the scenario (as opposed to you witnessing it).
- Reflection: Teacher instigates class thinking about whether these answers are different and if so why?
- CLASS DISCUSSION: What makes witnesses/bystanders act/not act/do certain things etc.

*remember this can be a sensitive subject and some students may feel vulnerable. This exercise is not about therapy and students should not feel as though they have to share their answers if they do not wish to. The questions are designed to provoke personal thought and self-reflection.

KEY POINT: Most people at some point in their lives will be a witness or a bystander and it can often be difficult to act. However when witnesses do act they are often a great help to the individual in trouble and it can be a great comfort to know that you are not alone.

Key concepts: Self reflection; hindsight; empathy; taking action in difficult situations.

Task 1:

- CLASS EXERCISE: How can you spot signs of bullying?
 - *MINDMAP:* what signs might there be that someone is being bullied or needs help? (10-15mins)

If group is struggling with ideas, encourage thinking about how they might: change (appearance, mood, habits); look (sad, lonely, scared etc); change their eating (eat more, eat less); not want to go out; change their routine e.g. walking home from school etc.

KEY POINT: Often we are blind to situations of bullying and may not recognise a situation for what it is. By opening up discussion about warning signs or potential signals, we will become more aware of others and our surroundings and can then help people who may need it.

Key concepts: Empathy, Observation, Awareness of others.

Task 2:

- CLASS EXERCISE: Role of the witness/bystander/friend
 - What is a witness? What is a bystander? What is a friend? Definitions (10mins)
 - Compare similarities and differences (5 mins)
 - What can these people do about a bullying situation that they see? Strategies.

KEY POINT: Bystander sees but does nothing; witness sees and may/may not take action; Friend will help in times of trouble.

Key concepts: Witness; Bystander; Friend, Strategies.

- Role Plays – What can we do if...
 1. Someone is being physically bullied?
 2. Someone is experiencing verbal abuse?
 3. Someone is feeling sad?
 4. Someone is seeking advice and you don't know how to answer?
 5. You witness an extreme form of violence?
 6. Someone tells you they don't want help when you try to intervene?

Task 3:

- OPEN DISCUSSION: What kind of help is useful in bullying situations?

KEY POINT: We should be looking for non-violent ways to deal with bullying and encourage a no-tolerance attitude to bullying, including understanding that revenge and 'getting your own back' are not going to tackle the long-term problem. Standing up for someone does not mean hitting the bully or being violent; violent solutions just tend to encourage more violence.

Plenary:

- PARTNER EXERCISE: Take 1 minute to talk about what you have learnt in this session (1 min)
- CLASS SHARE: ask a few people to share what they have learnt with the class (2 mins)

Homework/ Next Lesson:

- Why do people bully?

Think about why people might bully and write down some of your ideas.

KEY POINT: Although these reasons are not excuses for bullying behaviour, they allow us to understand the motives behind someone's behaviour and, if we can identify these reasons and understand them, we are more likely to be able to help someone change their behaviour by addressing the root problem.

