Lesson 3
The nature of bullying

Lesson overview
Introduction, group work, class discussion, scenario, plenary

Learning objectives
Do I recognise what bullying looks like and that different people play a different role? Students will be able to:
- Understand what bullying is and why it happens and the roles different people play in bullying situations.

Materials and preparation
Leaders will need:
- Resource sheet L3R1
- Scenarios L3R2

Introduction (10 minutes)
Introduce the lesson and explain its objectives.

Ask
Did you use a mood app? What did you think? Do our moods affect the way we deal with others around us? Does your mood lead you into negative situations? Is there a link to bullying?

Activity One (10 minutes)
Group task: Exploring bullying
- Provide students with prepared resource sheet L3R1
- Students discuss and note initial ideas on sheet
- Display resource sheets and discuss ideas from them

Activity Two (10 minutes)
Class discussion
- Ask for ideas for a definition of bullying. Reshape, agree on a definition, display on board and record for future use.

Activity Three (10 minutes)
Explore different roles in bullying situations
- Explain the word role and link this to the actors in a play, “the players”. Ask for ideas about the behaviours of all the players involved in a bullying incident (for further reading about roles, see links)
- Record the behaviours on the board (what are the different behaviours of the witnesses?)
- Display the descriptors of the roles to use in the next activity

Activity Four (15 minutes)
Scenario
- Introduce selected scenario (L3R2) on screen/board
- Groups work together to discuss behaviours of each person in the scenario
- Identify the players in each scenario
- Invite comment on each player and support students to recognise them
- Match the titles of the players to the descriptors on the board

A set of 10 Social and Emotional Learning (SEL) lessons aimed at combating bullying in a school environment by developing the social and emotional skills of young people aged 11-14.
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Closing (5 minutes)

Review the learning

Ask

- What have you learnt today?
- Have you been challenged in the session?
- Can you identify with a particular player in bullying situations?
- Do you play a different role in different situations?

Progression

- Where next? Is it possible to understand the emotions of the different people in bullying situations?
- Introduce next lesson – Reading emotions in social situations.

Take-away task

- Before the next session – think about bullying you see in TV programmes/films. Can you identify roles played by actors?
- Write down a couple of examples.

Supporting activities

- TECHNOLOGY. Use a search engine to image search “cartoon bully”. Collect and present a selection of images. Draw together common perceptions and ask students to critically evaluate whether these images represent their own experiences.

- WRITING. Gather bullying definitions into one single text file e.g. Google Docs. Create a word cloud (using Wordle or WorditOut). Are there any common themes highlighted by larger words? Can they be reshaped into a new definition?

- DRAMA. Use a scenario from the lesson plan as a group activity, with each member of the group playing a role. Use digital images or video to record each scenario and add to the class portfolio.

- DRAMA. Use online video sites (e.g. YouTube) or image searches to gather examples of images, film, plays or TV that reflect the scenario chosen.

Links

- RespectMe activity on “Respect and Fear” - http://www.respectme.org.uk/_literature_120924/Andy’s_Story_-_Practical_Exercise_-_Exploring_fear_and_respect


- Anti-Bullying Alliance - school gate scenario http://www.anti-bullyingalliance.org.uk/media/7494/bullying-roles-activity-2014-key-stage-2.pdf


- Rosalind Wiseman conducted research and created roles in her book (read the extract here) http://rosalindwiseman.com/rwpublications/masterminds-and-wingmen/