

Lesson 3

The nature of bullying

Includes SEL strands: **SeIA, SocA**Estimated time: **60-90 minutes**

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 combatting 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

TES Resources - Who wants to be a Millionaire? - Anti-bullying presentation - <https://www.tes.co.uk/teaching-resource/who-wants-to-be-a-millionaire-anti-bullying-ppt-6135881>

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

Definitions of roles (Australia): <http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/roles.aspx>

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

