

Say NO to Bullying Form Time or PSHE Lesson and Discussion Plan: (Secondary)

For Anti-Bullying Week, Kidscape is launching a 'Say NO to Bullying' campaign to encourage students, parents, teachers, and communities all around the UK to take a stand against bullying and Say NO!

The following is a lesson plan to conduct with your students during Anti-Bullying Week to discuss the issue of bullying.

The lesson is structured to begin with setting 'ground rules' for student activities and the rest of the lesson (a form of behaviour code, set by the students). This is then followed by a discussion about bullying and an exercise to help understand the feeling of being bullied. This is followed by some practical strategies to avoid bullying.

Please Note: This lesson covers some of the same things as the Say NO to Bullying Assembly Plan. The new exercises are the Ground Rules (i), and the discussion about the feelings behind bullying (iii). If you have already done the Say NO to Bullying Assembly, you may feel you have already covered the other issue (ii), in which case please adjust your lesson plan accordingly.

(i) Setting the Ground Rules:

Objectives: To set ground rules for student activities – a behaviour code which all the class will agree to. This helps to create feelings of trust when beginning to address the feelings the students may have when thinking and talking about the emotive problem of bullying.

Resources:

Large pieces of paper & felt tips

There are two issues to deal with in this activity:

1. To set up Ground Rules which will be helpful in all work on bullying done with students
2. To begin to address the feelings the students may have when discussing the emotive problem of bullying.

It is important that the issue of Ground Rules is sorted out first to ensure that the students feel comfortable and safe when sharing feelings.

Depending upon the amount of time available, you may wish to divide this lesson into two or more parts and teach it on different days.

Ground Rules

'During this week, for Anti-Bullying Week, we are going to be exploring the problem of bullying.

Some of the things we talk about could be embarrassing or painful or cause you to laugh. The activities will involve some role-playing, writing and discussions with many of the ideas coming from you. So I would like to ask your help to set up some Ground Rules. When we have a list of Ground Rules, we will discuss them and then agree on which ones we will follow as a class.

'We are going to break up into small groups in a moment to brainstorm, but perhaps it would be helpful if I gave you one or two examples of Ground Rules.

Let's say we are discussing the problem of bullying and there is someone in the class who is either a bully or a target. I would like to see a Ground Rule which says that we

will not name people or make jokes at anyone's expense, and if there is laughter it will not be directed towards someone else.'

This might translate into two Ground Rules.

Write on the board:

GROUND RULES

We will:

- a. Not embarrass others
- b. Not make fun of anyone.

Divide the class into groups.

One person (student or teaching assistant (TA) will write the group's ideas on a large piece of paper in big letters with symbols if necessary.

'Would you now get into your groups and ask one person to be your scribe or secretary. That person will write the group's ideas on this large piece of paper in big letters.

After you have thought of and written down your ideas for Ground Rules, we will put up the sheets of paper so that everyone can see what each group has written. You will have five minutes, so think fast and put down as many ideas as you can in that time.'

Give each group a large piece of paper and a felt-tip marker.

It may be that your students will need longer or shorter time to brainstorm. When the students have completed the Ground Rules sheets, bring them together as a large group and have each group put up their ideas.

As the groups share their ideas for Ground Rules, write them on the flipchart paper without comment. It usually works better if you take one idea from each group and then go around again. Otherwise, one group may give all the ideas and the other groups will get bored or restless.

When you have recorded the Ground Rules, decide which ones are agreeable to everyone.

One class listed the following Ground Rules:

We will:

1. Not embarrass others
2. Allow each other time to talk
3. Not put anyone down by making unkind remarks
4. Not talk about what is said in the lessons outside of the lessons
5. Help others so that everyone can join in the lessons
6. Behave seriously
7. Be supportive of others
8. No violence
9. Teacher willing to talk privately to students, but not able to promise confidentiality if s/he thinks the student is at risk of serious bullying or some other problem like child abuse.

This last Ground Rule was suggested by the teacher, who in this case was willing to spend the extra time. You will need to decide that for yourself.

When the Ground Rules are agreed, have someone make a poster-type list which is posted up in the classroom.

You may want to agree a plan in case someone breaks the Ground Rules. What consequences will follow? You may decide to exclude someone from an activity which they enjoy, but there is always the possibility that the student is reacting because the issue hits too close to home.

(ii) What is Bullying?

'We are now going to discuss what bullying actually is, as it is not always easy to define.'

In most cases of bullying you will find that:

- It is deliberate hostility and aggression towards the target
- The victim is weaker and less powerful than the bully/bullies
- The outcome is always pain and distress for the victim

Although bullying can take many different shapes and forms, the key feature is that it is causing *deliberate* pain to another person. Any form of hurtful behaviour like name-calling can be classed as bullying if the bully persists with it after it is apparent that the victim is upset by what is being said.

The different forms bullying can take:

Physical: pushing, kicking, hitting, pinching, and any other forms of violence

Intimidation: extortion, threats, stealing

Verbal: name-calling, spreading rumours, writing graffiti

Emotional: excluding someone, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, racial, homophobic or sexual taunts.

Cyber: Using technology to intimidate and upset, such as via text messages, email, social networking websites, internet

(iii) Understanding the feelings that bullying provokes:

Feelings

This task is to deal with the feelings which may arise from discussing emotive and embarrassing issues. We suggest that you ask the students to go back into their groups and make a list of possible feelings which may arise while thinking or talking about bullying.

Ask that they again appoint a scribe and come up with a list in five minutes.

'We are now going back into the same groups to talk about the types of feelings people may have. For example, when thinking and talking about bullying, some people may feel angry, others may feel scared. So there are many different ways of reacting to these issues.'

Write down some of the possible feelings on the board to give the students a model. Then ask them to go back into their groups and give them five minutes to brainstorm.

Allow more time if the exercise is bringing out productive discussion. When they have finished, again make a list of possible feelings, taking one or two initially from each group. The list might read:

- Angry
- Hurt
- Frightened
- Unhappy
- Sad
- Disgusted
- Mean
- Furious

It is important to make a collective list so that the students will know that it is alright to have these feelings and that it is normal. It sets the tone for the work to follow.

'There are feelings that many people have when talking about some of these situations. For example, one person might be furious if his or her brother was bullied and another person might be frightened . It will be important as we discuss all the issues to recognise your feelings and talk with someone about them. You may want to think of whom you could talk to, like gran or mum or dad, a friend, a teacher, etc.'

Here you might remind students that you are available for them to tell. Some students will choose their friends, but sometimes it is comforting to know that a teacher or youth worker or another adult has made the offer of listening (without making promises of confidentiality in case you have to deal with a serious problem).

The list of feelings is not necessarily for display. The purpose is to bring the idea of expressing feelings into the open. You may wish to continue the discussion by asking the students to think of acceptable ways of expressing feelings. When going through the activities, there will be opportunities to help students understand that there are times when they can express feelings. For example, if students are angry about bullying, there are ways of turning the anger into action by telling an adult, acting it out in drama or by taking part in physical activity.