

Resources:

- Bells/shaker
- Strategies to Stop Bullying Cards (See cards at end of lesson plan)
- Large strips of card and flip chart pen to add strategies.
- None/0% & Lots/100%‘
- Stem sentence: Next time I see some one bullied I willto help them.

00:00	<p>Ground rules 2 mins</p> <ul style="list-style-type: none"> • Agree clear signal for all to stop and look. Bell? Shaker? Hand up to speak in the big group • No personal comments/respect each other • When working in groups make sure everyone’s ideas are listened to and that everyone has a role to play
00:02	<p>Aims of the session 3 mins</p> <ul style="list-style-type: none"> • Understand and recognise bullying • To know it’s a serious problem • To understand the different roles people take on when bullying happens (witness & person/people who do the bullying) • To empathise with the person who is bullied and/or a witness wanting to stop bullying situations • To practice and consider the best solutions for standing up for others when bullying happens
00:05	<p>Warm up exercise 5 mins</p> <p>Circle Swap : Children sit in a circle and swap position if they can answer yes to a question</p> <ul style="list-style-type: none"> • Wearing black shoes, • Have blue eyes • Wearing trousers, • Know the school policy on being bullied • Seen anyone being bullied out of school • Seen anyone being bullied in school • Know 2 things to do if someone bullies you • Know 2 things to do to help someone being bullied
00:10	<p>What is Bullying? Illicit views and agree definition. 5 mins</p> <p>1. What does it look like?</p> <ul style="list-style-type: none"> • Kicks, pushes, name calling etc • Probe - what else do we do to hurt each other which isn't physical? Imitating, staring, making signs, moving away, refusing to touch, whispering & giggling, making fun of something the target likes or does.... <p>2. Intention - usually meant to hurt</p> <p>3. Power play</p> <p>4. Is repeated over and over</p> <p>Share statistics – Oxfordshire Children and Young Person’s Plan</p>

	<p>Survey 2009 – 36% of children said they had been bullied in the last year, Tellus3 2008 – 14% of children in Oxfordshire seriously bullied (more than once a month)</p> <p>Explain key vocabulary – we no longer talk about a victim or bully. Over a lifetime many people may experience some kind of bullying and may carryout bullying behaviour at times. Therefore we say ‘people who use bullying behaviour’ and ‘people who are the target of bullying behaviour’ (rather than “Bully” and “Victim”) – as both can change their behaviour and role many times during a life time and indeed a day.</p>
00:15	<p>Drama (15 mins)</p> <p>In small groups (3-4) children make a still photograph of a bullying situation. Each child will need to think what they are feeling and thinking and be prepared to share this. The group need to agree an order of who will speak.</p> <p>Gather the class and ask for a group of volunteers to show. The rest of the class gather round in a circle and become bystanders in the still photograph. (You may need to explain that bystanders are people who watch bullying but do not actually take part.) Ask the class to freeze and become part of the volunteer group’s still photograph and to consider what they are feeling and thinking – they should be prepared to share this. Thought Tap some children.</p> <p>Ask the children to relax and once again become themselves. Request they ‘shake out’ the still photograph character.</p> <p>Discuss: Do you think more bullying takes place when the target is on their own with the person doing the bullying or when they can be seen by other children/bystanders. Ask children to close their eyes and vote yes or no in private thumbs up/down ballot. Write the result on the board.</p> <p>Explain: 85% of bullying takes place in front of others. What do they think about this? Why is this? Did anyone in the still photograph plan to help the target?</p>
00:30	<p>Continuum Exercise – whole group 5 mins</p> <p>How much effect do you think a bystander can have to stop bullying? Children stand on an imaginary line across the room depending on what they think ranging from ‘Lots/100%’ to ‘None/0%’ – they should be prepared to say why they have chosen this spot.</p> <p>Thought Tap individuals</p> <p>Inform children the answer is 60%</p>
00:35	<p>Strategies Exercise: 10 mins</p> <p>Discuss which strategies the children use/could use to stop bullying. Ensure they cover:</p> <ul style="list-style-type: none"> • Tell an Adult • Encourage the bullied person to tell someone • Tell the person doing the bullying to stop (if it is safe to do so) • Go and get a group of mates to help you stop the bullying • Form a friendship group for the person being bullied to make

	<p>sure they are not isolated.</p> <ul style="list-style-type: none"> • Talk to the person doing the bullying and make them understand how it makes the target feel • Add additional strategies to cards <p>Are any strategies more challenging? More risky? Ensure children realise they must not put themselves at risk and some times it is best to get an adult.</p> <p>Discuss: Through choosing not to support the target are you by doing nothing, choosing to support the bullying behaviour</p>
00:45	<p>Conscious Alley 5 mins</p> <p>Ask for 4 volunteers to be bystanders who have just seen some one being bullied. They are to walk down the 'alley' and listen to advice from their peers as to what they should do and if they should try out one of the strategies.</p> <p>At the end of the alley they will be asked which course of action they will take – to act or keep quiet.</p>
00:50	<p>Drama 15 mins</p> <p>In groups of 6-7 children take a scene from the play (or children can continue to work on their own bullying scenarios). Create 3 freeze frames.</p> <p>The freeze frames need to be linked together by slow movements. Ask children to decide on a starting position which is returned to after each freeze frame. When moving back to this position it is critical that they move slowly in silence and do not rush – this will add dramatic tension to the performance.</p> <p>2 freeze frames must have 1-2 people doing the bullying, 1-2 people being bullied and 2–4 bystanders. The 3rd freeze frame will show the onlookers applying a strategy to stop the bullying. Ask groups to choose a strategy and give them the card.</p> <p>Each child will need to think what they are feeling and thinking in each freeze frame and be prepared to share this. The group need to agree an order of who will speak in each freeze frame. Remind children to listen to each others' ideas and to ensure everyone has a part. Explain this is harder in a big group.</p> <p>Show some of the freeze frame stories. Discuss solutions and impact of onlookers actively seeking to stop the bullying.</p>
01:10	<p>Hot Seating 15 mins</p> <p>Ask for a volunteer who portrayed a bully to be hot seated</p> <p>The group can ask questions and find out what happened as a result of the onlookers taking action. Did anything change? Why? Why not? For how long?</p> <p>If the child did not stop bullying that is fine but do ask the class for a</p>

	<p>volunteer who did change their behaviour to be questioned too. You need to demonstrate things can change.</p> <p>Next ask the volunteers to fast forward 5 years into the future? How are they now?</p> <p>You can also hot seat a child who was the target of bullying. What changed as a result of the others taking action. Fast forward them into the future 5/10 years.</p>
01:25	<p>Closing Circle Round- 5 mins</p> <p>Each child completes the stem sentence 'Next time I see some one bullied I will to help them.' (printed out large on floor – see resources)</p>

Strategies to Stop Others Being Bullied

Stand up to bullying behaviour - don't give
'silent approval'



<ul style="list-style-type: none">• Tell an Adult	<ul style="list-style-type: none">• Encourage the bullied person to tell someone
<ul style="list-style-type: none">• Tell the person doing the bullying to stop (if it is safe to do so)	<ul style="list-style-type: none">• Go and get a group of mates to help you stop the bullying in a peaceful way
<ul style="list-style-type: none">• Form a friendship group for the person being bullied to make sure they are not isolated.	<ul style="list-style-type: none">• Talk to the person doing the bullying and make them understand how it makes the target feel
<ul style="list-style-type: none">• Other	<ul style="list-style-type: none">• Other

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.....

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