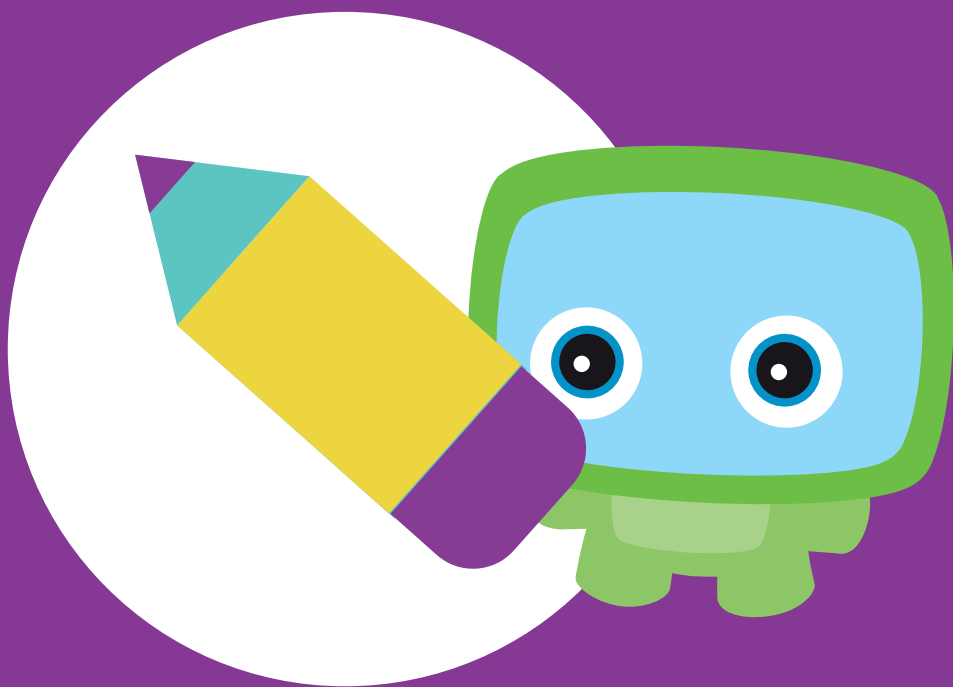


SPEAK OUT NOW

Lesson Plan

KS3



SPEAK OUT NOW

For Anti-Bullying Week this year, BeatBullying wants you to **band together** to make bullying unacceptable. We want young people and professionals to understand that tackling bullying is everyone's responsibility. Our series of resources have been created to help your students understand both the difference they can make as an individual, and the power of taking a stand collectively.

This lesson plan asks the class to reflect on bullying scenarios in school, in the community and online, provoking discussion on the types of advice or safety tips they could give the victim, the bully or the bystander. These pieces of advice will then be put forward with several options for young people to create a pledge for how they will all work together to make bullying unacceptable.

National Curriculum links:

- PSHEE
- Citizenship

Lesson objectives:

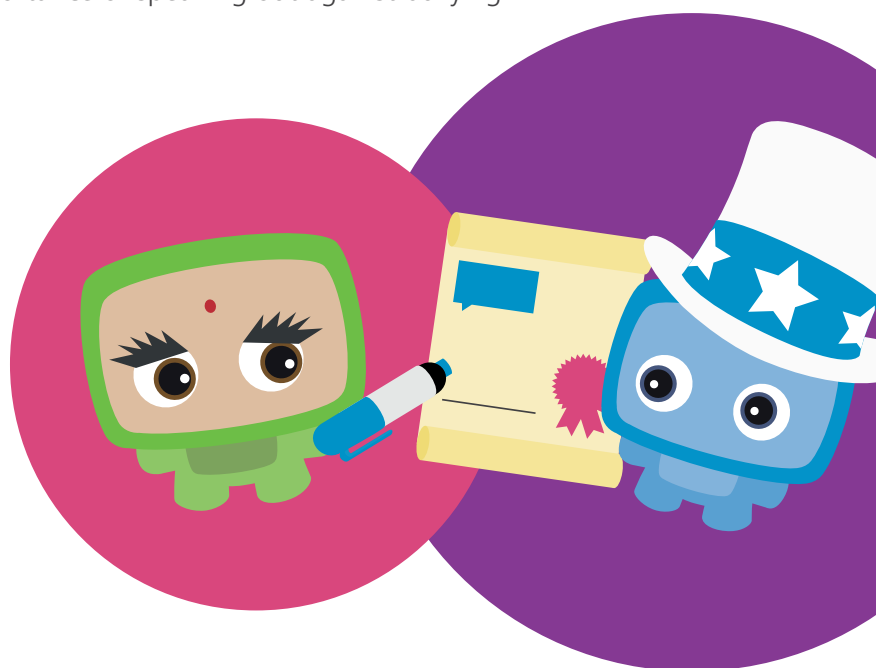
- To know the meaning of a pledge.
- To understand bullying through the eyes of a victim, bully and bystander.
- To be able to give helpful pieces of advice for a young person experiencing bullying.
- To help your students understand the importance of speaking out against bullying.

Key words:

- Pledge
- Declaration
- Community
- Speak Out

Resources:

- Large pieces of flipchart/sugar paper
- Scenarios (provided in resource pack)
- Pledge cards (provided in resource pack)
- Marker pens
- Digital camera/video camera (optional)





DO NOW (3 MINS)

“What word did I Google?”

Before the pupils enter the room, search for the word ‘pledge’ on Google Images. Pick one image (there is an example in the resource pack) and display it on the whiteboard.

As the pupils walk into the room, ask them to sit down and think about the word you entered into Google to get that particular image. For more able groups, you may want to pick a more cryptic image.

Once all pupils enter the room, read out the following statement:

“We should all think of our school as a community. That community is harmed when some of its members intentionally hurt their peers through bullying. We all need to band together to make sure this doesn’t happen here and that everyone can feel safe. That is why we are encouraging pupils, parents, staff, EVERYONE in our school community to stand up, speak out and report when they have been bullied, to support our peers, or report it when they’ve seen bullying happen to someone else.”

STARTER (7 MINS)

What is a pledge?

- Write up the word ‘pledge’ on the board.
- Ask the pupils what they understand this word to mean and whether anybody has ever taken a pledge before. If anyone has, ask them to elaborate on what type of pledge this was and why they felt it was important to make it.

Differentiation: In order to differentiate for the needs of your pupils, you may want to scaffold this activity for younger or less able pupils who may not know the word. In this case, use it in a few sentences to help them guess before revealing the meaning: e.g. I pledge my support, I pledged to give up coffee for two weeks.

Explain that, in this case, it is **“A declaration of what you are doing as a whole school to band together to making bullying unacceptable.”**

At this point go through the lesson objectives - you can tick off the first one.

WORKING AGREEMENT (FIVE MINS)

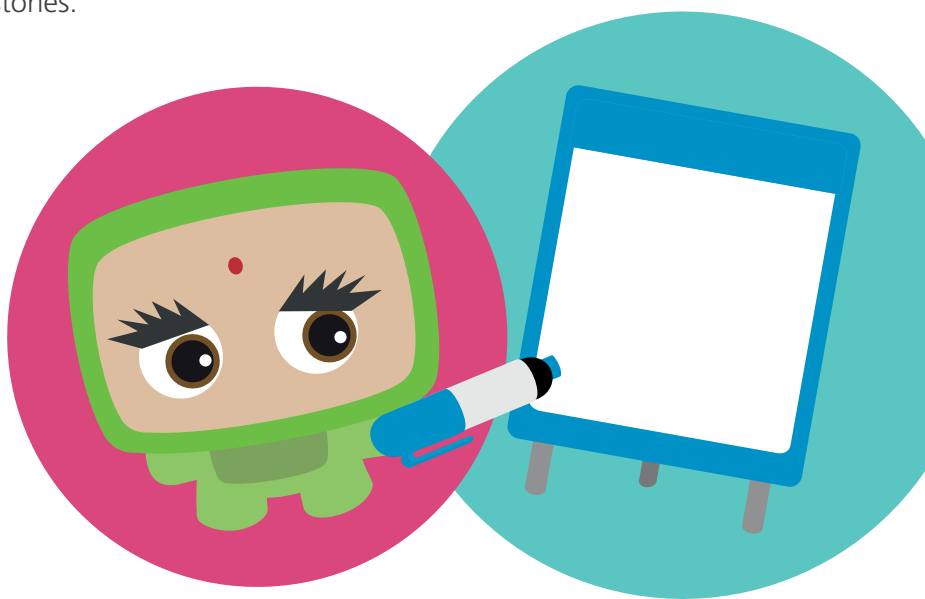
Explain that they will be talking about some things which people might have very strong opinions about, or might find upsetting, so you are going to set up some ground rules so everyone feels safe and comfortable to get involved.

Working as a whole group, get the class to come up with a working agreement (ask a young person/people to scribe). They need to come up with ideas about how they can make the lesson run smoothly, efficiently and get the most out of it. Record their answers on the flipchart in clear, bold writing. Once complete, put it up on the wall for all to see.

Explain that it will stay on the wall and if anyone wants to add to it at any time, they can.

Here are some ideas you may want to include in your working agreement:

- Put your hand up to speak;
- Respect each other;
- Don't laugh at each other, it can put people off;
- Don't talk when someone else is talking;
- No bullying or stereotyping - keep an open mind;
- No isms such as racism, sexism, ageism etc;
- Everyone gets a chance to speak;
- Respect each other's views/opinions;
- Confidentiality, this is a safe place to share your experiences and views - what is said in this room, stays in the room;
- No mentioning names when sharing stories.



MAIN ACTIVITIES (30 MINS)

Creating safety plans, writing the pledge

Suggested activity structure: Split the class into small groups of around four to five pupils.

Hand out a scenario to each of the teams and ask them to think of two different pieces of advice, (How do they feel? What should they do?) they may give to:

1. The victim
2. The bystander/s
3. The bully

Get the groups to discuss the scenarios and their pieces of advice. Instruct them to write down their safety tips on a large piece of flipchart paper under three titles: Victim, Bystander and Bully. You may want to have a brief discussion about good versus bad advice e.g. good advice = tell your teacher, bad advice = tell your brother and ask him to beat them up.

You should print out these scenarios and hand them out to each group individually.

Depending on time constraints, you can choose to give them either one/two scenarios per group. The scenarios cover a variety of issues in school, outside school, online and mobile phones.

Give the pupils 15/20 minutes to discuss their pieces of advice. Once the pupils have written their ideas down, get them to present the scenario and the pieces of advice they have decided to give to the rest of the class.

Differentiation: In order to differentiate for the needs of your pupils, you may want to scaffold this activity more for younger, or less able pupils. Think about key questions they could ask themselves when thinking about giving advice:

- What is happening?
- Who is involved?
- What are the main events?
- How does he/she feel?
- What do you think will happen if...?

Also give them key words and sentence starters:

- I suggest that...
- I would advise that...
- I think it would be helpful if...
- If I was this person, I would...





For more able pupils, encourage them to think about the situations through higher level questioning; ask them to justify their opinion, compare two or more situations, identify a running theme in the scenarios.

Extensions:

- **Comic strip** - once they have discussed their scenario and the advice they would give, ask them to sketch out a six-box comic strip where the first three boxes are the written scenario and the last three are the advice being put into action and the outcome.
- **Freeze frames** - ask each group to sum up their scenario in one still image.
- **Hot-seating** - one person sits at the front and is in "character" as one of the people involved (bully, bullied and bystander) everyone else can ask questions to find out how they feel.
- **Role-play** - imagining that the people involved take your advice, act out a short scene of what would happen next. E.g. Paul sitting down to talk to his parents and explain what is going on.

If possible, try to get the class to discuss or cover these pieces of advice/safety tips.

In school:

- Stay where you can be seen/safe
- Stay with a group
- Don't retaliate
- Don't hang around the corridors/ staircases
- Don't linger in the toilets
- Don't hang about between lessons
- Stick with your mates
- Stay near a teacher
- Stand up and speak out
- Train all teachers
- Tell someone what is happening, i.e. teacher, parents, school council, peer listeners, friend
- Try and ignore them
- Try and befriend them
- Don't feel it is your fault, nobody deserves to be bullied



Outside school:

- Congregate in public places
- Appear confident even if you don't feel it
- Keep phones on silent / vibrate
- Keep valuables out of sight
- Only carry enough money for what you need that day
- Try not to attract unwanted attention
- Don't go to areas you don't know
- Always let your parents/guardians know where you are going and when you will be back
- If you feel there is going to be trouble on a bus or train, get off as soon as it is safe to do so
- If a fight breaks out, don't get involved, get away from it ASAP

Online:

- Use the report button and block people sending you nasty messages on social networking sites.
- Register and log-on to beatbullying.org and talk to a mentor.
- Don't add people you don't know to your social networking sites.
- Change your privacy settings to 'friends only'.
- Have a clear-out of your friends on social networking sites. Have you spoken to them in the last month?.
- Keep a record by print-screening the bullying. Save and print out any bullying messages, posts, pictures or videos you receive or see.
- Don't post personal information online - like your address, your email address or mobile number. Keep personal information as general as possible.
- Never respond or retaliate, as this can just make things worse.
- Make a note of the dates and times of bullying messages, along with any details you have about the sender's ID and the URL. Keep a diary of everything that's happening.
- Never let anyone have access to your passwords .
- Think very carefully before posting photos of yourself online. Once your picture is online, anyone can download it and share it or even change it.
- Don't pass on cyberbullying videos or messages about other people.
- If you're being bullied repeatedly, think about changing your user ID, nickname or profile to stop the bullies finding you.
- Google yourself every now and again. It will show you what is online about you and what others can see and you can make changes if you don't like what you see.

PLENARY 20 MINS

The pledge (20 minutes, or can continue into another lesson or at break/lunchtime)

Get the class to think about all the pieces of advice the whole class have discussed, and then ask them to think individually about which safety tip they think most people will find helpful or that they didn't know before.

Ask the students to hold up a printable plaque which reads "I am banding together with others to make bullying unacceptable by...." and then write their preferred safety tip or piece of advice underneath.

For example: "I'm banding together with others to make bullying unacceptable by... reporting bullying to a teacher"

Explain that by all pledging to take action to make bullying unacceptable, they can make a huge difference. Ask all of the students to stand in a circle and hold up their plaques, reading them out one-by-one. Then ask them to all say in unison: **"We're banding together to make bullying unacceptable!"**

The pledges can also be:

1. Displayed in the classroom for other students to take notice and keep themselves safe in school, online and outside of school.
2. Filmed: Students can film themselves holding their plaque and reading out "I'm banding together with others to make bullying unacceptable by...." This can be created into a montage of pupils and added to and maybe shown in an assembly, or put on to the school's website.
3. Photographed: The pupils could be photographed with their plaque and piece of advice. This could then be used around their school on display boards either in the corridors or in the classroom.
4. This idea can also take form as a graffiti wall, where students can leave a message why they want to make bullying unacceptable. (This could be a display board in your school corridor with plain paper, or just large pieces of paper along one wall in the classroom).



RESOURCES SECTION:



What word did I Google?

MAIN ACTIVITY: SCENARIOS

(In school/mobile phones)

Lauren is 16 and moved to Dairyside High School three months ago. She always gets laughed at in P.E. by Carina and her mates. They call her fat and say she shouldn't go out in public wearing shorts. They have a big impact on the rest of the class by using their mobile phone software to stretch photos they took of Lauren in her P.E. kit and then sent them around the school. Lauren often gets left out of games in P.E. because of what Carina says and does. P.E. used to be Lauren's favourite subject, but not anymore.



(In school/online)

John is 15 and plays football for a well-known under-25s team. He was spotted in his local park by a talent scout and has great potential. But, when playing at school, John is kicked and shoved in most games, and last week was head butted during a tackle. He also endures a lot of friendly 'banter' in the changing room and when the group has discussions during online forums and gaming, John is on the receiving end of the team's frustration; blogging that "if he is going to be a pro, then the school team should win 'every game' and if they don't, it's all his fault". Recently, John has thought about maybe putting his dream of being a professional footballer aside and getting a real job like the other boys plan to do.



(In school)

Yasmin is 14 and is quite a popular girl at school: she has lots of friends and is liked by all her teachers. Yasmin went into school one morning like any normal day, but wasn't greeted by her group of best friends at the school gate. When she went to registration her friends were there and wouldn't talk to her. She was confused because they were speaking to her yesterday and she hadn't done anything wrong. At break and lunch she tried talking to them but they would walk away and ignore her, leaving her out. Yasmin was dreading her last lesson of the day as she didn't speak to anyone else other than her group of best friends in that class.

(Outside school)

Paul hates getting the school bus home. Everyday a gang of older boys from a different school would throw pieces of chewing gum and food at him during the 20 minute journey. They also shout at him, calling him names and making rude jokes. His friends on the bus have started sitting away from him. Paul told the bus driver about what was happening, but he did nothing about it, and told him to "stop playing about and sit down."



(Online)

Mohammad is 14 and just got an Xbox for Christmas. He goes on there the minute he gets in from school until he goes to bed, to chat and play games online, and he's getting really good! He's not very confident and it's a great place to make new friends, but lately a group of people have started going online and calling Mohammad nasty names and telling him to "go back home" and purposely ganging up on him. He's started to get really upset and has asked them to stop, but they haven't. He doesn't understand why they would pick on him, as he was born in the UK and so were his parents. So the UK is his home.



(Online/mobile phone/in school)

Tasha and her boyfriend, Tyrone, have been together for three years. Last year, while Tyrone was away, Tasha cheated on him with his best friend. When Tyrone found out he was really mad, so to get his own back, he uploaded nude photos Tasha had sent him onto Facebook and by BlackBerry Messenger. The next day at school, Tasha walked in to find pictures of her stuck up all over the school, and people laughing and giggling at her in the corridors.

(In school/online)

Josh is 13 and lives with his mum and dad in a very small town. He has just moved to a secondary-school where he doesn't know anyone, except for a few girls who were at his primary-school, so he hangs around with them a lot. They all enjoy studying together after school rather than playing sports with the others. However, he is now being bullied by other boys who make fun of him for hanging around with girls all the time, and now a picture of him has been posted online that has been edited to make him look like he has pigtails and is wearing a dress.



(Outside school)

After school, Vivek likes to go to the local park with some friends from around his neighbourhood and play football. Recently, Colin, one of his next-door neighbours and a group of friends, have been hanging around outside his house. When Vivek leaves for the park they follow him and, on one occasion, Colin started to shout nasty names and comments about his family; because of this, Vivek is telling his friends he doesn't want to go out after school or play football anymore.