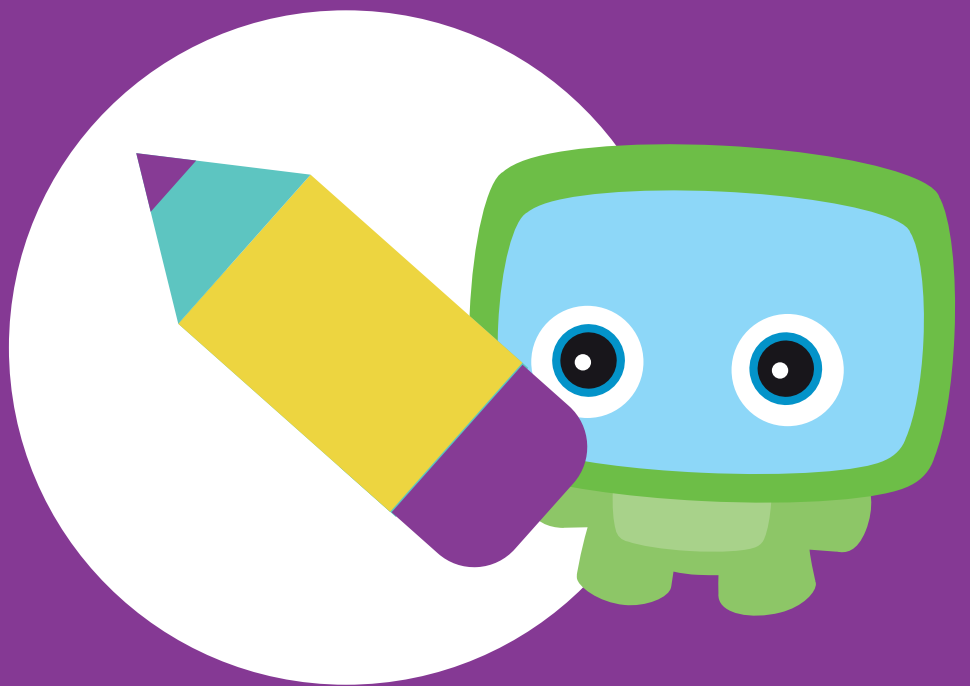


WHO IS RESPONSIBLE?

Lesson Plan

KS1/2





Who is responsible?

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 is designed for Key Stage 1 and 2 students and has been created to help you encourage your pupils to explore the differences between positive and negative group behaviour. The lesson will also help your pupils to understand the huge impact that they can achieve by working together, as well as the power that they, as individuals, have to set an example - to speak out and take a stand against bullying.

This lesson involves some drama activities, so pupils will need space to move around. You may want to set up your classroom in advance to accommodate this.

National Curriculum links:

- **Section 1.2:** Rights and Responsibilities - exploring rights and obligations and taking responsibility for actions.
- **Section 2.1:** Critical thinking and enquiry. Students will be encouraged to look at different viewpoints and reflect on their own opinions through discussion and what they learn about responsibilities.
- **Section 2.3:** Taking informed and responsible action.

Objectives:

- To know what to do if someone is being bullied
- To understand that there are a variety of people who can help if you are being bullied
- To be able to debate who is responsible for dealing with bullying.

Key words:

- Responsibility
- Teamwork
- Friendship

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STARTER (10 MINS)

Write the following characters on the board - you can also project the images in Resource 1. Have a brief discussion to make sure everyone understands what each word means and what kind of characters these typically represent: e.g. kings are brave, tall and rich.

(While you want them to act like their chosen character, make sure no one is silly, e.g. just because they are an elephant doesn't mean they can stand on people.)

- Footballer
- Referee
- Small child
- Parent
- Mouse
- Cat
- King/queen
- Troll
- Ant
- Elephant



Children walk around the room normally. As you say 'change' they are to start moving like one of the characters on the board. Their posture and expression should depict the characteristics of that character. Repeat this a few times so pupils act out four or five characters.

Extension: To extend this activity, ask them to 'freeze' before they change. This will give you a chance to emphasise body language and facial expressions as a way of showing character and feelings.

Feedback questions/discussion:

- Which characters felt small? Why? What did they do to show the character? (mouse, ant, small child, etc). How else did they feel? (e.g. vulnerable, weak, at risk, scared).
- Which characters felt powerful? Why? What did they do to show the character? (king, referee, elephant, etc) How else did they feel? (e.g. angry, brave, clumsy).
- What has this got to do with Anti-Bullying Week?

The key thing you are drawing out is the idea of different power relationships and that people being bullied often feel very small and vulnerable. People who bully often say that they do it to feel powerful or to impress other people.

Beat Bullying

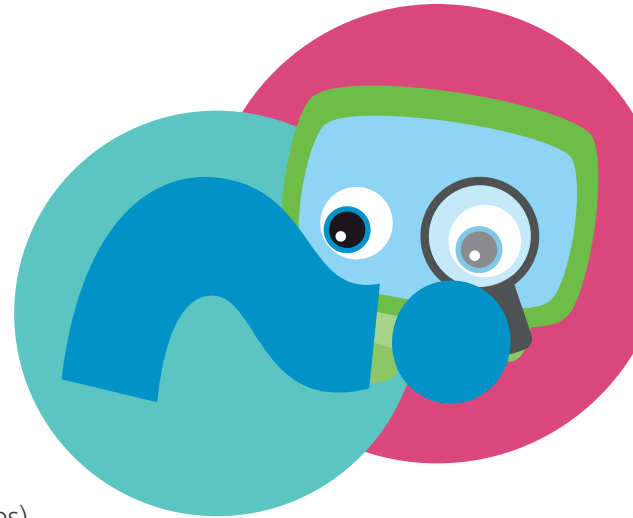
Explain that today's lesson is all about looking out for each other, so they can intervene if they see bullying, and to make sure they all know who is responsible for dealing with bullying. Explain that everybody in the school has a part to play and today you will be looking at how you can band together and work as a team to help beat bullying.

MAIN ACTIVITY (40 MINS)

Write these questions on the board:

- a. Is anyone being bullied?
- b. How?
- c. How do you think they feel?

Give each table images from Resource A (or other suitable images)



Think/pair/share (10 mins)

Explain how think/pair/share works - they will have one minute to look at at least one of the pictures in Resource 2 and think about the questions on the board, they will then have two minutes to discuss what they think with their partner or group. You will then use the rest of the time for everyone to share their ideas with the whole class.

Discussion (15 mins)

When they feed back, write down the ways they think the people in the pictures are being bullied on the board. After everyone has fed back, spend some time looking at what is written on the board and highlight the different kinds of behaviours that can be unkind - e.g. physical (pushing, kicking), verbal (name-calling, shouting), emotional (spreading rumours, ignoring people), cyber (sending unkind messages, prank calling).

Now ask them to look again at the people in the pictures - is there anyone else in the picture who is neither bullying or being bullied? What are they doing? Are they helping? Are they encouraging the bullying? Are they ignoring the bullying? Why do they think the children in the picture are acting the way they are?

Explain what it means to be a bystander: a person standing near but taking no part in what is happening.

Thinking about bullying, why do they think being a bystander might be bad?



Explain that you would never want them to put themselves in a dangerous situation but that if they see bullying or if they see someone who is upset there are things they can do:

- Tell a teacher
- Tell an older pupil
- Encourage the person to tell the teacher
- Ask the person who is being unkind to stop
- Ask the person who is upset or lonely to play with them

Independent working (15 mins)

Now ask everyone to choose one of the pictures and imagine what they would have done if they were the bystander in the picture. Now, using the comic strip template (Resource 3) ask them to show what would happen in six steps. The first step has to be the original image.

PLENARY (10 MINS)

As they leave the classroom ask everyone to write the name of someone who can help them to beat bullying or who can intervene if they are being bullied:

- Students
- Friends
- Teachers
- Parents
- Celebrities
- Local citizens

Get them to write nice and big! Once they have done it, take a picture and tweet it to us **@BeatBullying!** Don't forget to add **#BandingTogether!**

RESOURCE 1

	MOUSE		ELEPHANT
	PARENT		ANT
	SMALL CHILD		TROLL
	REFEREE		KING/QUEEN
	FOOTBALLER		CAT

Beat Bullying

RESOURCE 2

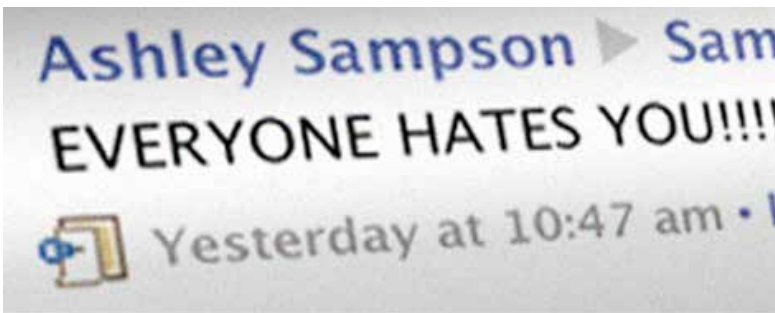
A



B



C



D



E



RESOURCE 3

3		6	
2		5	
1		4	