

Bullying (1)

OBJECTIVES

- To recognise the nature and consequences of racism and bullying.
- To understand the importance of caring about the feelings of other people.
- To know how to help other people when they feel upset.

RECOMMENDED TEXT

No More Bullying!

Rosemary Stones

WHOLE-CLASS INTRODUCTION

Introduce the topic of bullying by telling the children a story about yourself (real or imagined) based on a time you were bullied when you were their age. Focus on how you felt, who you talked to in the end and how it affected your everyday life.

- Before reading the book, tell the children that this is another story about bullying and that after the story you will be reflecting on their own experiences of being bullied, or of bullying someone.
- Read the text, look at the pictures and discuss the following:
 - At the beginning of the story, did the girl being bullied find it easy or hard to talk about it? Why?
 - How did she feel when she was being bullied?
 - How do you think you would feel if you were her? Would you want to tell someone?
 - What do you think the message of this story is? (Asking for help, talking about being bullied and ending the bullying.)

GROUP/INDIVIDUAL WORK

- In pairs, ask the children to imagine they are being bullied and feel they can't talk to anyone about it. Suggest they send a coded message to a friend, or someone else they think might be able to support them, asking them for help. Page 40 in the Photocopiable Resource Sheets offers support.

Partners can try to decode each other's messages and discuss ways in which they can help each other.
- Ask the children to make a list of all the different forms of bullying they have come across, such as name calling, physical violence, aggressive language, exclusion, etc. They could illustrate their lists and make them accessible to children in younger classes. Help them to add strategies for dealing with each form of bullying.
- The children could design and write a flyer for a school 'Bully Watch'. The flyer can be designed for other pupils in the school, inviting them to a meeting where they can discuss their feelings about bullying, or share any problems they might have.

PLENARY

- What are the main messages of the story? Are these messages useful for this school?
- Talk to the children about how they personally can help other children in the school who are feeling excluded or worried about aggressive behaviour in the playground or cloakrooms.
- Explain to the class that it is often difficult for adults to understand exactly what goes on in relationships between children. Have the adults in this school got it right? Are there areas where bullying takes place that the teachers are not aware of?
- Establish that if the children have a problem they should speak to you or their parents about it as soon as possible so that problems are not left to fester. Would the children find it easier to talk to someone of their own age or to an older sibling about bullying?
- If you don't already have one, would the children like to set up a peer mediation system?

VOCABULARY

bully	caring	talking	friend
teasing	feeling(s)	helping	brave
sad	name calling	picking on	honest
excluded	aggressive	bullying	behaviour

CROSS-CURRICULAR LINKS

- **Music:** Play the children 'Lean On Me' by Bill Withers and discuss its relevance to the issue and reality of bullying (www.yimpan.com/Songsite/Lyric/lyric2text.asp?sid=2167). The children could go on to compose a similar song called, for example, 'Ballad of a Bully'. Ask what kinds of instruments and lyrics they will use to portray a bully. Perhaps part of the song could be from the bully's perspective and how they feel when they're alone or confronted.

The compositions can also be used as the basis for drama or dance activities on the bullying theme. Act out the images and ideas the children have created through their songs.
- **Art:** To reinforce the idea of friendship, which in some ways is the opposite of bullying, work with paintings inspired by friendship such as Leger's *The Outing*, Seurat's *A Sunday Afternoon on the Grande Jatte*. Invite the children to paint their own pictures of friendship in the style of one of these artists.

OBJECTIVES

- To learn how to respond effectively to a bully.
- To understand why some people become bullies.
- To know where to ask for help if they or other children are being bullied.

RECOMMENDED TEXT

It Hurts

John Foster

WHOLE-CLASS INTRODUCTION

- Remind the class that people, including adults, can find themselves being bullied for lots of different reasons. Discuss some of those reasons (they may wear glasses, be overweight, wear the 'wrong' sort of trainers, etc). Ask them to listen to the poem and explain that, when you have finished, you would like them to suggest ways in which people can become the victims of bullying.
- Read the poem and look at the illustrations. You could ask a confident reader to read the poem again just to get a different perspective. The poem is available on page 41 in the Photocopiable Resource Sheets.
- Ask the children questions about the text:
 - How does the writer feel?
 - Why do they think this is?
 - Has anyone ever made nasty remarks about their clothes? The colour of their skin? The food they eat or don't eat?
 - What did they say to them? What would they have liked to say to them?
 - How did it make them feel?
- Invite the class to ask any questions or raise any issues of their own.

GROUP/INDIVIDUAL WORK

- In groups, brainstorm scenarios where someone is being bullied and needs help. Encourage the children to be specific, e.g. a young child is being shouted at by a bigger, older child, someone says a horrible thing about your mum or a boy is being picked on for his skin colour. In pairs, write a response to the different scenarios which will be discussed as a group or class later. Role-play the various solutions proposed. Have a class vote on the solutions that best fit each situation.
- Invite the children to draw a picture and write as many positive things as possible about someone who is a bully.
- Write an anti-bullying action plan: help the children to write as many different ways of tackling bullying in the school as they can think of. The list could be redrafted on the computer and sent via the head teacher to the school governors.

- Ask the children to imagine that they are being bullied about something quite trivial such as wearing a T-shirt that is different from everyone else's, or not liking a particular sport. They should keep an imaginary log over a week to record the types of bullying behaviour to which they were subjected and where the bullying occurred.

This is also a good activity for highlighting areas of bullying that adults often overlook, such as in the cloakroom before school, in the toilets, at an after-school club or on the school bus.

PLENARY

- Discuss the poem again, recapping on the key issues raised.
- Did the children find it easy or hard to think how to help a person being bullied? Were some scenarios more difficult to deal with than others? Why?
- Which strategies do the children think are most effective when dealing with bullying?
- Did they find it easy or hard to say or write something nice about a bully? Give reasons.

VOCABULARY

victim	racist	hurts	name calling
ignore	racism	bully	same
upset	help	tease	different

CROSS-CURRICULAR LINKS

- **ICT:** Make a graph of the number of children who have been bullied, categorised into headings such as 'teased', 'racist remarks', 'physically hurt', 'money/items stolen', etc.

- **History:** Bullies in history: King Henry VIII is perhaps Britain's most famous bully while Hitler is probably in first place globally. The children could investigate the life and times of Henry VIII and record how his bullying behaviour manifested itself.

They could extend their investigations to other world-renowned bullies such as Hitler and Mussolini and compile the findings into a 'Bullies Through the Ages' reference book.

How many fictional characters can the children name and talk about who are bullies, e.g. Macbeth, almost any story with a wolf in it, and Cinderella's stepsisters?

A useful additional text to use here is *Horrible Histories: Cruel Kings and Mean Queens*, by Terry Deary, which is full of examples of bullying behaviour.

Bullying (3)

FOLLOW-UP ACTIVITIES

- In pairs, brainstorm ideas about a person being bullied and a person helping them out. Write up the scenarios as messages being passed to and fro, e.g. Partner 1 writes 'Someone has been hitting me in the playground'. Partner 2 writes back 'Tell him/her that you will talk to your teacher and sort this out'.
- Make a friendship flag with a friendly message and exchange it with someone in class, at school or at home.
- To reinforce the fact that bullying is a two-way process, and that it is often the bully who has a problem, ask the children to write a 'Bullying Charter' with a difference, this time from the bully's point of view.
- Can the children demonstrate an effective way to deal with a bully by staging a short puppet show? What sort of puppets will best suit a bully or victim? Encourage the children to be specific about the way in which the 'victim' is empowered.
- Compile the front page of a spoof newspaper, *The Anti-Bullying Echo*. The headline news should be the defeat and transformation of a notorious bully. Include the usual range of spoof advertisements, TV listings, weather, etc. Challenge the children to be inventive and think of different ways to get the message across.

CIRCLE TIME

- Everyone in the circle who has upset someone that day/week is invited to apologise to that person and make amends, e.g. 'I'm sorry I called you names, Peter.' The recipient of the apology can reply, e.g. 'Thanks for saying sorry. I accept your apology.'
- One person in the circle has to come up with a positive statement about the person who has apologised, e.g. 'I like the way Tim was honest about his behaviour to Jenny. I think the way Mary looked at Paul when she said sorry was really good, like she meant it.'
- Have an open forum in which the children can talk honestly about the ways adults, including teachers, deal with bullying. Do the children think adults listen well and take them seriously? Are there ways in which they wish adults would behave differently? How effective do the children consider the school's anti-bullying policy and practice to be?
- Talk with the children about introducing a classroom buddy system to make sure no one feels left out, worried or upset. The children could take turns each week to be the classroom buddies. Decide as a class how the system will work.

HOME ACTIVITIES

- Wordsearch: use the vocabulary generated by class discussions about bullying and being a good friend in a wordsearch. Children can complete the puzzle at home and write a glossary of the words they find. Page 42 in the Photocopiable Resource Sheets provides support for this activity.
The children could make their own wordsearches, to a set theme, for example, friendship, bullying, etc.
- To reinforce the idea that bullying isn't something that only happens to children, the class could ask their parents for examples of bullying behaviour in the workplace, local community, sports venues, the news, etc. Bring in any lists to stimulate further discussion at school.

ASSEMBLY IDEAS

- Make a class or school 'Friendship Banner'. Include weaving, painting, words, messages and photographs. Use the banner as a starting point for talking to the assembly about the importance of maintaining a friendly atmosphere in the school.
Remind the children about the school anti-bullying policy and make sure they know who to talk to if they have a problem. Details of useful helplines and websites for children are listed on page 74 at the back of this book.
- Establish that zero tolerance of bullying extends to the local community and that as a school you should make an effort to include and support other people who may need help both in and out of the school building.

