



LESSON PLAN

Topic

Anti-bullying

Aims

- To raise students' awareness of the role of bystanders
- To develop students' spoken fluency and improve reading skills
- To develop higher-level critical thinking skills by encouraging students to question their beliefs
- To celebrate Anti-Bullying Days

Age/level

Secondary (13–15 year olds) CEF level B1 and above

Time

45–60 minutes

Materials

Beliefs questionnaire
Student A worksheet
Student B worksheet
Lesson plan

Introduction

The lesson can be used for Anti-Bullying Week (13–17 November 2017) or as a stand-alone lesson.

In this lesson, students will learn about the problem of bullies and how to behave if you are a bystander. Note that there is no emphasis on victims of bullying, because you may have victims in your own class and it is important to be sensitive about this. The aim is not to point the finger at anyone, but instead to discuss and question our beliefs about what bullying is and how it can be dealt with.

Students begin the lesson by discussing their own attitudes towards bullies, bullying and the role of bystanders. Next, they read two texts about bullies and bystanders. Finally, the students return to their original attitudes. They discuss to what extent our attitudes

promote or prevent bullying. As a further optional activity, students prepare a poster for an anti-bullying campaign.

Procedure

<p>Before the lesson</p>	<ul style="list-style-type: none"> • Download the worksheets and the lesson plan. Make copies. <p>Questionnaire: one copy per pair (or small group) of students.</p> <p>Worksheets A and B: half the students receive a copy of Worksheet A and the other half receive a copy of B.</p> <p>Optional materials:</p> <ul style="list-style-type: none"> • Posters: Anti-Bullying Week http://www.bullying.co.uk/anti-bullying-week/anti-bullying-week-resources/ • Videos and worksheets: I've experienced bullying https://learnenglishteens.britishcouncil.org/study-break/video-zone/iveexperienced-bullying
<p>1. Warmer (5 mins)</p>	<ul style="list-style-type: none"> • Write the following words on the board: hurt, tease, call names, kick, hit, victim, bystander. • Explain that these words are all related to today's lesson theme. Ask students to guess the theme. If necessary, help students with unknown vocabulary (but don't say the words 'bully' or 'bullying'!). • Students make suggestions about the theme of the lesson. <p>The theme is bullying. Elicit or explain the meaning of bullying (bullying = something mean or hurtful that people do on purpose, again and again, by someone who uses power unfairly).</p>
<p>2. Questionnaire (15–20 mins)</p>	<ul style="list-style-type: none"> • Give each pair or small group of students a copy of the questionnaire. <p>Read the instructions aloud and point out (a) the expressions on giving opinions/ agreeing and disagreeing at the top of the page, and (b) the vocabulary box at the bottom of the page. Model the first one as an example with the class, but don't comment on their opinions. Accept all views.</p> <ul style="list-style-type: none"> • Explain that while students discuss their beliefs about bullying and bullies, they should write honest answers: yes/no. (Remind students there is no right/wrong answer at this stage!) Set a time limit. • Monitor the class. Encourage students to disagree with each other when appropriate and to explain why they believe something. • Optional: After the activity, invite individual students to tell the class their response to a sentence and their reasons for agreeing or disagreeing.

<p>3. Reading (15–20 mins)</p>	<ul style="list-style-type: none"> • Divide learners into pairs (A and B) and give each learner the appropriate worksheet (Bullying worksheet A or Bullying worksheet B). Explain that they have different texts. They read their text and answer the questions at the top of the page. They can work with another person who has the same worksheet. Explain that they need to understand it well, because after reading they will share their information with another person. Set a time limit. • Tell students to break into groups of four (each group should contain a mix of Student A and Student B students). Tell groups to explain the key points of their text to each other. If helpful, write on the board: ‘What did you learn about bullies/bystanders? Share the main information you learned.’
<p>4. Discussion (10–15 mins)</p>	<ul style="list-style-type: none"> • Background: We’re not always aware of the ways our beliefs influence the choices we make to take a stand against – or ignore – the bullying around us. Example: If we think that bullies are powerful or scary, we do nothing. If we understand why they do it, we might feel more empowered. • Explain to the class that how we think and feel about bullying can make a difference in how we behave. The beliefs in the questionnaire can either promote or prevent bullying. • Write on the board: ‘How did your opinions help bullies? Which opinions would you like to change now?’ • Have students return to the questionnaire (if possible, with a partner). Let them look at their answers again and make changes. Set a time limit. • Optional: Conduct feedback as a whole class. Focus on positive changes that will prevent (not help) bullying.
<p>5. Optional extra: Poster</p>	<ul style="list-style-type: none"> • In a follow-up lesson or for homework, ask students to make a poster as part of an anti-bullying campaign. Ideally, they reuse some of the material from the lesson, in order to recycle vocabulary and knowledge they’ve learned. • Tell students to look at some poster campaigns: http://www.bullying.co.uk/anti-bullying-week/anti-bullying-week-resources/ • Divide students into small groups. Explain that they are going to make an anti-bullying poster. Groups work together to make an anti-bullying poster.

Questionnaire: Beliefs about bullying

Read the sentences 1–6 below. Decide if you agree or disagree with each one. In the space before each sentence write A if you agree or D if you disagree.

Share your opinions with a partner. Use the expressions in the box below to help you.

Give an opinion	Agree	Disagree
I think ...	I agree.	Sorry, I don't agree.
In my opinion ...	I totally agree.	No way!
To be honest, I think ...	Exactly!	That's true, but ...
I believe that ...	You're right.	On the other hand, ...

1. ____ People often spread rumours about each other or say mean things behind each other's back. It's normal. It's part of growing up.
2. ____ Calling someone names or teasing them is not bullying. It's just a bit of fun.
3. ____ One day the bully will get bored and stop bullying.
4. ____ People bully because they were born that way.
5. ____ It's best to stay friends with bullies so that they don't pick on you.
6. ____ Bullies are scary people. Bystanders should ignore them and stay safe.

Useful vocabulary

spread rumours – tell false stories about someone to other people

behind someone's back – when the person is not there

tease – laugh at someone because you want to make them sad

pick on (someone) – identify a person to bully

bystander – someone who sees bullying and does nothing about it

ignore – pay no attention to someone

Bullying worksheet A

Read the article and answer the questions.

What are the three kinds of bullying? Is one type more serious than another?

Why do people bully?

What did you learn from the text that was interesting? Which information surprised you?

READING A: Bullies

A bully is someone who hurts others. Bullies usually hurt the same person, again and again, on purpose. There is no typical bully. Bullies can be boys, girls or adults.

There are three kinds of bullying. Young bullies usually use words (verbal bullying). They call people ugly names and tease their victims. Older bullies often use physical bullying – they hit, push, kick and so on. Teenagers often use the third kind, called emotional bullying. This means that bullies don't touch the other person but they play with people's feelings. For example, bullies spread false rumours about someone in class. They ignore people or laugh at them behind their back to make the victims feel like they don't belong to the group. Or they may use cyberbullying, which is becoming more and more common. For example, they post photos on the internet.

Let's be clear about three things: (1) bullying is not 'normal' – it's not a part of growing up; (2) one type of bullying is not better than another – bullying is bullying; and (3) all bullying is wrong.

Here are some reasons why people bully:

- They don't feel very important. Bullying makes them feel more important.
- They have no friends and feel lonely. Many bullies don't know how to make friends because no one taught them how.
- They feel bad about themselves. They want to make other people feel bad too.
- They are victims of bullying at home or outside school. Many bullies are bullied.
- They are angry people. When they bully, they let out their anger.
- They need attention. Sometimes they don't get much attention at home – or people only pay attention to them when they are bad.
- They don't think about people's feelings. Bullies are not born that way. They learn the habit. They are often sad, angry and lonely people.

Bullying worksheet B

Read the article and answer the questions.

In what ways do bystanders help bullies?

What can bystanders do to stop the bullying?

What did you learn from the text that was interesting? Which information in the text surprised you?

READING B: The bystander

Bullies don't bully in private. Someone always sees it or knows about it. These people are called bystanders. Bystanders can choose to: (a) join the bully, (b) ignore the bullying or (c) stop it.

Bystanders who join the bully are as bad as the bully, because they help the bully. They laugh when the bully does something mean, so the bully thinks he/she is cool or popular. If bystanders 'like' the bully's internet posts, the bully posts more. These people make the problem worse.

Some bystanders do nothing. They are afraid that if they say something, the bully will hurt them too. This makes sense. But bystanders who do nothing are saying that 'bullying is OK'.

Bystanders need to stop helping bullies. Here are some reasons why:

- They are not victims today, but they can become victims in the future!
- Bullying can get worse. Victims get ill, hurt and sometimes they even die. Did you know that about 60 per cent of boys who bully in middle school become criminals later in life?
- Other bullies copy. Young people think that bullying is cool and they begin to bully.
- No one wins. With bullying, everyone in the group feels scared and nervous. So how can bystanders help? Bystanders can do small things. For example, they can tell their friends: 'I'm not going to take part in bullying any more. I'm not going to spread rumours, ignore people or "like" mean posts. So please don't include me in bullying or post mean photos to me.' Bystanders can also stop laughing at the bully, because the bully will think he/she is popular. What else? Bystanders can:
 - say something. Tell the bully to stop.
 - do something. Get help. Tell an adult (a parent or a teacher). Call the police if it looks dangerous. Help the victim. Finally, bystanders should always stay safe. The best way to be safe is to act as a group. Together, the group can make it clear that the bullying is not OK. Stand up together!

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