OpenView Education

TRAINING THROUGH THEATRE

# Anti-Bullying Lesson Plan KS2

## A message from James...

James Ward, BA, PGDE, MA.

Director

OpenView Education

Thank you for downloading these lesson plans.

The content in these lesson plans is informed by our direct work with over 75,000 students and teachers every year in our workshops and performances.

At OpenView Education we care about providing you with the tools and resources that you need to deliver fantastic lessons.

Perhaps we will have the opportunity to work together in the future; in the meantime we hope you find these lessons useful.

Kindest Regards,

James

# Welcome to your Lesson Plan

In this pack you fill find a lesson plan and resources for Key Stage 2 students.

The aim of these lessons is to achieve the following outcomes for your students:

- **Develop an awareness and understanding about bullying.**
- **Understand and practice how to deal with bullying.**
- **Encourage a culture of empathy and mutual respect.**
- **Celebrate difference.**
- **Increase self-awareness.**

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# Lesson Plan 1 – What is Bullying? (KS2)

## Students will…

- Understand the different types of bullying.
- Understand the definition of bullying.
- Understand the difference between conflict and bullying.
- Understand the role of an Upstander.
- Develop empathy and an awareness about the feelings of others.

**Resource List:**

- ✓ Bully Ladder Cut Out and Ready.
  (One Per Group of Five Students)

## Teaching the lesson…

### Activity One: Defining Bullying - 15 minutes

Start the lesson by asking the students what they think bullying is. Write 'bullying' and create a mind map of the ideas. This can include specific behaviours along with feelings.

As the students suggest different forms of bullying, ask the students how they know if these behaviours are bullying. Discuss their definition of bullying. Appropriate suggestions may be 'it is repetitive', 'it hurts someone else,' or 'it's done on purpose.'

Look back at your MindMap, ask your students if these behaviours are ever not bullying. Students may suggest that teasing or having banter when with their friends is not bullying. Discuss 'What is the difference between conflict and bullying?'

There is an opportunity here to explain the difference:

| Conflict: | | Bullying: |
|---|---|---|
| ⭐ Accidental. | VS | ⭐ Repeated. |
| ⭐ Trying to resolve. | | ⭐ Deliberate. |
| ⭐ Saying sorry. | | ⭐ No effort to resolve. |
| ⭐ Power balance. | | ⭐ Imbalance of power. |

Ask your students what they understand a 'power imbalance' to be. Get them to give examples of situations in which there is a power imbalance. Give them the example of a group of people having more power than an individual person.

**Play Video:**

**'Anti-Bullying Alliance Definition of Bullying' – 2 minutes**

Read out the Anti-Bullying Alliance's definition of bullying:

> *'The repetitive, intentional hurting of one person or group by another where there is an imbalance of power. It can be face to face or online.'*

Clarify and define each part of the sentence. Ask the students to give examples of this kind of behaviour.

Relate your student's suggestions of bullying behaviours to these categories:

**Physical Bullying:** When someone hurts someone else physically. E.g. Pushing someone, kicking the back of someone's chair.

**Emotional Bullying:** Doing something indirectly to hurt someone else. E.g. Taking someone's bag and hiding it.

**Verbal Bullying:** Saying something to hurt or upset someone else. E.g. Name calling or teasing.

**Cyberbullying:** Any behaviour over the internet or phone that intentionally hurts or upsets someone else. E.g. Prank calls, unkind messages or posts online.

## Activity 2: The Bully Ladder

Divide your class into smaller groups of 4 – 6 students. Use the Bully Ladder Cards, ask your students to order the cards from the most serious to the least serious bullying behaviours.

Discuss their choices, ask your students…

*'Could these behaviours just be conflict and not bullying?'*

*Or, 'What would make these behaviours bullying?'*

Go through each of the actions and ask the students what they would do if they saw this behaviour taking place. Create a list of appropriate actions they could take if they saw this kind of behaviour in school, such as:

- Speaking to a teacher.
- Telling the bully to stop.
- Speaking to the victim afterwards and encouraging them to speak to a teacher.
- Interrupt the behaviour using humour.

## Activity 3: Victim, Bully, Bystander & Upstander

Get one of the groups to come to the front of the class. Position them in a freeze frame showing the different roles in a bullying situation.

For example, there could be three students in the roles of bystanders watching a bullying situation take place. One student in the role of the bully who has just taken the victim's bag, and one student in the role of the victim, having their bag taken.

While the students are holding this freeze frame, ask the rest of the class 'Who in this situation is the bully?' and define all of the roles that the students can see.

- Bully
- Victim
- Bystander

Ask your students 'Who could do something to change this behaviour?

Talk about the bystanders and what they could do to help, referring back to the list of appropriate actions discussed after 'The Bully Ladder' Activity.

Introduce the idea of an Upstander…

*'An Upstander is someone who takes action to try and stop bullying from happening.'*

**Extension Task**: Bullying as a Group Behaviour.

Ask your students 'Is there usually just one person bullying, or 'Would there be others with them?'

Discuss the impact of other people joining in with the bullying. E.g. It makes the bully feel more powerful, it can cause the bullying to get worse.

Introduce the idea of a bullying situation often being started by one person, a 'Ringleader', who then encourages other people to join in.

Discuss how others joining in impacts the situation. (E.g. Increases the bully's feeling of power, causes the bullying to get worse.)

Ask your students, 'What characteristics would an Upstander need to have?' They may suggest being brave, caring, kind or confident

## Conclusion

To summarise ask some questions to see what the students can remember from earlier in the lesson such as:

‘Who can remember the definition of what bullying is?’

‘What are the different types of bullying?’

‘What is the difference between conflict and bullying?’

‘What are the roles in a bullying situation?’

‘What actions can a bystander take to become an upstander?

# Great job!

We hope you and your students enjoyed these lessons.

We’d love to hear what you thought:

@openviewed

www.facebook.com/openviewed

E: info@openvieweducation.co.uk

T: 0207 459 7743

# Bully Ladder

| | |
|---|---|
| Deliberately damaging someone's possessions | Kicking Someone |
| Swearing deliberately at someone | Laughing at someone unkindly |
| Making comments about someone's appearance | Criticising someone's family |
| Sending someone unfriendly text messages | Spreading rumours about someone |

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