Topic

Anti-bullying

Learning outcomes

- Explore the role of bystanders in preventing and responding to bullying
- Develop spoken fluency and reading comprehension skills
- Use higher-level critical thinking skills by questioning beliefs
- Celebrate Anti-Bullying Week in November

Age/level

Aged 13–17
(CEFR level B1+)

Time

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.

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Procedure

Before the lesson	• Download the worksheets and the lesson plan. Make copies. Questionnaire: one copy per pair (or small group) of students. Worksheets A and B: half the students receive a copy of Worksheet A and the other half receive a copy of B. **Optional materials:** • Posters: Anti-Bullying Week http://www.bullying.co.uk/anti-bullying-week/anti-bullying-week-resources/ • Videos and worksheets: I've experienced bullying https://youtu.be/zN5YfkCXv8o?si=bwgHyvI95rVQE5rM
1. Warmer (5 mins)	• 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. 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). • If appropriate, mention that 13–17 November is Anti-Bullying Week.
2. Questionnaire (20 mins)	• Give each pair or small group of students a copy of the questionnaire. 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. • 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.

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3. Reading (20 mins)	• 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.'
4. Discussion (15 mins)	• 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.
5. Optional extra: Poster	• 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.

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