

Lesson Plan: Why I Should Not Be A Bully! Bullying Behaviour and the Two Major Participants – the Bully and the Bullied

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| Duration: | 50 minutes |
| Summary Description: | <p>This lesson plan helps teachers introducing to their pupils basic definitions on bullying and types of bullying, by providing at the same time adequate tools to support analysis and understanding of the bullying behaviour and participants. Applied and cooperative learning are strategies used in this lesson. As several types of activities are envisaged, pupils will work in different formats: individually, in groups or pairs, as a whole class. The teaching methods will be lecture by teacher, informal debate by pupils, reading assignments, role-playing, brainstorming, constructing a drama. Specific materials and instructional resources are provided to the teacher as annexes (PPT, worksheet, etc.).</p> <p>This lesson is connected with Literature and Reading, Intercultural Education, Civic Education and Theater Art Classes.</p> |
| Tags: | Raising Awareness on Bullying, Race and Ethnicity-Based Bullying, Bullying in School Life |
| Aim: | To provide pupils the definition of bullying, bully, bullied, types of bullying and to support them understanding why bullying is bad and has to be avoided, through experiencing feelings (in a virtually-created environment), analysing them and drawing conclusions on the rightful behaviour, on empathy and tolerance. |
| Objectives: | <p>This lesson intends to enable students to:</p> <ol style="list-style-type: none"> 1. Define bullying and types of bullying; 2. Identify the bully and the bullied, types of bullying; 3. Explain feelings of the persons involved in bullying; 4. Analyse bullying causes; 5. Take decisions for acting appropriately when experiencing or witnessing bullying; 6. Adopt fair behaviour when interacting with other pupils; 7. Embrace tolerance, be empathic. |
| Learning outcomes: | <p>With the completion of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Define bullying (K) |

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| (KSC* developed) | <ul style="list-style-type: none"> • Give examples of bullying (S) • List the types of bullying (K) and describe them (S) • Differentiate between the bully and the bullied (S) • Assess potential bullying causes (S) • Criticise bullying behaviour (S) • Explain the feelings of the persons involved in bullying (S) • Formulate characteristics and features of correct behaviour in experiencing or witnessing bullying (S) • Justify and conclude on how to behave in school, with other pupils and peers to avoid and discourage bullying (S) |
| Material: | White paper sheets, Computer and Projector, Printed excerpts from “The Bully” by Paul Langan and the whole book (e-format recommended), Worksheet |
| Activities | |
| Activity 1 | <p><i>Capturing pupils' attention</i> (5 minutes)</p> <p>The teacher announces the title of the lesson and explains the approach. S/he performs “the crumpled paper activity” (material to use: Why_I_Should_Not_Be_A_Bully_Annex_1_EN.docx).</p> |
| Activity 2 | <p><i>Introducing new concepts</i> (10 minutes)</p> <p>The teacher defines and explains what is bullying, bully, bullied, types of bullying. Then s/he makes the connection with the crumpled paper activity: When they crumpled it up, they were bullies for that sheet of paper... They have left traces that cannot be removed. Bullying irreversibly affects the bullied person! (material to use: Why_I_Should_Not_Be_A_Bully_Annex_2_EN.pptx)</p> |
| Activity 3 | <p><i>Using literature to illustrate bullying</i> (10 minutes)</p> <p>The teacher provides pupils with copies of the selected fragment from “The Bully” by Paul Langan (pp. 22-27). (material to use: Why_I_Should_Not_Be_A_Bully_Annex_3_EN.docx) The pupils read the fragment and analyse it: they identify which character is the bully (are the bullies) and who is the bullied, discuss behaviours, causes of behaviours, feelings of those involved, they express opinions (pros and cons) and provide arguments to sustain their opinions.</p> |
| Activity 4 | <i>Role-play to better understand and explain bullying</i> |

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| | <p>behaviour (15 minutes)</p> <p>The teacher organises the pupils in groups and asks each group to adapt and re-play in own version the scene described in the fragment they previously read, by taking into account what they have learned about bullying and by imagining the bullied belonging to race and ethnic minorities (i.e. Roma, black people living in white people communities and the vice versa, etc.). The pupils then change roles (the bully becomes bullied and vice versa) and share with the peers their own feelings in each of the situations, emphasising why bullying is wrong and should be stopped.</p> |
| Evaluation Activity | <p>Verifying the extent to which pupils succeeded to acquire the new content (10 minutes)</p> <p>The teacher asks pupils to perform the tasks from the worksheet and announces the homework below (material to use: Why_I_Should_Not_Be_A_Bully_Annex_4_EN.docx).</p> <p><u>Homework:</u> Pupils have to compose a maximum 2000-words free essay on bullying, in which to express their opinion on how to stop bullying in school and how to support the bullied persons.</p> <p>Also, the teacher recommends them to read the entire book “The Bully” by Paul Langan.</p> |

*KSC = **K**nowledge, **S**kills, **C**ompetencies