

Is it Bullying?

Age Range:

13+, KS3, KS4

Programmes to use with:

Bully 4 U

Topics Covered:

Bullying

Time:

20 minutes

Equipment needed:

Bullying and Cyber bullying statements (included in this exercise, to be cut out into squares). 6 large pieces of paper.

Learning Outcomes:

- Young people have an increased understanding of the effects of bullying/cyber bullying
- Young people have increased empathy for people affected by bullying/ cyber bullying
- Young people have an increased ability to identify a range of effective strategies in dealing with bullying/ cyber bullying
- Young people have increased knowledge of the definitions of bullying (using S.T.O.P model/ Several Times On Purpose)

The key concepts for PSHEE education in personal wellbeing for Bully 4 U You are:

- personal identities
- healthy lifestyles
- risk
- relationships

This exercise can be used to explore different situations so learners have an increased knowledge of bullying in all its forms.

Introduction

This exercise uses effective participation and reflective learning to learn ways of identifying when a situation could be described as bullying and increase understanding of the effects that bullying has. This exercise can be used as a follow up exercise to Loudmouth's theatre in education programme 'Bully 4 U.'

Exercise

Ask the group to give a definition of bullying.

Explain that one definition is that bullying / cyber bullying is when the hurtful or abusive behaviour is done several times on purpose (known as the S.T.O.P. model). Ask them to keep this definition in mind when running this exercise.

Split the group in half. Hand out three large pieces of paper to each group ask them to write the term 'Bullying' across the top of one sheet and 'Not bullying' on another, write 'Depends' on the third sheet.

Explain to the group that you are going to hand out a number of pieces of paper that have different situations on them (give one group the Bullying situations and the other group the Cyber Bullying situations). In their groups they will have to decide whether or not the situations are examples of bullying or not and place them on the appropriate piece of paper.

Ask the groups to spend some time exploring each of the statements and their reasons for where the situations are placed. If the group are left undecided on whether a situation is a form of bullying ask them to place them on to the third sheet of paper.

Ask the groups to swap over so they can have a look through each other's statements and discuss if they agree with where they have been placed.

Bring the groups together as one and lead a discussion on reasons for why they decided where to place the statements and where they had conflicting opinions. Really push for people to explain and justify any they have put on the 'Depends' sheet.

Summary

Look at how well the groups used the definition of several times on purpose (S.T.O.P.) You could take photos of the choices the group make and then repeat the exercise later in your PSHE programme to see if any attitudes have shifted.

'Is it Bullying?' can be used as a stand alone exercise or can be followed with the 'There is Help' exercise.

Bullying Situations

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| <p>Jay gets pushed accidentally once in the school corridor.</p> | <p>Cassie calls Gaz "useless" several times a week.</p> | <p>Jak is clumsy and without meaning to he has knocked over Jay's drink twice this week at lunch.</p> |
| <p>Jay is being waited for every night after school by a group of lads.</p> | <p>Max often doesn't let Mia speak and gets angry if she disobeys him.</p> | <p>Kaz and her friend Laya have an argument and Laya makes one hurtful remark.</p> |
| <p>Jay is playing football and he and another boy go in for a tackle and Jay hurts his leg.</p> | <p>Sash waits for Jay outside the dinner hall every day so that she can hit Jay.</p> | <p>Tony and Maddie have an argument.</p> |
| <p>Jay is playing football. He keeps getting pushed over by Gaz and his friends every time he tries to get the ball.</p> | <p>Every day Sash looks for a way to trip Jay up. She always says that she didn't meant to do it and that it was an accident.</p> | <p>Mia always interrupts Max when he tries to make a point.</p> |

Cyber bullying Situations

| | | |
|---|---|---|
| <p>Once a week someone puts horrible messages on Jay's wall on Facebook.</p> | <p>Claire's friend Lucie puts one embarrassing picture of Claire on facebook. Lots of people make comments, some of them are hurtful.</p> | <p>Dale and Sash have an argument through texts.</p> |
| <p>A facebook group has been set up about Sash, people join it and write nasty things about her everyday.</p> | <p>Tony sends a photo of his girlfriend in her bikini to all of his friends.</p> | <p>Jak sets up a website that makes fun of a boy in his class. He updates it twice a day.</p> |
| <p>Kaz gets calls from a number that doesn't recognise. The person shouts an abusive comment and then hangs up. This happens at least once every two weeks.</p> | <p>Susie and Mark fall out at school. Susie writes one hurtful remark on his facebook wall.</p> | <p>Jon and his mates regularly beat people up and film it on their phones.</p> |
| <p>Sal has asked Jay to stop texting her but he continues to do so.</p> | <p>Sal sends an email to Claire having a joke about something Claire did at school that day.</p> | <p>Max and Jen send emails to each other at school and every night after school.</p> |