

Lesson three: My relationships



Lesson aim:

Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.



Learning outcomes:

- I know what bullying is
- I have considered how bullying can make someone feel
- I know what to do if I am bullied or I see someone else being bullied



Resources required:

- Apple

Key words: bullying

Teacher notes:

When teaching this lesson be mindful of any pupils that have been vulnerable to bullying, alongside dynamics within the classroom, to ensure the lesson activities are not used as an opportunity for pupils to be unkind to each other. Consider the need to support pupils who exhibit bullying behaviours as well as targets of bullying.

Bruising an apple two days before the lesson will ensure that Activity two has more visual impact, as the bruising will be easily identifiable.

Begin the lesson by...

Explaining that in this lesson we will be learning about the impact of our behaviour on others. Being unkind to another person can make them feel very upset. This is never acceptable, whatever the reasons. In this school, bullying is taken very seriously and the needs of both the target of the bullying and the people involved in the bullying will all be dealt with by the school. Remind pupils of the working agreement.



Activity one: One word

Tell pupils that they are going to take it in turns to say the first word that they think of when you say 'bullying'. This can be anything (types of bullying, feelings etc). Reassure pupils that there is no right or wrong answer but names must not be used. Ask pupils to tell you in turn what one word they think of when you say 'bullying'. Afterwards, feedback some of the words and discuss as a class. Highlight how the words are mainly negative. Explain that this is because bullying is a bad thing to do.

Tell pupils to pair, square and share ideas about what behaviours are bullying.

Suggested answers may include: *hitting, saying unkind things, talking about someone behind their back, stealing from someone, refusing to play, ignoring, ripping up someone's work, hiding things from someone etc.*

Some examples may constitute relational conflict, not bullying. At this stage, allow pupils to make any suggestions. Their examples can be explored against a bullying framework to give relevance to the activity.

Different types of bullying are included below:

- **Physical** – pushing, poking, kicking, hitting, biting etc.
- **Verbal** – name calling, spreading rumors, threatening, teasing, belittling, making animal sounds whenever they are near the child etc.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, pulling faces at, intimidating, excluding etc.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse ('you're so gay'), (transphobic abuse) ('you're such a girl') etc.
- **Indirect** – Can include the exploitation of individuals, for example a pupil or group of pupils targeting a vulnerable child (EAL/SEN etc.) to persuade them to do things they do not fully understand.

Divide the board into quarters. Explain that bullying includes four key things. These can be written/illustrated in the four areas of the board:

- It is upsetting for the person who is bullied
- It happens a lot
- The bully/bullies have more power
- The bully/bullies purposefully want to upset the target

Ask pupils to consider their examples from the beginning of the activity against the four elements on the board. Can they decide if their example constitutes bullying? Explain that sometimes people fall out but this is not bullying unless the four elements on the board are occurring.



Activity two: Conscience alley

Tell pupils that bullying can impact on how someone feels about themselves. This can affect them both at the time and in the future. Tell pupils to form two equal lines facing each other. Explain that you are going to walk down the middle of the lines. As you walk down, ask pupils to say out loud:

- How someone might feel if another child was unkind to them at lunchtime today
- How someone might feel if another child was unkind to them everyday

Highlight some key comments made by pupils, and differences between the one-off incident of unkindness and repetitive bullying. Explain how the longer someone is bullied, the worse this can make them feel about themselves. It is therefore important to seek help to stop bullying as soon as possible.

Hold up the apple for the class to see. Explain that in some ways we are like the apple. We might get a few knocks from time to time and these might be obvious and show (like a bruise or someone crying), but sometimes the true extent of the damage cannot be seen as it is hidden away on the inside (like having low self-esteem, feeling sad, upset and worried). Cut the apple to expose the bruising on the inside. Pass the apple around the class allowing pupils to examine the bruised apple.



What is inside an apple core?

Suggested answer: seeds.

Tell pupils that in the same way an apple has seeds on the inside so new apple trees can grow, people also have inner strengths that can help them to grow stronger and feel better if they have had a difficult experience. An apple seed would need someone to water it and sunshine to help it grow. People need support from others to help them grow stronger after a bad experience like bullying.



Activity three: Buddies, not bullies!

Tell pupils to pair, square and share ideas about what to do if they are bullied themselves, or witness someone else being bullied. Invite the groups to share their ideas with the rest of the class. Discuss the strategies and what is likely to be effective with the class.

Tell pupils to pair, square and share a 'script' they would feel able to say to someone, or a group of people, who they witnessed bullying someone in school.

Suggested answer: "Stop it. In our school, we are buddies not bullies".

Invite the groups to share their ideas with the rest of the class. Discuss the scripts, and what is likely to be effective with the class.

If time allows, tell pupils to work in their groups to make a poster illustrating the anti-bullying script. These can be displayed within the school.



Extension:

Divide the class into small groups. Tell pupils to create a role play of a short bullying incident that is responded to using the agreed school anti-bullying script. The focus of the role-play should be to demonstrate the effective use of the script. Encourage pupils to consider the tone, pace and volume of their speech when using the script, to make it as effective as possible.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to suggest something they could do to support someone to feel better if they have experienced bullying. Remind pupils that there is never an excuse to be unkind to or bully someone. This can have a negative impact on how a person feels, both at the time and in the future. Reassure pupils that if someone has been unkind to them or bullied them they should always tell an adult, in school who will work with them to stop the bullying and help them feel good about themselves. Reaffirm the anti-bullying scripts suggested in the lesson as something that pupils can say if they are targeted by a bully or witness someone else being bullied. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils used a bullying framework to identify bullying behaviours.

Activity two: Pupils considered and verbalised short and long-term impacts of bullying.

Activity three: Pupils suggested a range of strategies to effectively respond to bullying including an anti-bullying script that could be used as a whole school initiative.

Evidence of assessment: Recording of role-play if (extension activity completed).