



# Anti-bullying Lesson Plan



(Running time 1hr+)

\*all times are approximate. It may be appropriate for your group to spread this plan over a couple of lessons/ spend longer on items/ set a task as homework etc \*

Appropriate for KS2-4 \*adjust as necessary to make age relevant

## \*\*\*\*\* THEME: Take a Stand Against Bullying

*This lesson plan includes creative exercises and drama games to explore some of the issues and as such a room layout with a clear moderately sized space and a circle of chairs for all participants to join in is needed.*

### Starter:

- CLASS EXERCISE: Why is it important to “take a stand against bullying?”
  - Discussion (3 mins)
- CLASS EXERCISE: Who can take a stand against bullying? (2 mins)
  - get some general ideas from class to see what their current thoughts and understanding are

**KEY POINT:** Anyone and everyone can take a stand against bullying

### Task 1:

- CLASS EXERCISE: How can you recognise someone who needs help?
  - MINDMAP: what signs might there be that someone needs help/ there is something wrong? (10-15mins)

**KEY POINT:** Encourage pupils to show empathy and think about how others might feel and how they might show this. If group is struggling with ideas, encourage thinking about: change their appearance; look sad; Change their eating habits; seem depressed; not want to go out; changes their routine e.g. walking home from school etc.

**Key concepts:** Empathy, Observation, Awareness of others.

### Task 2:

- CLASS EXERCISE: How can you stand up for someone who needs help?
  - What does standing up for someone mean? How can you do this? (5-10 mins)

**KEY POINT:** Standing up for someone does not mean hitting the bully or being violent; violent solutions just tend to encourage more violence. We should be encouraging a peaceful community and a no-tolerance attitude to bullying, including understanding that revenge and ‘getting your own back’ are not going to tackle the long-term problem.

**Key concepts:** Non-violent strategies for bystanders, friends and witnesses.

- What can we do if someone does not want our help? DISCUSS (5 mins)

### Task 3:

- CREATIVE EXERCISE: Zombie game (*10-15 mins or longer if group respond well*)
  - spread chairs around the room with 1 participant sat in each. Choose 1 person to be the ‘zombie’. The zombie now leaves their chair where it is and stands somewhere in the room as far away from the empty chair as possible. The aim is for the zombie to reach the empty chair and sit in it. The other participants must protect the empty chair by sitting in it themselves; now there is a different empty chair and the zombie must attempt to sit in that one. As soon as a participant has left their chair they are not allowed to return to it and must move on to another empty chair. As many people can move at once as they wish; although the more people up at one time, the more potential empty chairs there are for the zombie to sit in! This cycle continues until the zombie has successfully sat down. The participants must work as a team to stop the zombie sitting down in an empty chair. Once the zombie is successful, the last person standing becomes the zombie. NOTE – no running permitted from the zombie (they are of course the walking dead and as such are quite slow!), although the other participants may move as quickly as they like as long as they are safe.

**KEY POINT:** This game is about team work and awareness; working together is more fruitful than each person working on their own.

**Key concepts:** Awareness, observation skills, communication.

- Discuss the game and get ideas from students about how this links to the idea of bullying and standing up for someone.

**Key concepts:** Stronger together ---- link to task 3.

#### Task 3:

- CREATIVE GROUP EXERCISE: Stronger together physical analogy (*5-10 mins*)
  - Choose 1 person as a 'bully' figure and 1 person as a 'bullied' figure. Get the bully to physically push the bullied (not too gently that they have no effect, but also not to forceful that anyone gets hurt).
  - What happened? *The bullied moved/got pushed etc*
  - Now get some other people to stand with the bullied and reinforce them physically in some way by creating a strong linked physical picture. Get the bully to try and push the bullied again.
  - What happened? Did anything change?
  - Now replicate in small groups (6-8 people) if appropriate. (*10mins*)
  - Show if there is time (*10 mins*)

**Key concepts:** We are stronger together than we are alone; unity; solidarity; physical support.

#### Task 4:

- CREATIVE GROUP EXERCISE: Greek Chorus (15 mins)
  - Role play a bullying scenario between 2 students. Give them characters so they do not feel vulnerable and any personal feelings can be detached.
    - Discuss what happened/ how the participants felt/ what the watching participants saw etc
    - Now replay the same scenario but get a few other participants to stand being the victim and repeat what they are saying as one. If the pupil being targeted in the role play does not say anything, get the greek chorus participants to say positive words or phrases as one.
  - Discuss what happened this time/ how was it different/ how did the role play participants feel?

**KEY POINT:** It is easier to feel stronger with a group than when alone. NB this concept can also be applied to bullies – discuss if necessary.

**Key concepts:** A sense of there being someone backing you up is empowering. Unity, empowerment, solidarity.

#### Plenary:

- PARTNER EXERCISE: Take 1 minute to talk about what you have learnt in this session (1 min)
- CLASS SHARE: ask a few people to share what they have learnt with the class (2 mins)

#### Homework:

- "When people collaborate or work together to take a stand it is more effective than when people stand alone."
- Essay question: Discuss  
OR
- Find examples from history where this is supported/ disproven.  
OR
- Write about a time in your life when you have felt supported.

