

## Theme: Bullying



### Bullying or not?

Everyday walking to school Jonny steals Sam's dinner money.

Daisy pulled Sarah's hair and called her selfish because she didn't share her sweets.

Lilly never lets me play with other people. If I do she hurts me and says she will make it worse if I tell anyone.

Last night on the headset, Danny said I was stupid and rubbish at Fortnite and everyone was laughing at me.

Every picture I post online Hannah and her friends write nasty comments. It upsets me and makes me feel horrible.

Laura text everyone and said that when I stayed at her house I wet myself. This isn't true but now everyone believes her and nobody wants to be my friend.

Jake always tells me that I should kill myself because I'm rubbish at everything.

James always chases me in the playground.

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## Associated Trolls: All

### Communicate/Analyse Pre-assessment

#### Introduce topic:

#### Pre-Assessment

- What do you know already?
- How do you feel about this topic?
- Have you ever been bullied? Or know someone who has?
- Have you ever seen anyone being bullied? Did you know what to do?
- Scribe responses/post it notes/scale on 1-10
- Draw a picture

#### What does it look/sound/feel like?

Explore using an example if needed to de-personalise and reduce anxiety.

### Developing Ideas/Misconceptions/Apply

#### Provide a definition:

- DfE definition
- NSPCC definition
- Anti-Bullying Alliance definition (alter wording for ability of pupils if necessary)

Reflect on whether this definition fits the conversations from the pre-assessment:

- Were those scenarios bullying?
- Were you/was someone bullied?
- Build up understanding of disagreements and bullying
- Build up understanding of how to cope/counter positively
- How many different types of bullying are there?
- Try to correct misconceptions surrounding bullying
- Aim to develop pupil strategies of what to do if they experience unkindness, disagreement
- Bullying – trolls book example

### Contextualise

Choose an appropriate context for your class

- Trolls book/website
- Images
- Video
- Role play a piece of drama – give scenarios: gaming, social networking, online chats (include: writing/typing/texting insulting comments, destroying people's "things" on Minecraft/Fortnite, being unkind through headset)

Explore 'OK/not OK' through examples given by pupils. Must come to own conclusion so give time to reflect and pupils to be able to explain why – consider capturing on iPad, or writing for use in later session (There may be relevant news story for class/school to use)

<https://www.literacyshed.com/anti-bullying-shed.html>

<https://www.safe4me.co.uk/>

<https://www.nspcc.org.uk/s>

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## Enquire

### Child led enquiry

Where do people get bullied?

- Playground
- Home
- Online
- Community
- Gaming
- Social network

Are only children bullied?

This could be done through a survey or interviewing other children or family to explore concept for life.

Role play, use the Trolls website or one selected scene from book.

How is face to face bullying different to online/by text or messaging?

Consider a conversation on smartboard between teacher and another unknown "friend" playing out before children – use age appropriate example – consider one given by children to provide real example.

## Assess/Evaluate

### Link back to previous stages

- Scenario cards/pictures handed out to children – some of scenarios which constitute bullying and some which do not.
- Sort these cards into what they think is bullying and not bullying. What would you do in these scenarios?
- Review 'OK/not OK' – have they changed their mind – conclude if any are bullying or one off comments/ disagreement is ok.
- Add to pre-assessment in different colour.
- How does this learning/knowing the definition of bullying change how you will approach bullying in future?