

Breaking the Cycle

Teacher Follow-up Activities

The Breaking the Cycle follow-up activities provide pupils with opportunities to achieve Key stage 3 learning outcomes from the PSE Framework for 7 to 19 year olds in Wales 2008 and the National Literacy and Numeracy Framework 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

Breaking the Cycle Follow-up Activity	Literacy and Numeracy Framework	Links with the PSE Framework for 7 to 19 year olds in Wales	
		Skills	Range
1. Introductory Activity	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> Use some prior knowledge to explain link between cause and effect 	<ul style="list-style-type: none"> What they believe to be right and wrong actions
2. Good Friends	L(O)sp L(O)l L(O)c&d L(R)c L(W)mpr	<ul style="list-style-type: none"> Use some prior knowledge to explain links between cause and effect 	<ul style="list-style-type: none"> Develop respect for themselves and others Develop positive attitudes towards themselves and others
3. Thoughts of a Child	L(O)sp L(O)l L(O)c&d L(R)r&a	<ul style="list-style-type: none"> Empathise with others experiences, feelings and actions 	<ul style="list-style-type: none"> Develop respect for themselves and others Develop positive attitudes towards themselves and others
4. Don't just stand there do something	L(O)sp L(O)l L(O)c&d L(R)r&a N(UNS)unfr L(W)mpr L(W)s&o	<ul style="list-style-type: none"> Empathise with others experiences, feelings and actions 	<ul style="list-style-type: none"> Develop respect for themselves and others Develop positive attitudes towards themselves and others
5. Ben's Story	L(O)sp L(O)l L(O)c&d L(R)c	<ul style="list-style-type: none"> Be assertive and resist unwanted peer pressure Empathise with 	<ul style="list-style-type: none"> Develop respect for themselves and others The benefit of accessing different sources of



	L(R)rs L(W)mpr	others' experiences, feelings and actions <ul style="list-style-type: none"> Access an appropriate range of sources for help, support and advice 	information, support and advice
6. Cyberbullying	L(O)sp L(O)l L(O)c&d L(R)r&a L(W)s&o	<ul style="list-style-type: none"> Consider others views to inform opinions and make informed decisions and choices effectively 	<ul style="list-style-type: none"> Display a responsible attitude towards keeping the mind and body safe and healthy

Note:

Teachers should make sure that all the activities suggested here should be delivered within the context of the school's anti-bullying policy.

Clear ground rules for discussion must be established as some discussions may reveal information of a sensitive nature.

The pupils must be made aware of sources of support both within school and in the wider community, e.g. buddies, peer supporters, teachers, the school counsellor, ChildLine, NSPCC etc.

Activity 1 Introductory Activity

As an introduction to connect and recap use the criminal behaviour cue cards (resource 1a) as a review and consolidation exercise. Divide the class into pairs. Distribute a set of the cards to each pair.

Ask pupils to sort the cards into three columns:
(Column headings available in resource 1b)

- Column A - behaviour
- Column B - type of bullying
- Column C - possible future criminal offence

Behaviour	Type of bullying	Possible future criminal offences
Making signs	Gesture	Anti-social behaviour
Hurting someone	Physical	Assault



Being left out	Exclusion	Not a criminal offence <i>**Hate crime</i>
Name calling	Verbal	Harassment
Taking money or things	Extortion	Fraud
Sending hurtful messages	Internet/text bullying	Harassment
Spoiling your work	Other	Criminal damage
Copying your work	Other	Fraud

**** Teachers can develop this issue. Exclusion may not be a criminal offence but it can develop into behaviour such as hate crime which is a criminal offence. Individuals/groups can be excluded for very many reasons e.g. difference, ethnic grouping, disability, sexual orientation etc.**

Highlight that aspects of bullying can become criminal offences.

Activity 2 Good Friends

This activity can be used to highlight positive qualities in friendship groups. Divide the class into small groups. Ask the pupils to write a list of words to describe a safe group of friends. Use resource 2a.

If the pupils find it difficult to create a list give out resource 2b and ask pupils to circle the words that make up a safe group of friends.

Ask pupils to feedback to the whole class. They can choose the method e.g. mind map, poster, role play, poem etc.

Have a group discussion about why some friendships go wrong and what you could do if this happens.

Activity 3 Thoughts of a Child

Give each class member a piece of paper to draw a body outline. Ask each child to draw their best friend by giving it a face, clothes etc. Give sufficient time for each pupil to cut out their friend carefully. Read the story 'Rip, Rip' to the class. Each time they feel their friend is hurt or upset by other people they must rip the outline. The greater they think the hurt is the greater the tear. The finished item represents the demoralised state from being constantly bullied. By the end the friend is in shreds - literally and metaphorically. Ask the class to list words to describe how the friend would feel. Discuss the emotional and physical state of the friend. In groups ask pupils to consider 'As a friend how could you have offered support and help so that the story had a different, more positive ending?' Each group could then feedback one suggestion.



Activity 4 Don't just stand there, do something

The activity looks at the role of bystanders in bullying and can be used to promote strategies and interventions that pupils can use if they witness bullying in school.

Ask the class to think of words to describe a bystander, write them on the board e.g. witness, onlooker and observer.

Statements:

- 85% of bullying takes place with bystanders present
- Bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene.

Divide the class into small groups and provide each group with a photograph (4a) which illustrates a bullying incident. Provide the group with post it notes and ask them to consider and discuss reasons why they wouldn't assist the person being bullied. Emphasise this is about 'why?' The groups write their responses on the post it notes. Facilitate a discussion about the reasons as each group feeds back their answers and place their post it notes on the board under the heading 'No Intervention' e.g. fear, it's only a bit of fun, ignore it and it will go away, they deserve it.

Then ask the class to consider reasons why they should intervene and ask them to write their answers on post it notes. Facilitate a further discussion about the reasons as each group feeds back their answers and place their post it notes on the board under the heading 'Intervention' e.g. empathy, perception that friends expect them to help, experience of helping a victim in the past etc.

Ask the groups to rank order the effectiveness of the methods of intervention suggested on activity sheet 4b.

Some suggestions are provided for discussion:

- Tell an adult
- Tell an older pupil
- Encourage the bullied person to tell someone
- Show your disapproval of the bully
- Walk away and ignore the bully
- Tell the bully to stop, if it is safe to do so
- Go and get a group of mates to help you stop the bullying
- Make sure the victim is never left on their own
- Form a friendship group for the person being bullied to make sure they are not isolated.



Activity 5 Ben's Story

A diary page (5) entitled 'Ben's Story' can be viewed or downloaded from the web site www.bullying.co.uk on www.bullying.co.uk/article/ben.aspx and can be used to explore the serious consequences of bullying. The story tells the true experiences of Ben who committed suicide due to prolonged bullying.

The class can undertake the work individually, in pairs or in small groups.

- a) Ask the pupils to read 'Ben's Story' (resource 5) and discuss what went wrong for him and how he could have been helped. Pupils can then feed back their views to the whole class.
- b) Either individually, in pairs or in groups, ask pupils to imagine they know someone who is experiencing or engaging in bullying behaviour. What advice and support could they offer?
- c) The two 'bubble sheets' (resources 5a, 5b) can be used to generate broad ideas for helping fellow pupils who are either experiencing or engaging in bullying behaviour.
- d) In pairs or small groups pupils can research the web-sites listed to find advice they think would be useful to people experiencing or engaging in bullying behaviour. Pupils can then report back to the class on their findings.
- e) As a follow up a poster could also be designed to be put up around the school to tell people where they can find help if they are being bullied.

Activity 6 Cyberbullying

An activity to highlight the bullying problems some young people have experienced with mobile phones.

- a) The stoptextbully.com classroom quiz is also found on the home page. (scroll to Page 6) This can be used to demonstrate how serious cyber bullying can be and what help is available. Split the class into two teams and read out the questions one by one. Each team must consult and decide upon an answer for each question. The answers given can be compared with the actual answers at the bottom of the second page, and scores for each group can be generated.
- b) The stoptextbully.com top 10 tips can be used to provide pupils with information on how to avoid and deal with cyber bullying. Download from the home page (Page 1) sufficient copies of the top 10 tips cut and laminate as 10 separate tips (without the numbers) to provide either individuals, pairs or groups with a set. (The resource is also available as resource 6) Ask the pupils to sort them into what they think would be the order of the top 10 tips for avoiding and dealing with cyber bullying. Pupils



can then explain to the rest of the class how and why they decided on the order they placed them in. Pupils could also design a leaflet or poster containing their top 10 tips (new ones can be added).

Useful Websites

The WAG Anti Bullying Guidance 'Respecting Others' Circular 23/2003 is found on:
http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/respectinaothers/?lang=en

www.bullybusters.org.uk provides information for pupils of all ages about bullying, the effects and consequences

www.sortit.org.uk a child-friendly web site for Key Stage 3 pupils, which can be used to start discussions. It gives definitions and allowing discussion. It includes being bullied what bullying is like, that no one deserves to be bullied, why bullies do it, how to stop bullying and what children can do to help.

www.stopbullyingnow.hrsa.gov be aware it is an American site suitable for year 6 and KS3 but it has child friendly activities, which explains things in simple terms. It includes why people bully with a survey to see whether they are bullies. It shows how people feel when they are bullied. It tells children what to do if they observe bullying incidents. There are short cartoons about bullying with follow up questions, which the class can watch and discuss, case studies and games.

www.stoptextbully.com

An excellent web site, which contains information about text bullying including the latest research summary, quizzes, tips and tip poster.

www.talk-helps.com a great child friendly web site, easy to navigate for pupils, which explains things in simple terms. Talks about types of bullying, consequences and how people feel when they are bullied. It shows the different types e.g. people who are bullied watching other people being bullied. Lots of discussion for whole class activities.

www.bulliesout.com provides general information for teachers about all forms of bullying.

www.bullyfreezone.co.uk is suitable for KS3 pupils, teachers and parents. It provides a lot of relevant information



www.bullying.co.uk this web site is mainly for teachers. It includes the national bullying survey, case studies, problem pages, definitions of bullying, types of bullying and how to overcome bullying, create your own no bullying poster,

www.childline.org.uk is an interactive web site with sections for children and young people, teachers and parents. It provides information and advice about various forms of bullying, information for KS3 about abuse and safety, peer pressure, crime and the law, home and families, online safety and interactive activities for KS2.

www.dfes.gov.uk/bullying definitely only a teacher information web site includes the stop bullying now campaign and children can watch the advert made by celebrities such as Rio Ferdinand and Sharon Osborne and discuss.

www.kidscape.org.uk is suitable for teachers and KS3 pupils providing information on types of bullying, anti-bullying strategies, causes of bullying etc.

www.stoptextbully.com an excellent web site for all ages containing information about text bullying including the latest research summary, quizzes, tips and tip poster.

Teacher Resources

Smoke Signals Pack Story: Fear

The PSE Guidance web site is found on:

www.wales.gov.uk/personalsocialandeducation

The PSE framework is found on:

www.wales.gov.uk/personalsocialandeducation

The Skills framework for 3 to 19 year-olds in Wales is found on:

<http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/skilldevelopment/?lang=en>

