

## Anti bullying Resources

These are some quick activities that can be carried out as part of a key stage 2 or 3 PSE lesson or during tutor/whole class sessions. Each activity can be used as a standalone short task, or they can be combined for a longer session. They are designed to explore what bullying is, types of bullying, the feelings involved in a bullying incident, and to aid students in thinking about who they can turn to for support. Each activity should promote discussion.

Each activity comes with some suggestions, but you can just as easily use your own examples or get the students to think up some of their own. I have included examples that can be printed or photocopied at the end.

### Activities

#### 1. Agree or disagree?

Draw a line on the floor, real or imaginary, and place the words **Agree** and **Disagree** at the opposite ends.

Have ready a bank of statements that are read out to the class and ask the students to position themselves on the line as to whether they agree or disagree with the statement.

Ask pupils to volunteer their reasons for their choice, they are allowed to move along the line if they are persuaded by other people's opinions.

Here are some suggested statements to get you started, but you can also make up your own to suit your own settings or to address particular issues:

- Spreading rumours about someone is bullying
- It's their fault for not standing up for themselves
- Bullying doesn't happen in my class/school
- Boys bully more than girls
- Forwarding pictures or texts that upset people is bullying

## Quick Activities for Antibullying Week

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### 2. Types of bullying

This is a group activity. Divide the class into groups and give each group a set of cards with examples of bullying behaviours.

Ask each group to put the cards in order, starting with the most serious at the top.

When each group have ordered their cards, compare the results and discuss the reasons for their choices.

The activity should highlight that although there are many types of bullying, all are serious. Statements; here are a few examples, but you can use your own if you prefer:

Being called fat/skinny

Making racist remarks

Hiding someone's bag

Tripping someone up in the corridor as they pass

Sending on an inappropriate photo via email or text that you have received

Someone saying nasty things about members of your family

Being laughed at

Not being included for team games or sports

Being called gay or homo

Being pressurized into doing something you don't want to do

Having your trousers pulled down

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### 3. Who are you?

Print out the following scenario and ask pupils to identify the different roles that the characters play.

It is break time and Chloe is looking for her money to buy some snacks, Jade walks past and picks up Chloe's bag and "accidentally" empties it on the floor, saying to Chloe "you'd better pick that up before someone breaks something" and then stands on Chloe's mobile phone, saying "oops – sorry didn't see that there". Jo notices that Chloe is upset, and tries to help her pick up her belongings, Nadine who is standing by Jade, says to Jo "Aw! Feeling sorry for teachers pet are we? Better mind your manners or you might be sorry". Jo gets up and walks away.

A group of Chloe and Jades classmates have watched what is going on, but decide not to intervene. Mrs. Evans comes across and asks what is going on, Jade and Jo make a show of helping Chloe to put her belongings back in the bag, and asking Chloe if she is OK. Chloe tells Mrs. Evans that everything is fine.

Ask the students to identify the following roles:

- The bully/ies
- The victim
- The bystanders

Ask them what feelings each of the characters might be feeling, and then to describe what could be done differently.

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### 4. How does it make you feel?

Get the class or group to think of as many words that describe feelings and emotions, both positive and negative. Put all the words individually into a container.

Ask for volunteers from the group to mime a word that they have picked out of the container, the group have to guess what feeling or emotion is being mimed.

The idea is to show how easy it is to misunderstand what people are feeling by just looking at their body language, and facial expression and how easy it is for someone to hide their true feelings.

### 5. Doing things differently

Use the examples below or ask pupils to give examples of types of behaviours that might cause conflict or upset, examples might include:

- Name calling
- Complaining
- Threatening
- Describing how upset you feel
- Somebody being late or letting you down

Ask students to think of examples of language and behaviour that might increase conflict or upset, and then more positive examples that will help to resolve conflict for each of the examples.

This can be done as a written exercise or as role play. Discuss how using appropriate language and body language can affect how people feel and the outcome.

### 6. **My networks**

Using student's hands as templates get them to think about who they would be able to talk to if they had a problem. Get them to identify 5 people or organizations that they might be able to confide in or ask for help.

Discuss what kind of people these might be and to describe what the important qualities are, such as trust, honesty, someone who will listen, etc.

### Resource Sheet 1: Activity 1: Agree or Disagree statements

- Spreading rumours about someone is bullying
- It's their fault for not standing up for themselves
- Bullying doesn't happen in my class/school
- Boys bully more than girls
- Forwarding pictures or texts that upset people is bullying

Resource Sheet 1 continued – Activity 1: Agree or Disagree

**Agree**

**Disagree**

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### Resource Sheet 2: Activity: 2 Types of bullying

<b>Being called fat/skinny</b>	<b>Sending on an inappropriate photo via email or text that you have received</b>
<b>Making racist remarks</b>	<b>Someone saying nasty things about members of your family</b>
<b>Hiding someone's bag</b>	<b>Not being included for team games or sports</b>
<b>Tripping someone up in the corridor as they pass</b>	<b>Being called gay or homo</b>
<b>Being laughed at</b>	<b>Being pressurized into doing something you don't want to do</b>
<b>Having your trousers pulled down</b>	<b>Being called a slag</b>

### Resources Sheet 3: Activity 3: Who are you?

It is break time and Chloe is looking for her money to buy some snacks, Jade walks past and picks up Chloe's bag and "accidentally" empties it on the floor, saying to Chloe "you'd better pick that up before someone breaks something" and then stands on Chloe's mobile phone, saying "oops – sorry didn't see that there". Jo notices that Chloe is upset, and tries to help her pick up her belongings, Nadine who is standing by Jade, says to Jo "Aw! Feeling sorry for teachers pet are we? Better mind your manners or you might be sorry". Jo gets up and walks away.

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