

## Key Stage 3 - Bullying Scheme - Lesson 2

**Context:** The second lesson in a scheme that focuses on bullying; pupils will learn ways to deal with bullying, develop characters that show an understanding of victims and bullies and others that may be effected by bullying. Today they explore the technique of hot-seating and cross-cutting as they develop an understanding of the cause(s) and effect(s) of bullying.

**Homework:**

**LEARNING OBJECTIVE:** To identify and describe some causes and effects of bullying (Level 4.5+)

**CHALLENGE:** To use cross-cutting effectively in a performance – slick transitions, focused, frozen when not performing (Level 4.9+)

<p>Welcome and register pupils</p> <p><b>Starter: 'The sun shines on...'</b> Play the familiar game but use the resource cards in the middle (see Support File) to relate the game to the topic and techniques they are working on. The person left in the middle has to read a card then find a seat as quick as possible.</p> <p>Go through the learning objectives for the lesson today and discuss any unfamiliar words – annotate the board if necessary. <b>Blank out c _ _ _ _ _ &amp; e _ _ _ _ _ (causes and effects) in the learning objective to engage pupils further.</b></p> <p><b>Introduction: 'Discuss'</b> Using the beanbag (or other control device) to determine who speaks (directed questioning) discuss different types of bullying <b>Lower order questions:</b> Can you identify the different types of bullying? <b>Higher order questions:</b> To what extent is emotional bullying worse than physical bullying?</p> <p><u>In pairs</u> - give pupils one minute to generate adjectives to describe how a victim feels. <b>Higher ability differentiation</b> – To create a sentence using emotive language to describe how bullying makes you feel, e.g. 'Tommy sat on his own in the canteen; this is the way he always sat.' Pupils to now stand making sure they have all got an adjective or sentence to share as the beanbag will be passed randomly across the circle. Once a pupil has said their adjective they can sit down – try not to allow words to be repeated too often. They should listen to the words already said and come up with an alternative if need be.</p> <p>Once all sat down briefly discuss reasons which cause someone to bully – share and note on the board. <b>Lower order questions:</b> Do people bully to get attention? <b>Higher order questions:</b> To what extent do you think bullies are vulnerable too? Pupils should identify causes of behaviour but encourage them to challenge the bully's way of responding to this.</p> <p>Ask for volunteers who might have an adjective they could offer to describe how a bully feels, compare with the adjectives the shared about the victim.</p> <p><b>Mid Plenary: Hot-seating</b> Refer back to the learning objectives today and those from last lesson and remind about being creative and original before explaining the next activity. Pick a G&amp;T student to be challenged, hot-seat as a bully. Pick a pupil who needs to be pushed (middle ability), hot-seat as a victim.</p> <p><b>Main Activity: Cross-Cutting</b> Introduce/remind pupils about the techniques cross-cutting and how they can do this effectively (this is their challenge) The bully in each group will need to be the same sex as they will be in both scenes so it will be confusing if a boy is the bully in one scene then cross cuts to a girl being the bully in the home-life scene. In groups of 6 they will create a scene that cross cuts back and forth. One half will be the bully at home – we should see why what their life is like and why they bully - <b>the causes</b>. This will then cross cut to a scene in which we see the bully bullying and <b>the effects</b> this has on the victim. Groups should aim to cross cut at least twice. Remind and discuss challenge.</p> <p><b>Plenary: Show back the performances.</b> Teacher to comment on work produced asking other pupils to feedback – directed questioning, choose those who haven't been very confident to evaluate in previous lessons.</p>	<p>Time</p> <p>10 mins</p> <p>10/15 mins</p> <p>7 mins</p> <p>15 mins</p> <p>15 mins.</p>
<p><b>Planning for Progress:</b></p> <ol style="list-style-type: none"> <li>All pupils will be able to discuss some causes and effects of bullying.</li> <li>Most pupils will be able to show these effectively in performance piece</li> <li>Some pupils will use cross-cutting effectively to add tension and show the causes and effects of bullying in an engaging way.</li> </ol>	
<p><b>Resources/Risk assessment:</b> The sun shines on game resource cards – supplied as a sheet for you to print and cut out.</p>	