



Stop  
**BULLYING!**



- **Bullying** - a process of abuse.

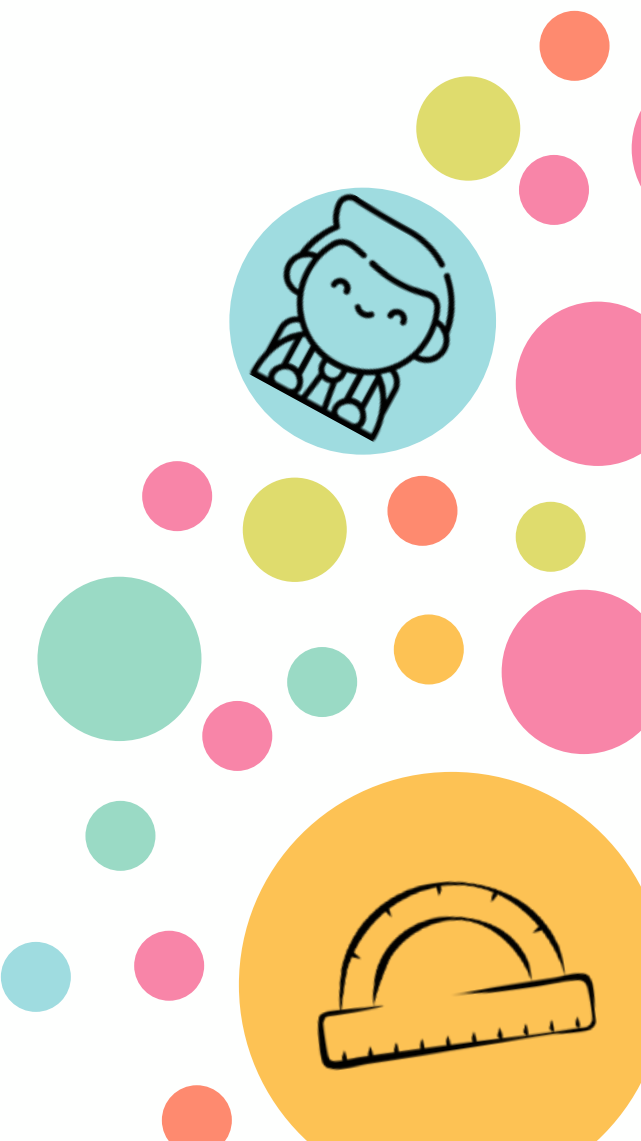
- **Bully** - a person who initiates bullying.



# Bullying - what is it like?



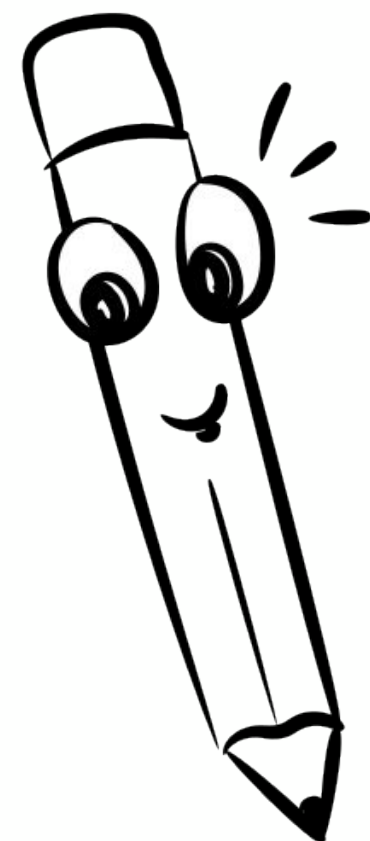
Have any of you faced bullying?  
What form did it have?



# Exercise



1. Get into groups of 6-10.
2. Write down as many answers to the question 'What is bullying?' as you can.
3. Share the answers with each other.



# Bullying



**Bullying** is repetitive mobbing, teasing one or more students by other students with the intent to cause emotional and physical harm.

**This is a negative occurrence!  
It must not happen at school!**

# Answer the question



How do the roles allocate?



# Bullying participant roles

"Nothing's happening"



Passive reinforcer

"This is hilarious"



Active reinforcer

"We're just playing"



Follower

"She's unlike us, so she deserves it"



Initiator

"Why am I treated like that?"



Victim

"Stop it!"



Active defender

"This is not okay"



Passive defender

"This is not my issue"



Bystander



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#ThisIsAnIssueForEveryone

# Victim



Victim is the one who is bullied and suffers from it.





# Initiator



Initiator (aggressor, bully)  
is the one who starts the bullying.

# Follower



Follower (henchman) is someone who doesn't initiate bullying but participates in it and actively supports the initiator.

# Active reinforcer



Active reinforcer is someone who doesn't participate in bullying but encourages the act of bullying with nods of approval and laughter.

# Bystander



Bystander (disengaged onlooker) is someone who thinks the situation is not their problem, so they ignore it or look away from the bullying.

# Passive defender



Passive defender is someone who is against bullying but doesn't know how to help the victim.



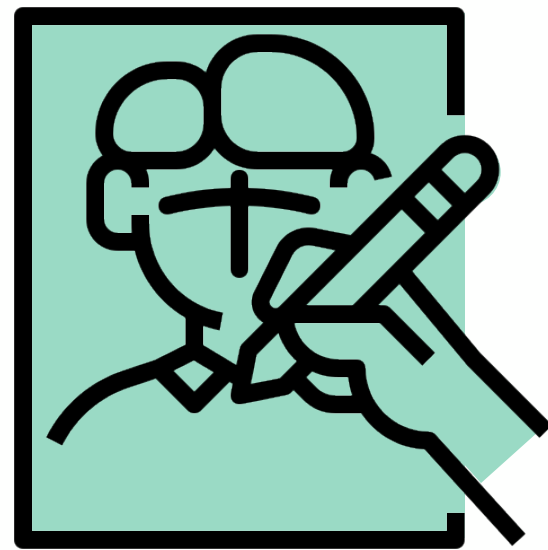
# Active defender



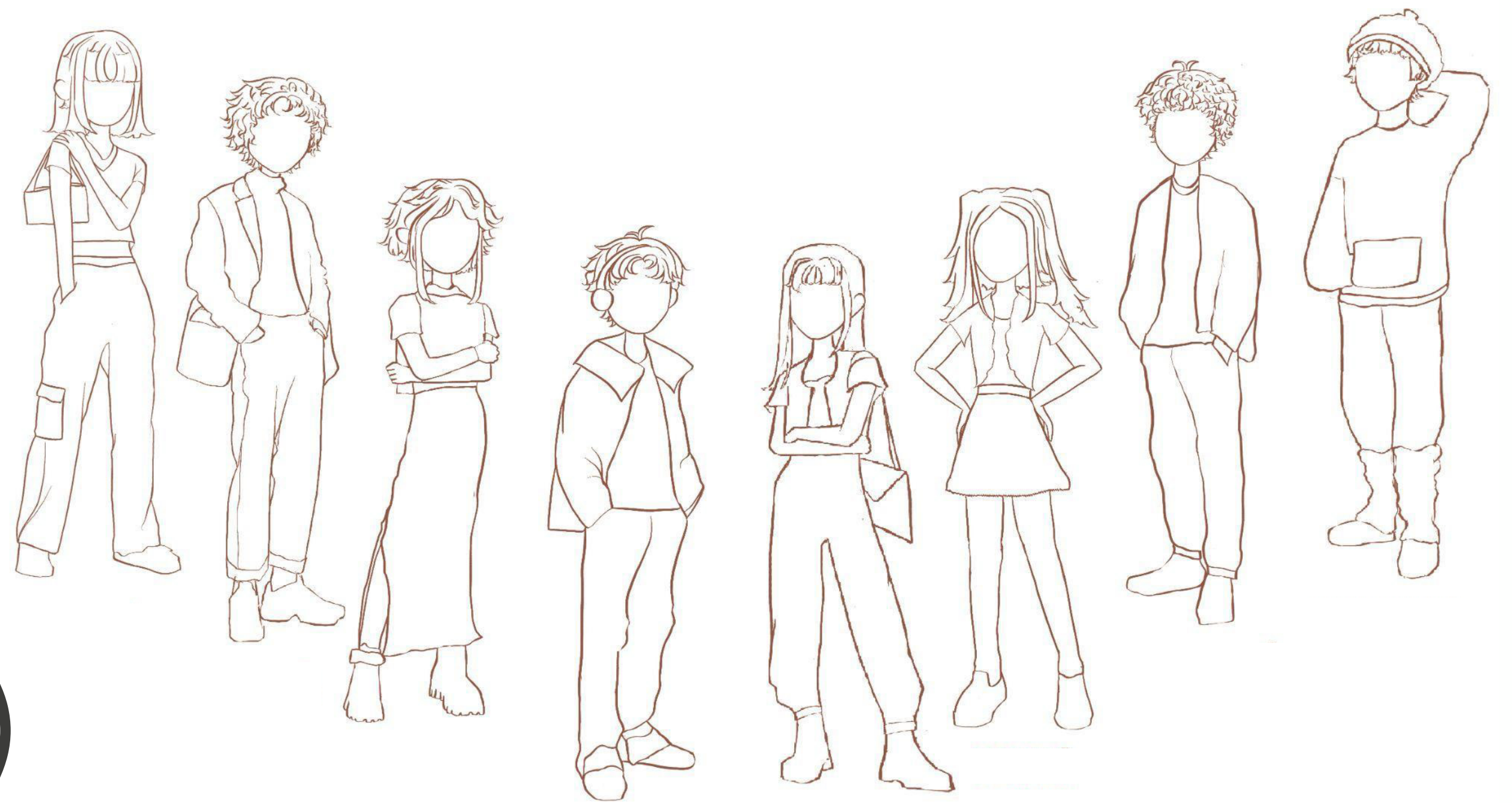
Active defender is the one who doesn't stand aside, helps the victim or tries to help them.

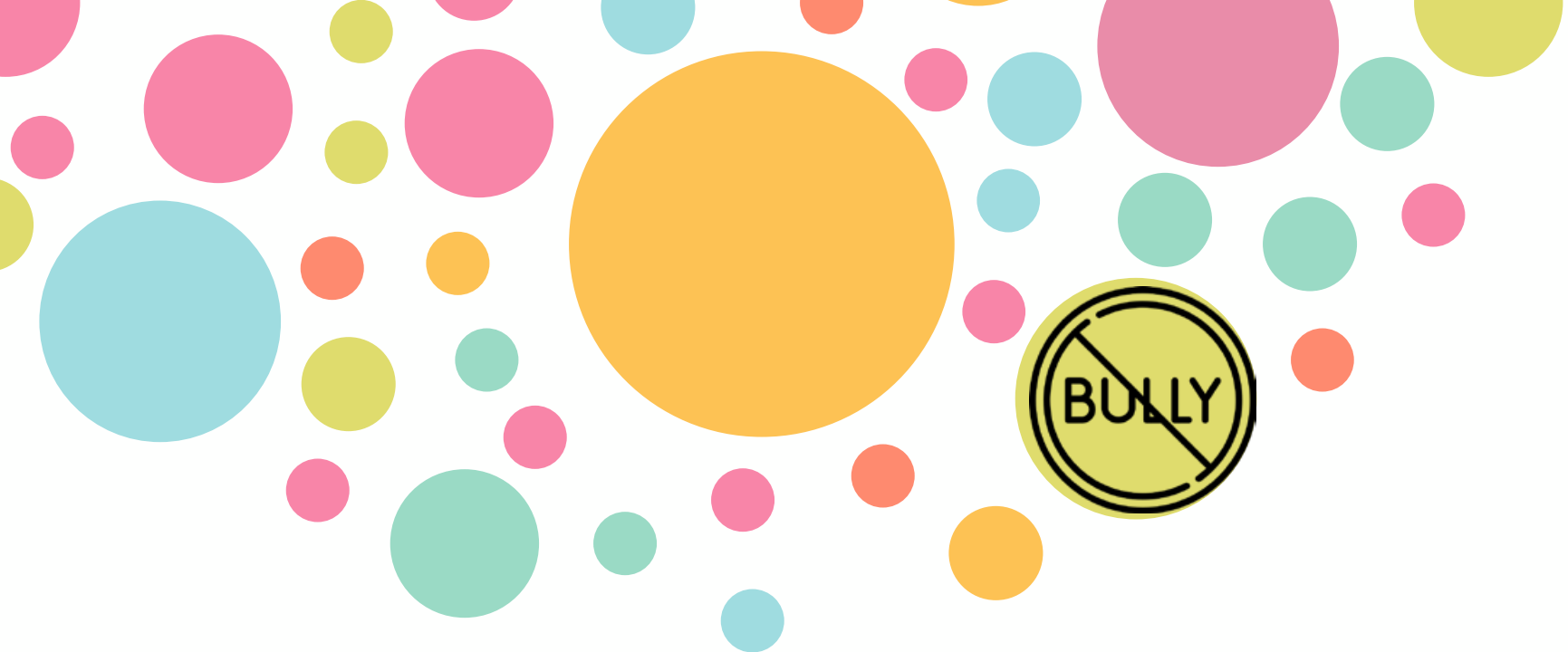


# Task



You see bullying participant roles. Fill the silhouettes (**colour** or **paint the faces**) of the roles that you were in at least once.



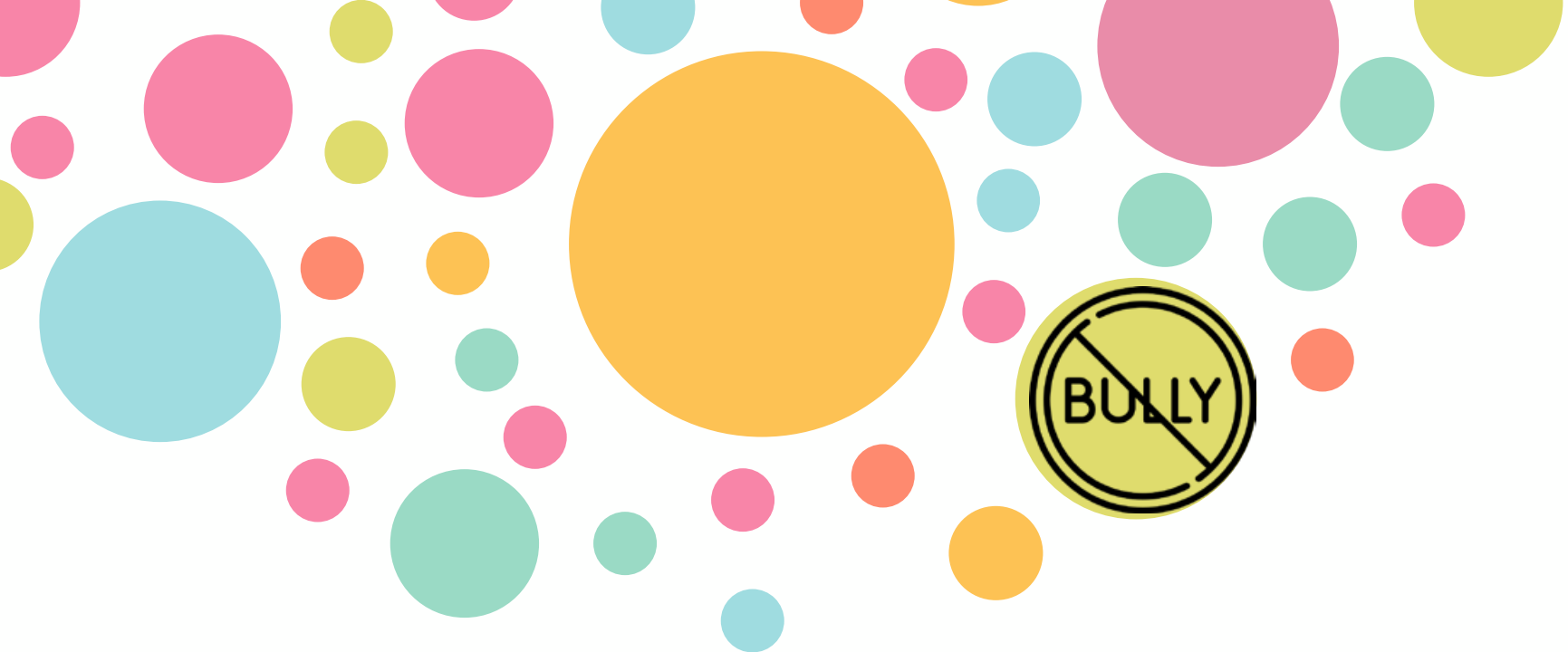


- Every bullying participant encounters strong feelings
- Bullying is an issue for everyone!
- This is why we should deal with the problem together



# Game





## The rules of the game:

The teacher gives commands.

If the command is neutral or positive, you repeat it.

If the teacher gives a command that may hurt someone, you are to show a special sign “thumb down” and say “Stop bullying!” loudly.

FOR EXAMPLE: “**jump**” is a neutral command, it may be repeated. But “**lower**” may be offensive, you are to show “thumb down” and say “Stop bullying!”

# FUN or BULLYING



# During an act of bullying:



- Face the initiator
- Defend yourself
- Prevent others from converting into aggressors

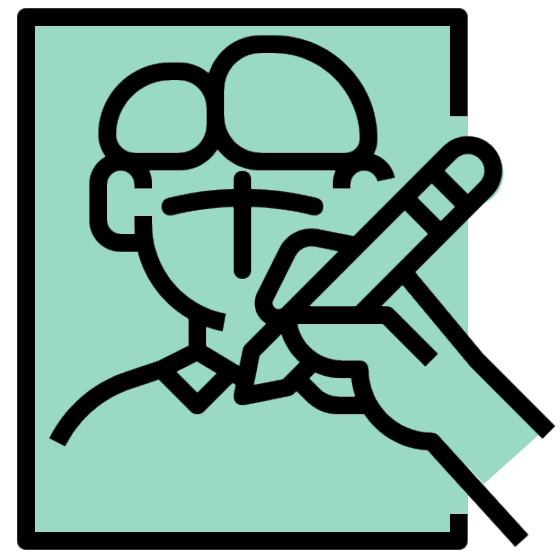


# Bullying can and must stop!

Regardless of the role  
you play: victim, bystander  
or aggressor



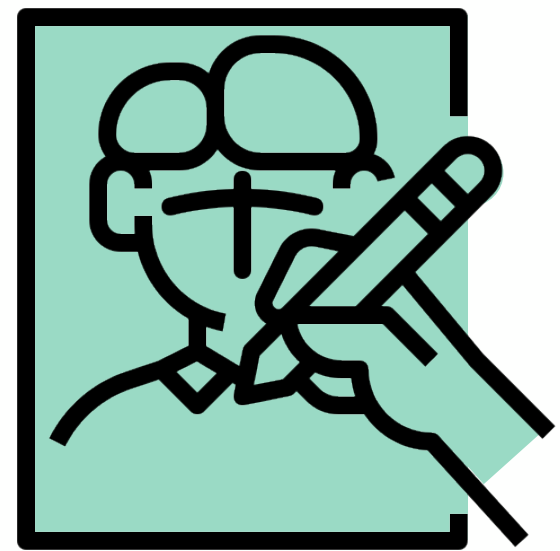
# Task



- Create the “Class Constitution”: a set of rules of behaviour, the things that are allowed or forbidden in the classroom.
- Write down everything you are **ALLOWED** to do in the classroom on the left and everything that you are **FORBIDDEN** to do on the right.
- You have 3 minutes to write down as many rules as you can for every part.



# Task



Now everyone who agrees with the Constitution is going to sign it. It will confirm that you know your rights and take responsibility for your behaviour in class from now on.





I,

\_\_\_\_\_

(first name, last name),

know my rights and restrictions  
and take responsibility for them.

If I make a mistake and accidentally  
offend anyone, I ask you to remind  
me of this agreement. If I notice  
someone breaking the rules,  
I will say “Stop bullying”  
to them.

# Constitution

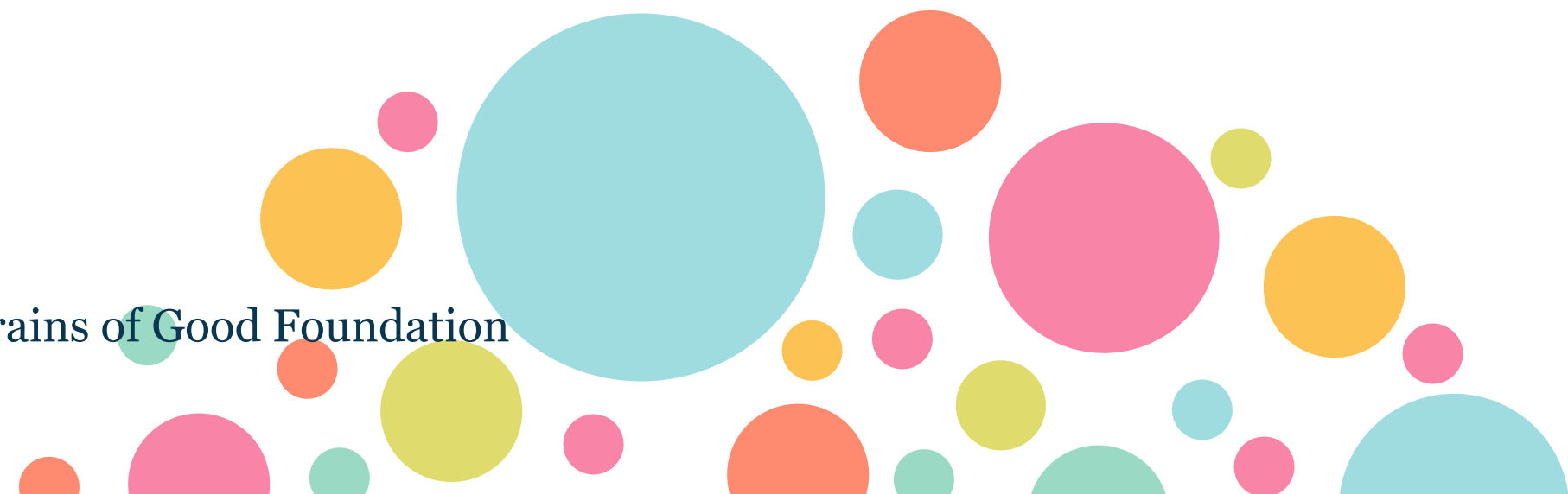




# Drawing a conclusion



- What did you find the most interesting today?
- What did you find difficult?
- What rule is the most important in your opinion?
- What will you start using from now on?
- Would you like to take part in a similar class once more?





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# BULLYING PARTICIPANT ROLES



PASSIVE  
REINFORCER



ACTIVE  
REINFORCER



FOLLOWER



INITIATOR



VICTIM



ACTIVE  
DEFENDER



PASSIVE  
DEFENDER



BYSTANDER



# Bullying participant roles

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Active defender

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Passive defender

"This is not my issue"



Bystander





# *Grains of Good Foundation*

## Lesson Plan for grades 5 and 6

Topic:

# Stop BULLYING!

**Targeted audience:** 5-6 grade (10-12-year-old students)

**Duration:** 45 minutes

**Main goal:** to increase the level of awareness of how bullying manifests among 5-6th graders and to form skills to resist it.

### **Aims:**

- to define the term “bullying”;
- to teach how to identify the roles and feelings of the bullying participants;
- to form a conscious negative attitude to bullying;
- to teach constructive patterns of behavior in a situation of bullying.

### **Results:**

1. The student who has participated in the lesson:
2. can indicate bullying at its initial phase;
3. can counteract bullying;
4. knows the rules of constructive behavior.

### **Teaching aids and technical facilities:**

- classroom, desks and chairs;
- screen and projector (if not available, use a poster-sized paper with the roles of bullying participants);
- handouts: roles of bullying participants for each student to fill out;
- A4-sized pieces of paper for each student;
- a sheet of paper sized A0/A1. The size is determined by the number of students in class: the biggest size is better for 20-30 pupils. If the number of students is less than 20, a smaller paper is appropriate;
- colorful stickers of any 2 colors (for example, yellow and green) for every student;
- pens, colorful markers for every student.



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## **Before the lesson:**

We recommend preparing a large (size A0/A1) poster to compose the “Class Constitution” later. Write the headline: “CLASS CONSTITUTION” on top. Divide the middle section into two columns. The left section is titled “ALLOWED”, the right one “FORBIDDEN”. Leave some blank space for later additions. The space below the titles is left blank for the further inscriptions.

## Lesson Outline

### **“Welcome” part, denotement of the lesson theme (1-2 min)**

*Teacher:*

- Dear students, today we are going to cover the topic of school bullying. I think you all know the origins of this term: it originates from the word “bully” and means “to humiliate”, “to flout” and “to scoff”.

### **Exercise 1: Actualization of the term “bullying” (5-7 min)**

Aim: to give the definition of the word “bullying” and form the understanding and conscious attitude to this social phenomenon.

*Teacher (question to the class):*

- During these 45 minutes we will look into the problem of bullying and learn how to protect ourselves and others from it. Has anyone of you faced bullying? What form did it have?

*Listening to the students’ answers.*

*Teacher hands out pieces of paper A4:*

- Thank you for sharing your stories, we really appreciate your sincerity! Now let’s split into 2 (3) teams and write down on these pieces of paper what “bullying” is in your opinion. Give as many definitions as you can.

*Work in groups.*

*Teacher:*

- It is probably the time for each group to read out their variants. Let us see which team made up with more ideas.

*Groups answering.*

*The teacher draws a micro conclusion, gives encyclopedic specification of the term and focuses on the fact that it is unacceptable behavior:*

- You are all absolutely correct with your answers. The term is used to define systematical violence, persecution and flout in relation to a student (students) initiated by one or several pupils aimed at causing psychological or physical



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damage. Bullying at school is totally unacceptable just like any other form of violence (assault).

## **Exercise 2: Study of the bullying participants (15 min)**

**Aim:** to figure out how social roles are distributed between the people who take part in bullying, to evaluate the contribution of every member, denote his thoughts and sensations.

*Teacher:*

- Every person plays different parts in every particular situation. For instance, at school you are students. At the playground with friends you are playmates. At the sport competition you are rivals. Each part suggests specific behavioral pattern: school children study, fellows and friends play together, chat and in sport games children do everything to help their team win. In regard to the situation with bullying it is all the same, people have their own parts. I suggest you to think who is in the list of bullying participants.

*Students' answers.*

*If only victim and aggressor were mentioned, the teacher stimulates pupils to continue their contemplations: "Who else?" The process of discussion continues until all (or almost all) parts will be called.*

*Teacher shows the picture with bullying participants (using a poster or projecting it to the screen):*

- We are at the point of checking up our suppositions. Look at the picture and say if we were right. Now it becomes obvious that there are many members of bullying. Here we may see:

*(shows every role and gives extensive explanations)*

**PICTURE**

**victim (sufferer)** - the one who is being abused and who suffers from bullying;

**initiator (aggressor, bully, assailant)** - the one who starts bullying;

**followers or "retinue"** - the ones who do not initiate the act of bullying themselves, but actively support the actions of the aggressor and bully themselves;

**active supporter** - the one who does not bully himself, but supports the act of bullying with nods of approval and laughter;

**passive supporter** - the one who seems to stand apart from the bullying, but subconsciously approves the actions of aggressor and does not acknowledge bad consequences of the phenomenon;

**indifferent (silent) witness (observer)** - the one who considers the situation is none of his business, turns away or takes no notice of bullying;



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**potential defender** - the one who disapproves bullying but is unaware of how to help the victim;

**actual defender** - the one who does not just stand by and look indifferently, but tries to help the victim out.

*Teacher hands out blank forms with the figures of bullying participants:*

- Here in the handouts you can see the parts of bullying participants. But all the figures are without its names, blank. My offer for you will be to fill in the gaps (paint or colour) all the parts that you were in at least once. After that we are going to organize a short discussion.

*Students colour the forms themselves. Teacher asks questions to the class:*

- Raise your hand if you have not painted a figure in the handout? (count the results) Who has coloured 1 figure? (counting) Who has taken several figures? (counting) Are there in the class anyone who has coloured all the figures? (counting).

*It is assumed that each student has coloured several figures. Later on teacher can selectively ask some kids to tell about their results. It is also possible to raise the question of feelings and thoughts that students experienced when they were doing the task and in the particular moment of being a bully, victim, actual defender, etc. If children find these questions challenging, teacher may give prompts.*

- You might feel: indifference, panic (terror), offence, interest, sadness, anger, disappointment, satisfaction, loneliness, hope, jubilation, delight, contempt, happiness, grief, repulsion, calmness, hopelessness, rage, feebleness, guilt, shame, despair, shock (bewilderment), anxiety, joy, exasperation, humiliation.

*It is crucial to stimulate students' initiative in reflections on the situation of bullying, teaches to notice the common points and differences between the sensations of each participant. There is a necessity to highlight the fact that victim, as a rule, feels insult, fear, feebleness; and aggressor in his turn is under the influence of such feelings as pleasure, jubilation, delight; witnesses often experience indifference, anxiety or sadness.*

*Teacher sums up the outcomes of the exercise:*

- Thank you so much for your courage! It is far from easy to share some personal information about ourselves. As you could notice every bullying participant comes across rather strong feelings. At the same time, people constantly change their parts and in no time anyone may find himself in the role of a victim, witness and ever aggressor. As a result bullying is a problem that spreads beyond personal conflict between the victim and the aggressor; the phenomenon has a lot to do with a social group and class in general. It concerns everyone! This is why we should deal with the problem together.





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## Exercise 3: Active game: learning the ways to stop bullying (7-10 min)

Aim: emotional release, change of activity, formation of negative attitude towards bullying.

*Teacher:*

- Now how do you like the idea of playing a game “Stop bullying”? The main idea is to train fast reaction to bullying, which means reflect bullying attacks and stop abusers. I will give commands and if they are neutral or positive you should repeat them. However, if I give a command that may assault or hurt another person, you are supposed to show a special sign “dislike/thumb down” and say loudly “Stop bullying!”. Let us practice: what should you do if I command: “Smile” (pupils’ answer - repeat), “Look out of the window” (pupils’ answer - repeat), “Push your classmate” (pupils’ answer - special gesture and phrase “Stop bullying”).

*If students are confused, it is necessary to correct them politely. Mind the fact that pupils should sit in pairs.*

*Teacher:* We will play 1 round and then change the lead of the game. Ready, steady, go!

*Approximate list of phrases for a teacher:*

- Look back
- Close your eyes
- Put your tongue out to your classmate - **Stop bullying**
- Swipe down the pencil of your classmate - **Stop bullying**
- Touch your nose
- Raise your right hand up
- Threaten your classmate with a fist - **Stop bullying**
- Stand up
- Give like (thumb up) to your friend
- Say “Hi!”
- Call your classmate rude name - **Stop bullying**
- Pat your partner on the shoulder - **it is a situation to be discussed: in what case it is offensive (when it is done with a big effort or when instead of being patted you were almost slapped), and when it is acceptable (friendly sign of support)**
- Clap your hands
- Rest your arms on the laps
- Laugh loudly
- Take something from your partner - **it is a situation to be discussed: in what case it is offensive (without permission), and when it is acceptable (when the permission was asked)**



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- Wave your hand
- Give yourself a big hug
- Pull your classmate's ears down - **Stop bullying**
- Stand up and sit down quickly
- Name yourself outloud
- Take a deep breath
- Stretch your hands forward
- Shout to your partner: "Piss off!" - **Stop bullying**
- Pretend you are swimming
- Put your finger to your mouth
- Put your finger to the mouth of your classmate - **it is a situation to be discussed: is it appropriate to touch other people without permission?**
- Pretend you are making selfie
- Yawn
- Make wicked faces to your partner - **it is a situation to be discussed: there is no problem in showing your emotions in different facial expressions if there is a real reason to be angry or upset, but it is unacceptable to release your rage in violent actions: to beat, push people or call them names.**
- Play imaginary guitar
- Rub your forehead
- Stand in a boxer's stance - **it is a situation to be discussed: it is only reasonable if a person do it as a joke, but it is absolutely prohibited if the one use it as a gesture of intimidation.**
- Say "thank you" to your partner

*The list of phrases can be extended according to the wish of the teacher and the commands can be repeated recurrently. Maintain the fast tempo of the game and positive mood; involve every child in the class. There should be less negative commands than positive and neutral ones (at a ratio of 1:3). If someone gets confused and cannot identify cases of bullying, teacher is supposed to correct politely and pay attention to the details, give some hints. In controversial cases teacher may stop the game to give students share their opinions on the topic. 2-3 minutes later after the game started and pupils got the idea it is preferable to change the lead. It is expected that children will make mistakes and get confused at the beginning as it is complicated to recognise the cases of bullying. Teacher should react calmly and denote the fact that making mistakes is totally fine, it is necessary to give pupils a chance to correct themselves, this is the reason why the game is built on the non-elimination system.*



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Teacher:

- Well, we have had a wonderful practice in recognition and prevention of bullying. We all may have situations in friendly communication when we can make jokes, play fool and behave in a more open/free manner. For example, we can possibly give funny nicknames to each other or stand in a boxer's stance. In such cases everyone has fun! But if we deal with a case of bullying it is different: only abusers take pleasure in the process and those who are bullied - the victims - feel sad, terrified and offended. We also should remember that any person can make mistakes, cross the line and hurt another person accidentally. In such moments we are suppose not only protect ourselves and reflect the attack, but also help the opponent to keep his temper and prevent him from converting into aggressor. I am talking about advantages of the society where everyone has a right to make a mistake and correct it, ask forgiveness. How do you think it is a good model of society? (question to the class)

*Pupils answer the question. Teacher stimulates the discussion, providing every student with an opportunity to outspcak.*

Teacher:

- As a result, we can arrive at the conclusion that bullying is a phenomenon which is possible and necessary to stop regardless of the role you play: victim, witness or aggressor.

## **Exercise 4: Collective design of behavioral rules (5-7 min)**

Aim: outline and establish rules of constructive behavior in the class including strategies of conduct in the cases of bullying.

Teacher:

- To consolidate all the information that we have learnt today about bullying I suggest you create the "Class Constitution", it is a set of rules of behavior, a list of things that are allowed and prohibited in the class. (Teacher may give a short explanation of the term "constitution": the key list of laws in every country, obligatory for all citizens.) On the whiteboard you can see a whatman paper. It is divided into 2 parts: "Allowed" = your rights and "Forbidden" = your restrictions. Now I am going to hand you out colored stickers and you will write down on the green stickers what is allowed and on the yellow ones what is forbidden. We have 3 minutes only for the task to fill in both parts of the paper. Your time starts right now!

*If kids find it difficult to come up with ideas, the teacher may give them prompts: to smile, to say "thank you", to take things that belong to other students - can you do it? Is it good or bad to beat, call your classmates rude names and gossip over other kids?*



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*Individual students' work*

*Teacher:*

- Our 3 minutes are over. It is high time to invite each of you to the whiteboard and place your stickers on the relevant part of the paper. Do it one by one, please. This way the whole class will contribute to the "Class Constitution". In case we have repeated ideas, just place them one on another. It will help us to remember these particular points better. So then, who would like to be the first?

*Pupils stick the papers on the poster with constitution one by one. On condition that there is too little space on the poster occupied by the stickers, teacher can stimulate students to participate in discussion and add more ideas. For instance, the following question may be used: Do you find it allowed to be yourself and at the same time to be different from others? (students' discussion follows) Let's post in the section with our rights.*

*A short gist of what can be in the "Class Constitution" is presented in the table below.*

<b>ALLOWED</b> (rights)	<b>FORBIDDEN</b> (restrictions)
to respect other people and expect it from others	to practice violence
to be yourself, to differ from others	to tease, call rude names, assault
to feel and be safe	to take/spoil things that belong to other people
to choose friends	to force others do something humiliating
to have your own interests, hobbies, convictions	to isolate someone from society, to expel from the group, to declare a boycott, spread gossips (in social networks among others)
to make mistakes	to hurt others physically or emotionally

*On finishing the discussion on the rights and restrictions, teacher can say:*

- I suggest those who are agree with the Constitution to sign it down here on the paper. It will acclaim that from now on you know your rights and take your responsibility for the way you behave in the class. Well, what will we do in the case of bullying? - That is correct! We are to say "Stop bullying" and show dislike sign.



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*Then follows the part when students sign and “ratification” the Constitution. Teacher can offer this variant of the “vow”:*

*I, Sam Davidson, know my rights and restrictions and take responsibility for them. If I make a mistake and by chance offend anyone, I ask you to remind me of the agreement. If I notice that someone is breaking the rules, I’ll say “Stop bullying”.*

## **Final reflection (3-5 min)**

*Teacher asks students the following questions:*

1. What seemed the most interesting in our homeroom today?
2. What did you find difficult?
3. What rule in the Constitution is the most important in your opinion?
4. What will I start using from now on?
5. Would I like to take part in a similar event once more?