RELATIONSHIPS EDUCATION

MODULE C
Respectful Relationships

O20(i) - Different types of bullying and the impact of bullying

Year 3
Spring Term: Lesson 2

AMS UK

Lesson Overview

Lesson 2: Different types of bullying and the impact of bullying

Engage & Activate

Whole Class & Independent Activities

What is bullying?

15 minutes

Explore & Explain

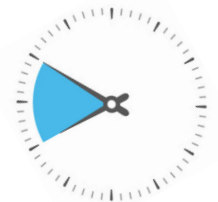Paired Activity

Impact of bullying

25 minutes

Elaborate & Reflect

Whole Class Activity

Islamic perspective

10 minutes

Evaluate & Review

Whole Class & Paired Activities

Review learning

10 minutes

Lesson Plan

Lesson 2: Different types of bullying and the impact of bullying

Aim

Recognise different forms of bullying and how bullying impacts those being bullied

Lesson Objectives

In this lesson pupils will:

Recognise how bullying occurs and what behaviours constitute bullying

Analyse the impact of bullying on those being bullied

Consider an Islamic perspective on bullying

Learning Outcomes

By the end of this lesson pupils will have:

Defined different types of bullying

Explained the impact bullying can have on those being bullied

Reflected on personal experiences of bullying

Key Vocabulary

| verbal | physical | emotional | repetitive |

Resources

| Video | Pens | Resource sheets |

Post – it notes

Lesson Plan

Lesson 2: Different types of bullying and the impact of bullying

Whole Class & Independent Activities

What is bullying?

Inform pupils that in this lesson we will be **exploring** different types of bullying and the effects that bullying can have on those being bullied.

Introduce learning objectives and learning outcomes.

Discuss key vocabulary and **share** definitions. **See** below.

Give each pupil a post-it note and **ask** them to **write** down words or actions that they think are considered as bullying, e.g. hitting, punching, name calling, making up stories or lies, excluding someone on purpose.

Take feedback and **record** a **class list** on the board.

Watch the video (**3:44**): What is bullying?

Ask pupils to **listen** carefully to what Elvis is saying and to **note** down any key words that they feel are important.

https://youtu.be/eAj2kTQyEGw

Key vocabulary
verbal spoken rather than written
physical relating to the body
emotional having and expressing strong feelings
repetitive happening in the same way many times

Lesson Plan

Lesson 2: Different types of bullying and the impact of bullying

Whole Class & Independent Activities

What is bullying?

Discuss key points from the video and **clarify** that 'cyber-bullying' is the same as 'online bullying' and **reinforce** the difference between conflict and bullying.

Give each pupil **Resource 1**: Types of bullying.

Ask pupils to **sort** the **class list** from the board into the **four** categories mentioned in the video on **Resource 1**: verbal, physical, emotional, cyber/online and **add** any additional examples they can think of.

Take feedback and **summarise** that bullying is intentional, often repetitive and the bully intends to cause harm and distress to the person they are bullying.

Lesson 2: Different types of bullying and the impact of bullying

Resource 1

Types of bullying

Physical

Emotional

Verbal

Cyber/Online Bullying

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Lesson Plan

Lesson 2: Different types of bullying and the impact of bullying

| Paired Activity | Impact of bullying |

Ask pupils to **discuss** the following questions, in pairs:

- What impact does bullying have on someone?
- What words can we use to describe their feelings?

Take feedback and **discuss** responses.

Give each pair of pupils **one** scenario sheet from **Resources 2a-e** and **ask** them to **answer** the questions on it.

For support, pupils can **use** their, 'Types of bullying' sheets.

Take feedback and **discuss** responses.

(Note: **collect** in completed resource sheets for next lesson.)

Lesson 2: Different types of bullying and the impact of bullying

Resource 2a

| Scenarios |

Read the following scenario. Discuss what type of bullying is taking place and what the character might be feeling as a result of the bullying.

Noah loves football. He practices whenever he can. Whenever Noah plays with a ball, in the playground, an older boy **always** takes it away from him. The boy says he is only joking and trying to make Noah tough.

He tells Noah to, 'stand up for yourself and stop being a weakling'. He has started to push Noah. No one sees him push him as the boy does it slyly. Other boys have started to join in now and when he plays in the park, they have started to watch him from the side of the road.

Noah has stopped practising in the park and his football coach says his skills need sharpening up.

Answer the questions below:

- What kind of bullying is taking place?
- What impact is it already having on Noah?
- What impact might this have in the future?

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Lesson Plan

Lesson 2: Different types of bullying and the impact of bullying

Paired Activity

Impact of bullying

Display the verse were Allah the Exalted, states in the Qur'an:

'O you who have believed, let not a people ridicule [another] people; perhaps they may be better than them; And do not insult one another and do not call each other by [offensive] nicknames.'

49:11

Ask pupils: What type of bullying is being referred to in this verse? (verbal)

Explain that Muslims should not call each other offensive names nor ridicule or make fun of others.

Ask pupils: How does someone feel when they are called names or when they are made fun of?

Make a 'feelings' word list on the board.
E.g. Isolated, scared, sad, upset, worthless, sick, terrified, silly, embarrassed.

Lesson Plan

Lesson 2: Different types of bullying and the impact of bullying

Whole Class & Paired Activities

Review learning

Ask pupils if their view on 'what' bullying is has changed from their initial thoughts.

Give pupils **Resource 3**: Impact of bullying.

Ask pupils to **reflect** upon what bullying is, the language that can be used to describe bullying behaviour and the different types of bullying

Ask pupils to **fill** in the fact sheet for a peer.

Lesson 2: Different types of bullying and the impact of bullying

Resource 3

Impact of bullying

Can you name different types of bullying

Can you identify the impact that bullying has on a person?

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Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- What is bullying?
- Name **four** types of bullying.
- How does bullying make someone feel? Describe using **three** adjectives.
- What is the difference between conflict and bullying?

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Types of bullying

Physical

Emotional

Verbal

Cyber/Online Bullying

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Scenarios

Read the following scenario. Discuss what type of bullying is taking place and what the character might be feeling as a result of the bullying.

Noah loves football. He practices whenever he can. Whenever Noah plays with a ball, in the playground, an older boy **always** takes it away from him. The boy says he is only joking and trying to make Noah tough.

He tells Noah to, 'stand up for yourself and stop being a weakling'.
He has started to push Noah. No one sees him push him as the boy does it slyly.
Other boys have started to join in now and when he plays in the park, they have started to watch him from the side of the road.

Noah has stopped practising in the park and his football coach
says his skills need sharpening up.

Answer the questions below:

- What kind of bullying is taking place?

- What impact is it already having on Noah?

- What impact might this have in the future?

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Scenarios

Read the following scenario. Discuss what type of bullying is taking place and what the character might be feeling as a result of the bullying.

Maariya has started a new school. She likes to wear clothes with horses on as they are her favourite animal. A girl in her class, Alina keeps on staring at Maariya and whispering to other children. Some children have been laughing at Maariya.

No one has said anything, but they just keep staring, whispering, then giggling.

Maariya has stopped wearing her favourite clothes, but it is still happening. She wants to ask them what their problem is, but she is new at the school and does not have any friends.

For some reason, someone keeps making odd horse noises whenever Maariya changes for P.E.

Answer the questions below:

- What kind of bullying is taking place?

- What impact is it already having on Maariya?

- What impact might this have in the future?

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Scenarios

Read the following scenario. Discuss what type of bullying is taking place and what the character might be feeling as a result of the bullying.

Umar is a great cricketer. He gets the most wickets and is a brilliant fielder. He is usually picked as team captain and when he does not win games he starts to call his team players names and blames them for losing the game.

The days they lose, he makes life difficult for his teammates by saying that he is never picking them again or they play cricket like his granny!

Last game, he purposely didn't pick some players and said they were rubbish.

No one wants to lose on his team. Every time someone drops a catch or makes a mistake, they become the target of Umar's anger.

Answer the questions below:

- What kind of bullying is taking place?

- What impact is it already having on the team?

- What impact might this have in the future?

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Scenarios

Read the following scenario. Discuss what type of bullying is taking place and what the character might be feeling as a result of the bullying.

Sara and her three friends have just started playing an online game for children. They are really excited, and all go online every evening.

Amina has started to say mean things about Sara in the chat box. She says that Sara is really slow at typing and that everyone in the group should call her, 'Sara the snail'.

She has started to put snail pictures up on the chat box with LOL next to it.
Last week they all went online to chat but ignored Sara as if she was not there. When she asked why they did that, Amina said that they were not sure if the snail had come out of her shell.

Other class mates have also started posting messages about Sara and how slow she is at typing.

Answer the questions below:

- What kind of bullying is taking place?

- What impact is it already having on Sara?

- What impact might this have in the future?

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Scenarios

Read the following scenario. Discuss what type of bullying is taking place and what the character might be feeling as a result of the bullying.

Hannah and Ayla have been friends since nursery. Recently Hannah has started to act differently towards Ayla.

When Ayla got a new pencil case, Hannah broke the zip. She then scribbled on Ayla's new jacket. Ayla's new shoes were scratched after P.E. and her art work was scrunched up. Ayla does not want new things, she feels bad when she brings new things into school.

Hannah has been telling everyone that Ayla breaks her own things for attention. She calls her names and keeps telling her friends that Ayla talks about them behind their backs. Ayla never talks about anyone and knows that this is not a good habit.

Last week everyone was invited to a party, but Ayla did not get an invite because someone had said that she hates parties, which is a lie.

Answer the questions below:

- What kind of bullying is taking place?

- What impact is it already having on Ayla?

- What impact might this have in the future?

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Impact of bullying

Can you name different types of bullying

Can you identify the impact that bullying has on a person?

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Teachers notes

Pairs of pupils will need to keep their completed resource from **Resources 1a-e** (Explore & Explain Activity) for use in the next lesson.

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