

WEEK FIVE

BACK

to

SCHOOL

## Week 5:

# Speaking up and challenging bullying



Help With Bullying

## Guidance:

**The scenario section should last 15 minutes.** Read out the scenario. Allow the children to express how they would feel witnessing a bullying situation. Then see if they can relate to why the older group may be engaging in this behaviour – wanting to show off, take control, or maybe they feel angry having been the victim of this behaviour themselves. In the suggestion of how to make the situation better, you can support children to explore acts they can do in the moment – moving closer to the target or taking the target away from the situation.

**The activity should last 20 minutes.** As a class, look through the handout. Practise the different ways you can use eye contact to respond to another child's unkind comments. You can react passively (avoid eye contact, look down), aggressively (squint eyes, stare threateningly) or assertively (firm eye contact, open expression). Children then do the same process with body and voice, focusing on difference between passive, aggressive and assertive. Then in pairs, practice combining the three approaches to use of eyes, body and voice - with the other child playing a bully making a comment, then switching parts. After, reflect on how they felt, both as the target and as the bully, with each approach. The assertive approach is the most effective. Discuss strategies for reminding themselves to approach situations assertively in future.

**The discussion section should last 15 minutes.** You may want to begin with children talking to their partner, before encouraging pairs to summarise their discussion to the class. In their answers, you'd be hoping to see evidence of children understanding the important impact 'defenders' can have in a bullying situation, and why this behaviour can be challenging for children to follow through with (risk to self, potential exclusion etc). The discussion around other types of bullying will likely centre on cyberbullying, with children demonstrating understanding of online risks, dangers of anonymity and trolling, and issues around it being 24/7 and harder to monitor beyond the school gates. Other examples given may include bullying on transport, in afterschool clubs or at home eg from siblings.



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After this activity I will be able  
to:

1. To use confident body language and my assertive voice to stand up to bullying behaviour.
2. Explain the different roles in a bullying incident, and how to ensure I can have a positive impact.
3. Recognise the different types of bullying and ways I can prevent bullying behaviours.





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## Scenario:

At the start of breaktime you witness a boy in your class being called nasty names by a group of older children in the playground. In the dining hall you notice the boy is crying and sitting on a table on his own. You've seen this happen twice before.

## Questions:

1. Why do you think the group are targeting the boy in your class?
2. Can you name three things you could do to make the situation better?



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## Activity:

Explore all the different terms for those involved in a bullying incident - perpetrator, target, reinforcer, bystander, defender. Then complete 'Eyes body voice' activity, focusing on how body language can help you to stand up to bullying incidents, and shift you from reinforcer/bystander to defender.





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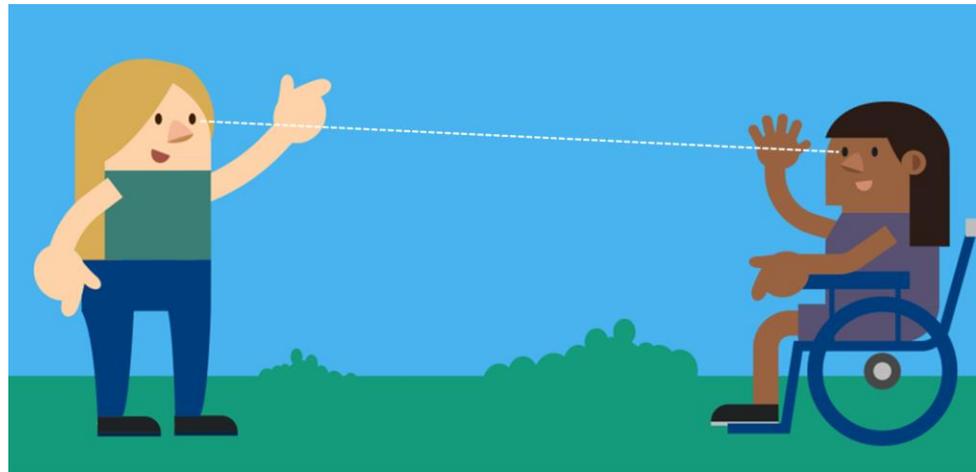


## Eyes

Remember, eye contact is a crucial skill for handling a situation where someone may be trying to embarrass or hurt you. If someone approaches you and says something hurtful to you and you break eye contact or look away, they may feel they have power over you. If you look away or pretend you don't see them doing it, it also gives them a sense that you are scared or afraid.

Try giving them full eye contact, it balances that see-saw of power. Full eye contact can often make the person saying hurtful things feel embarrassed and awkward and diffuse the confrontation.

Looking someone in the eye may feel difficult. So, you could also look between their eyes or at the top of their ear – it will have a similar effect. Practice it, try it, use it!





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## Body

How we hold our bodies is an important part of body language. The term posture refers to how we hold our bodies. Posture can show how a person is feeling as well as hints about personality characteristics, such as whether a person is confident and open. Sitting up straight, standing or sitting tall with relaxed shoulders indicate that a person is focused and paying attention to what's going on. It shows confidence and ready to engage.





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# Voice

It's important to know how to respond to someone who is trying to bully or hurt you. If someone says a nasty comment to you in school, make sure you are not nasty back but be ready to give a firm, confident response. Giving a calm, non-harmful comment in a steady voice can help stop the situation.

Try:

- 'Whatever'
- 'If you think so'
- 'If that's your opinion'

You can't control someone else but you can learn to control how you respond to what's happening.

That's where your power is.





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## Further thoughts:

1. Thinking about bullying incidents you may have witnessed in the past, what might have been different if there were defenders who acted to 'defend' the target?
2. What are some of the challenges and risks associated with standing up to bullying?
3. What other types of bullying can take place outside of the school, and how can you stop to them?

