

Anti-Bullying Week 2011: 'Words can Hurt' – Lesson plans

A. How to show respect

Vicky

The video clip introduces Vicky who, among other things, describes the kind of abuse she gets from complete strangers when she goes out.

The whole video clip gives a sense of Vicky as a whole person:

<http://www.youtube.com/user/ChangingFaces1992#p/u/9/oq5CVsbbGHs>

The mini-clip gives an opportunity to hear again and focus on what Vicky says about being shouted at in the street - '...walking down the street, people shouting "Oi! Fat chin! Why don't you go and see a plastic surgeon?"...I've had that said to me so many times...'

<http://www.youtube.com/user/ChangingFaces1992#p/u/8/8uW0-Nxxx8U>

Lesson idea:

Starter: Show the Vicky video clip. Then show the mini-clip which repeats the particular place in the main video clip where Vicky describes being shouted at in the street.

Mains:

In small groups of 4:

i. Invite each group to think about breaks and lunchtimes, and going from one lesson to the next. Think about moving in crowds along corridors and up or down the stairs. What sorts of unkind things do people call out - or whisper - to others about any aspect of the way they look? (including hair, clothes etc.) Each small group to collect list of examples.

ii. Discussion - Why do you think people do this?

Plenary 1

Collect various suggestions as to why people say unkind things to other people.

iii. Working in small groups again: discuss what kinds of things (i.e. concerning behaviour and/or attitude) can people do to achieve a more respectful way of walking along a corridor or a street, and showing more respect to every other person that they might encounter.

Plenary 2

Hearing from each group in turn, collect and list as many different suggestions as you can of ways to show more respect to others along corridors or out and about in public places.

iv. Back in small groups, students discuss the suggestions and help each other to choose which options they will use to practice showing respect.

Plenary 3

Divide the class into two large groups, A and B. (It doesn't matter which small groups students have been in.)

A students now form a circle.

B students now form a second circle outside circle A.

All A-students now walk steadily clockwise, and B-students walk steadily anti-clockwise. In this way A and B students are constantly passing each other - as if in the corridor or the street.

A and B students now try out and practice the suggestion they have chosen for showing respect.

Invite students to continue this respectful style when the bell goes and they leave for the next lesson.

To close:

Remind students of the way people call insults to Vicky when she's out and about. This activity should help your students to be more conscious and respectful about how they see and react to anyone who happens to have a visible difference.

B. When is a joke not a joke?

Michelle

The video clip shows, Michelle, who was burned aged 8, at a Halloween party when a candle set fire to her costume. She describe a particular incident when she was hurt by words – ‘ ...buying a pizza ... and this group of boys in the queue...when I ordered my pizza one of them said, “I don’t know why you bother buying it when you could just scrape it off your face”... ’

Lesson idea:

Starter: Show the whole video clip to introduce Michelle and give everyone a sense of who she is:

<http://www.youtube.com/user/ChangingFaces1992#p/u/11/h0zd8MJ1iG8>

Show the short clip and make sure everyone has managed to hear and understand the incident which Michelle describes:

<http://www.youtube.com/user/ChangingFaces1992#p/u/10/eaRXQXsdNE>

Mains:

(3 good friends who know each other well)

In small groups of 6 :

(2 customers who don't know each other at all

(1 take-away pizza worker behind the counter

Role Play

3 friends - you're in a queue in a pizza shop and one of you, imagining they're being clever/funny, insults one of the other customers about the way they look.

i. Freeze frame...

- Find out how the insulted customer feels. What might they think? What can they do?
- What about the other people in this scene? - the other customer, the take-away pizza worker and friends who are with the customer who made the comment. What might each of these people think of this 'joke'? What could they do next? What are their options?
- What does the friend who said the insulting words feel and think now? What could they do next? What are their options?

ii. Continue playing the role play...

What happens next?

- Each in turn, try out the various options from the previous freeze frame.
- How did each option go? Evaluate different options.
- Make a recommendation for managing awful moments in public places.

iii. Rewind the role play...run it again differently

- It can be dull standing in a queue. How can friends entertain each other while they wait?
- What is okay? What is not okay?
- Devise and rehearse a socially okay amusement to improve the queuing experience.

Plenary:

Each group performs its iii amusement for the class.

To close:

Remind students of Michelle's horrible experience in the pizza shop. This activity should help your students to be more conscious and respectful about how they see and react to any young person who happens to have a visible difference.