



Anti-bullying Lesson Plan



(Running time 1hr+)

*all times are approximate. It may be appropriate for your group to spread this plan over a couple of lessons/ spend longer on items/ set a task as homework etc *

Appropriate for Primary Year 3-6 // Secondary Year 7-11

*adjust as necessary to make age specific

THEME: Safer Together, Safer Wherever

This lesson plan includes creative exercises and drama games to explore some of the issues and as such a room layout with a clear moderately sized space and a circle of chairs for all participants to join in is needed.

Equipment needed: Blindfolds; A4 Paper; Pencils/pens;

Starter:

- CLASS EXERCISE: What does it mean to be safe?
 - Discuss as a class/group what the word safe means and how it feels to be safe
 - Who is responsible for your safety?
- CLASS EXERCISE: What does vulnerable mean?
 - Discuss as a class/group what the word vulnerable means (*proposed length of exercise*)
 - Who may be more vulnerable? Eg: disabled, younger people, people with mental health disorders etc.

KEY POINT: We are all responsible for our own safety and the safety of those around us.

Key concepts: Safety; Vulnerability; Responsibility.

Task 1:

- SOLO EXERCISE: Where do you feel safe?
 - Draw a picture of somewhere you feel safe. **this can be an image or a word picture. Encourage personal creative expression.*
 - Share your picture/ideas with the class. **encourage questions and discussion of safe places*

KEY POINT: Different people will feel safe in different places, but there are some places where everyone should feel safe (lead into task 2)

Key concepts: Safe places.

Task 2:

- CLASS EXERCISE: What are the places where everyone should feel safe?
 - Discuss: Where are the safe places in your school? Where can people get help? Where can people feel physically safe?
 - Discuss: Are there any unsafe/ less safe places in your school?
 - Where should young people feel safe outside of school? Where can young people go if they need help?

KEY POINT: This is a good opportunity for teachers to find out how the students feel about their school and identify target areas where students may be vulnerable.

KEY POINT: Young people should be able to feel safe out in the community as well as in school.

Task 3:

- CREATIVE EXERCISE: Blood potato

Create a playing space with chairs or tables for the players to move within. There should be no gaps through which people can move through; the space must be able to contain all players. All players will stand in the space and put

on a blindfold. The teacher will act as overseer and remain un-blindfolded. When everyone is blindfolded, the teacher will choose 1 student to be a vampire. The vampire should attempt to squeeze the shoulders of as many other participants as possible. The other players can move around the space (slowly and as safely as possible); if they have their shoulders squeezed they must after 5 seconds (enough to let the vampire get away and not alert their whereabouts to the rest of the group) let out a small scream and they become a vampire as well. If at any point a vampire has their shoulders squeezed they then become a potato and let out the word 'potato'. They then carry on as a potato and try to avoid becoming a vampire again. The teacher can let this game go on for as long as is appropriate.

AFTER: Discuss: How did people feel playing the exercise? How safe did people feel?

KEY POINT: Feeling vulnerable or unsafe is not always a nice feeling, but sometimes it can feel exciting. Sometimes people put themselves in dangerous situations to feel exhilarated, but this is not always a sensible idea or safe to do.

Key concepts: Unknown; unsure; unsafe

Task 4:

- **PARTNER EXERCISE: Safer Together**
- Discuss in pairs some examples of how people can be safer together.
- **CLASS EXERCISE:** Discuss ideas of how people can be safer and stronger together.

Key concepts: buddy system; unity; strength in groups;

- **CLASS EXERCISE:** Discuss ideas of when group strength can be a negative influence.

Key concepts: gangs, peer pressure, riots.

Homework:

- Find positive and negative examples of group strength in history and compare these.

Inspiration: Suffragettes, Black Panther Movement,

Inspiration: Nazis, KKK,

OR

- Find positive and negative examples of group strength in every day life and compare these.

Inspiration: School council; Buddy scheme; Peer Supporters

Inspiration: Bullies; Peer-pressure; Gangs

Plenary:

- **PARTNER EXERCISE:** Take 1 minute to talk about what you have learnt in this session (1 min)
- **CLASS SHARE:** ask a few people to share what they have learnt with the class (2 mins)