



**loudmouth**  
education & training through theatre

# LESSON PLAN E-BOOK FOR KEY STAGE 2 Bullying



# Circle of Gestures

## Age Range:

7-11, Years 4-6, KS2

## Topics Covered:

Relationships

## Time:

20 minutes

## Equipment needed:

A large, clear space

This exercise can be used to reinforce key messages about positive behaviour.

## Introduction

Explain to the group that we are going to run an exercise where they will look at ways to show and build positive relationships and why it is important to have happy, healthy and safe relationships.

## Exercise

Explain to the group that you are going to look at positive ways to treat people and practice this with each other.

In a large circle have a brief discussion on different ways that people can be positive in the things that they do and say to each other. Ask a few learners to demonstrate a way of being positive to another person.

Explore how doing these things might make the other person feel.

Ask the group to take it in turns to say or do something **positive** to the person to the left of them. Each person can respond to this appropriately.

At the end of the circle of gestures ask the group if they can remember all the nice things that were said and done as a bit of a memory game.

## Summary

You could sum up this exercise by asking the group how it made them feel having positive things said about them or done for them.

To follow on from the exercise ask the group to think of a world where these gestures do not exist and nobody is kind or respectful. Explore what it would be like and what the problems might be with that world.

Use this to explore why these gestures are important and why we should use them with each other.

## Learning Outcomes:

- Young people have an increased awareness of what makes a good and bad relationship
- Young people have increased empathy for people affected by bullying and cyber bullying

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

# How to Stop Bullying

## Age Range:

7 -11, Years 4-6, KS2

## Topics Covered:

Bullying, Cyber bullying,  
Relationships

## Time:

20-40 minutes

## Equipment needed:

Clear space

**An exercise to explore different ways of dealing with bullying.**

## Introduction

This exercise uses reflective learning and team working to explore children's knowledge and understanding of different ways to stop bullying.

## Exercise

Ask the group to reflect on what they have learned about bullying from the work that you have delivered.

Explain to the group that you are going to recap on some of the main ways to stop bullying or cyber bullying.

Clear a space in the room. Put a piece of paper at opposite ends of the room and label one as 'Good Idea' and one as 'Bad Idea'. Explain that you are going to read out ten ideas for stopping bullying or cyber bullying.

Ask the group to move to the end of the room that matches whether they think the idea is a 'good idea' or a 'bad idea'. If they are unsure then they can stand in the middle.

Read out the first statement and ask the group to move to the end of the room that matches their opinion.

Ask for volunteers to explain why they chose to stand where they did. Create a discussion and debate any differences of opinion. Give people the opportunity to change their mind if they want as a result of the discussion. Repeat with all ten ideas.

## Summary

Ask the group to list the ideas that most of the class thought were good ideas to stop bullying. Ask if they can think of any other ideas that people could use to stop bullying (ensuring that these are non-violent and safe for the person using the idea). Recap on where people can get support if they are being bullied and who would be the best people in school to go to if they needed help.

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including Cyber bullying.
- Young people have an increased ability to identify a range of effective strategies in dealing with bullying / Cyber bullying.
- Young people have increased knowledge of what relevant and appropriate services can offer to support young people affected by bullying / Cyber bullying. E.g. Childline, Get Connected.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

## How to Stop Bullying

1. Tell Someone You Trust
2. Hit the bully back
3. Delete copies of any abusive e mails or texts
4. Keep it to yourself
5. Keep a record of any bullying with dates and times
6. Ignore the bully
7. Stay where other people can see what is happening
8. Get a gang together and beat up the Bully
9. Ring Childline
10. Send abusive texts or e mails back

# Several Times On Purpose

## Age Range:

7-11, Years 4-6, KS2

## Topics Covered:

Bullying

## Time:

20 minutes

## Equipment needed:

S.T.O.P. statements (included in this exercise.)

This exercise can be used to explore different situations so learners have an increased knowledge of bullying in all its forms.

## Introduction

This exercise uses effective participation and reflective learning to learn ways of identifying when a situation could be described as bullying.

## Exercise

Explain that bullying is when someone does something hurtful several times on purpose.

Explain that you are going to read out some statements and that they have to put up their hand / shout out stop if they feel it is a form of bullying.

Explain to the group that we are going to play a game called STOP. In this game they will have to decide whether the situations read out are examples of bullying.

Explain that the STOP stands for 'Several Times On Purpose' and that they should use this to decide if the statement is a form of bullying (You may want to check that everyone understands the terms before continuing with the exercise)

Spend some time exploring the different statements and the group's decision on whether it was or was not bullying.

Some example statements are on the following page which explores situations for young people and adults. When exploring the examples for adults it may be useful to introduce the term 'Domestic Abuse' and explain that this is when bullying happens between adults in the home and where again it is 'Several Times On Purpose'.

## Summary

You could sum up this exercise by having a discussion with the group on other examples of bullying and how it might make people feel if they experience bullying. You can then explore what young people and adults can do if they are experiencing these forms of bullying.

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including cyber bullying.
- Young people have increased knowledge of what relevant and appropriate services can offer to support children affected by bullying / cyber bullying. E.g. Childline, Get Connected..
- Young people have an increased confidence in seeking help and support about bullying/ cyber bullying.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

# S.T.O.P. Statements

Young people statements.

- Jay falls over and Maz accidentally steps on his hand.
- Daz is made to give his dinner money to Gaz every day.
- Jak is clumsy and without meaning to he has knocked over Jay's drink twice this week at lunch.
- Sash is deliberately tripped over in the playground by Maz three times every week.
- Gaz's sister sometimes makes a mess in his room and then blames him for it.
- Maz and her friend Laya have an argument and Laya makes one hurtful remark.
- Jay is playing basketball and he accidentally hits Gaz hard with the ball.
- Sash waits for Jay outside the dinner hall every day so that she can hit Jay.
- Once a week someone puts horrible messages on Jay's Facebook wall.
- Laya is playing football. Every time the ball rolls away, the other players make her get it back.
- Every day Sash looks for a way to trip Jay up. She always says that she didn't meant to do it and that it was an accident.

Adult statements

- Tony and Mary have an argument.
- Every day Tony comes home and looks for a way to start an argument.
- Mary accidentally broke one of Tony's favourite possessions.
- Tony physically stops his wife from going out the house to see her friends. He has done this many times over the last three years.
- One day, Mary shouts at Tony for leaving the toilet seat up.
- Mary deliberately hits Tony every time he leaves the toilet seat up.
- Tony hits Mary every time he doesn't like the meal she has prepared. He sometimes lies and pretends he doesn't like the food just so he can be violent.
- Tony often doesn't let Mary speak and gets angry if she disobeys him.
- Mary calls Tony "useless" several times a week.
- Tony regularly threatens to hurt Mary.

# Thumbs Up, Thumbs Down

## Age Range:

7-11, Years 4-6, KS2

## Topics Covered:

Relationships and Childline

## Time:

10 minutes

## Equipment needed:

List of Statements (Included below)

This exercise can be used to reinforce key messages about the Childline service and also to get the group thinking about whether they agree with some statements about bullying and relationships.

## Introduction

Tell the group that we are going to play a game in which they will have to decide individually whether they agree or disagree with some statements that you are going to read out.

## Exercise

Explain to the group that after you're read out a statement, if they agree with it you would like them to put both thumbs up and hold them up in the air. If they disagree then you would like them to put both thumbs down and if they are unsure they can hover them in the middle.

A way to introduce this is to use some general fun statements. Some sample fun introductory statements are listed on the next page.

Once the group is used to the exercise then you can introduce statements around the issues. Some statements can be basic true or false facts about Childline. You can find more information on Childline on their website <http://www.childline.org.uk>. Some sample statements on Childline are listed on the next page.

Others could be more general discussion points around attitudes and values using thumbs to show if they agree, disagree or are unsure about key statements. After each statement ask for any comments on the reasons for voting thumbs up or down for each situation. Some sample attitudes and values statements on are listed on the next page.

Other statements can be added to look at support networks in the school or bullying policies within the school.

## Summary

You could sum up this exercise by asking the group to list the key messages they learned about Childline and have a discussion on why it can be useful and important for people to seek help and advice. Childline workers may also be able to come into school to give further talks or information on their service.

## Learning Outcomes:

- Young people have an increased knowledge of appropriate services that can support children affected by bullying or cyber bullying. E.g. Childline
- Young people have increased ability to identify a range of relevant and appropriate services that can support children affected by bullying.
- Young people have an increased confidence in seeking help and support about bullying/ cyber bullying.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

# EXAMPLE STATEMENTS TO USE WITH THE THUMBS UP, THUMBS DOWN EXERCISE

## Fun Introductory Statements

Like / dislike chocolate  
Like / dislike X- Factor  
Like / dislike Marmite

## Childline Statements

Childline is open every single day of the year.  
(True. Childline is open every day including Christmas!)

Childline is free from some phones but not from mobiles.  
(False. Childline is free from all phones for calls made in the UK.)

Childline is open at 3 o'clock in the morning.  
(True. Whatever time of day or night you need to call them they will be open!)

Teachers and parents can ring Childline.  
(False. Although there is an NSPCC line that adults can call)

Childline won't tell anyone else about the call.  
(True – The only time they may need to tell someone is if they think that the person calling is in danger at that moment)

Childline is only for really serious problems.  
(False. You can call about any worries, big or small or even to tell good news!)

## Attitudes and Values Statements

If you are worried then you should talk to someone.  
It is better to sort problems out on your own.  
If you are getting bullied you should not tell anyone.  
You should always tell someone if you see someone else getting bullied.



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