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LESSON PLANS E-BOOK

# Bullying

for Key Stage 3 and 4



# Bullying and the Law

## Age Range:

13+, Years 9+,  
KS3, KS4

## Topics Covered:

Knowledge on the legal  
issues around bullying

## Time:

20 - 40 minutes

## Equipment needed:

Copies of the 'bullying and  
the law' quiz and answers

**An exercise to explore key facts around bullying and the law.**

## Introduction

This exercise uses team working and reflective learning to look at the legal situation around the different forms of bullying.

## Exercise

Hand out copies of the bullying and the law quiz found on the next page. This contains ten questions with true or false answers to help the group to understand some of the basic facts on how the law relates to different forms of bullying. The answers are supplied below.

The quiz can be done as a worksheet but can be more fun in teams. Teams can swap papers to mark at the end.

After the quiz ask the group to recap on the main facts they learned from the activity.

## Summary

Sum up by asking the group to recap on the main laws they have learned about bullying and ask why they think these laws have been made and how they might affect someone if they were found guilty of any of the crimes related to bullying.

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including cyber bullying, sexual/sexist bullying and teenage relationship abuse.
- Young people have increased knowledge of the definitions of bullying

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

# Bullying and the Law Quiz

Please mark whether you think each statement is true or false.

1. Bullying is against the law.

TRUE / FALSE

2. Making unwanted sexual jokes or comments is against the law.

TRUE / FALSE

3. Cyber bullying is a criminal offence.

TRUE / FALSE

4. It is legal to post offensive comments or 'troll' on the internet.

TRUE / FALSE

5. Schools have a legal right to search student's property if they suspect that a student plans to hurt another student.

TRUE / FALSE

6. Domestic Abuse / Violence will affect 1 in 10 women during their lifetime.

TRUE / FALSE

7. Only people aged 16 or over can be victims of Domestic Abuse / Violence.

TRUE / FALSE

8. Bullying or abuse in teenage relationships affects around 10% of teenagers.

TRUE / FALSE

9. If a crime was committed because of prejudice towards someone's race, religion or sexuality then the sentence or punishment could be more severe.

TRUE / FALSE

10. If bullying happens outside of school then it is nothing the school can do about it.

TRUE / FALSE

# Bullying and the Law Quiz (Answers)

## 1. Bullying is against the law.

False – There is no legal definition of bullying and so bullying itself isn't against the law however there are many laws which cover different aspects of bullying. Activities that are covered by these laws and so are illegal include violence or assault, theft, repeated harassment or intimidation (e.g. name calling), threats, abusive phone calls/emails/text messages and hate crimes.

## 2. Making unwanted sexual jokes or comments is against the law.

True - Sexual harassment is a form of discrimination under the Equality Act 2010. Sexual harassment is unwanted behaviour which someone finds offensive or makes them feel intimidated or humiliated and the behaviour is of a sexual nature. Sexual harassment can include sexual comments or jokes, physical behaviour, including unwelcome sexual advances, touching and various forms of sexual assault, displaying pictures, photos or drawings of a sexual nature or sending emails with a sexual content.

## 3. Cyber bullying is a criminal offence.

False – As with bullying, Cyber bullying itself is not a crime however some cyberbullying activities could be criminal offences under a range of laws including the Malicious Communications Act 1988 and the Protection from Harassment Act 1997. There have been some instances of such prosecutions in the UK.

## 4. It is legal to post offensive comments or 'troll' on the internet.

False - It is a crime under the Malicious Communications Act to send "by means of a public electronic communications network" a message or other material that is "grossly offensive or of an indecent, obscene or menacing character". Last year 3 people a day were found guilty of this offence and 155 people jailed.

## 5. Schools have a legal right to search student's property if they suspect that a student plans to hurt another student.

True- Section 85 clause 3A of the Education Act 2011 states that a school can search a student's property, without the student's consent, if they believe "that there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency". Schools can search for prohibited items brought on to school property including weapons, alcohol, drugs, tobacco or any pornographic images.

## 6. Domestic Abuse / Violence will affect 1 in 10 women during their lifetime.

False- It is much higher. A review of many studies showed that 1 in 4 women will experience domestic abuse / violence at some point during their life. Whilst some studies also show that 1 in 6 men will experience domestic abuse, women are more likely to experience patterns of abuse over time rather than one off incidents.

## 7. Only people aged 16 or over can be victims of Domestic Abuse / Violence.

True - It used to be for over 18s however in March 2013 the definition was changed so that the new definition of domestic abuse / violence includes 16 and 17 year olds.

## 8. Bullying or abuse in teenage relationships affects around 10% of teenagers.

False – Sadly a report from the NSPCC in 2009 shows that this is very common. A quarter of girls and 18 per cent of boys reported some form of physical partner violence, three quarters of girls and a half of boys experienced emotional abuse and one third of girls and 16% of boys experienced sexual abuse from a partner.

## 9. If a crime was committed because of prejudice towards someone's race, religion or sexuality then the sentence or punishment could be more severe.

True - Any crime that is motivated by hostility or prejudice based on race, religion, sexual orientation, transgender identity or disability is known as a 'Hate Crime'. In these cases courts can impose a more severe sentence than if the crime had not been motivated by prejudice (Crime and Disorder Act 1998).

## 10. If bullying happens outside of school then it is nothing the school can do about it.

False - Head-teachers have the power to discipline their students for any bullying incidents outside of school (Education and Inspections Act 2006).



# Bully Busters

## Age Range:

12+, Years 3+,  
KS3, KS4

## Topics Covered:

Language and vocabulary  
around bullying

## Time:

20 - 40 minutes

## Equipment needed:

Copies of the 'Bully Busters'  
hand out and answers.

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including cyber bullying, sexual/sexist bullying and Domestic Abuse.
- Young people have increased empathy for people affected by bullying/cyber bullying.

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

## An exercise to look at definitions, language and perception of bullying

### Introduction

This exercise uses team working and reflective learning to increase knowledge and understanding of terms and vocabulary used when talking about bullying.

### Exercise

The exercise is based on the TV programme 'Blockbusters' and uses a grid made up of hexagonal sections. The grid is included in this file and each section has a letter or series of letters. Each of these stands for a word, phrase or the initials of a person. All of the answers relate to bullying.

Split the group into smaller groups of four. In each group you need a quiz master, a person to play solo and two to play as a pair. This makes 2 teams, team '1' is the name of the team with the person playing solo and '2' is the team name of the pair. The aim of the game is to correctly guess what the letters stand for from a clue the quiz master reads out. When you or your pair gets a question right then the quiz master writes a large number '1' or '2' in the hexagon.

The person playing solo starts and needs to try and make a line down the board, the pair have to have a line moving across the board.

Team '1' goes first and chooses any letter(s) from the board. The quiz master using the list of questions included reads out the clue. The first team to call out either '1' or '2' based on their team name gets to guess the answer. No shouting out of answers allowed. The quiz master's decision is final.

The game carries on until one of the teams gets across the board.

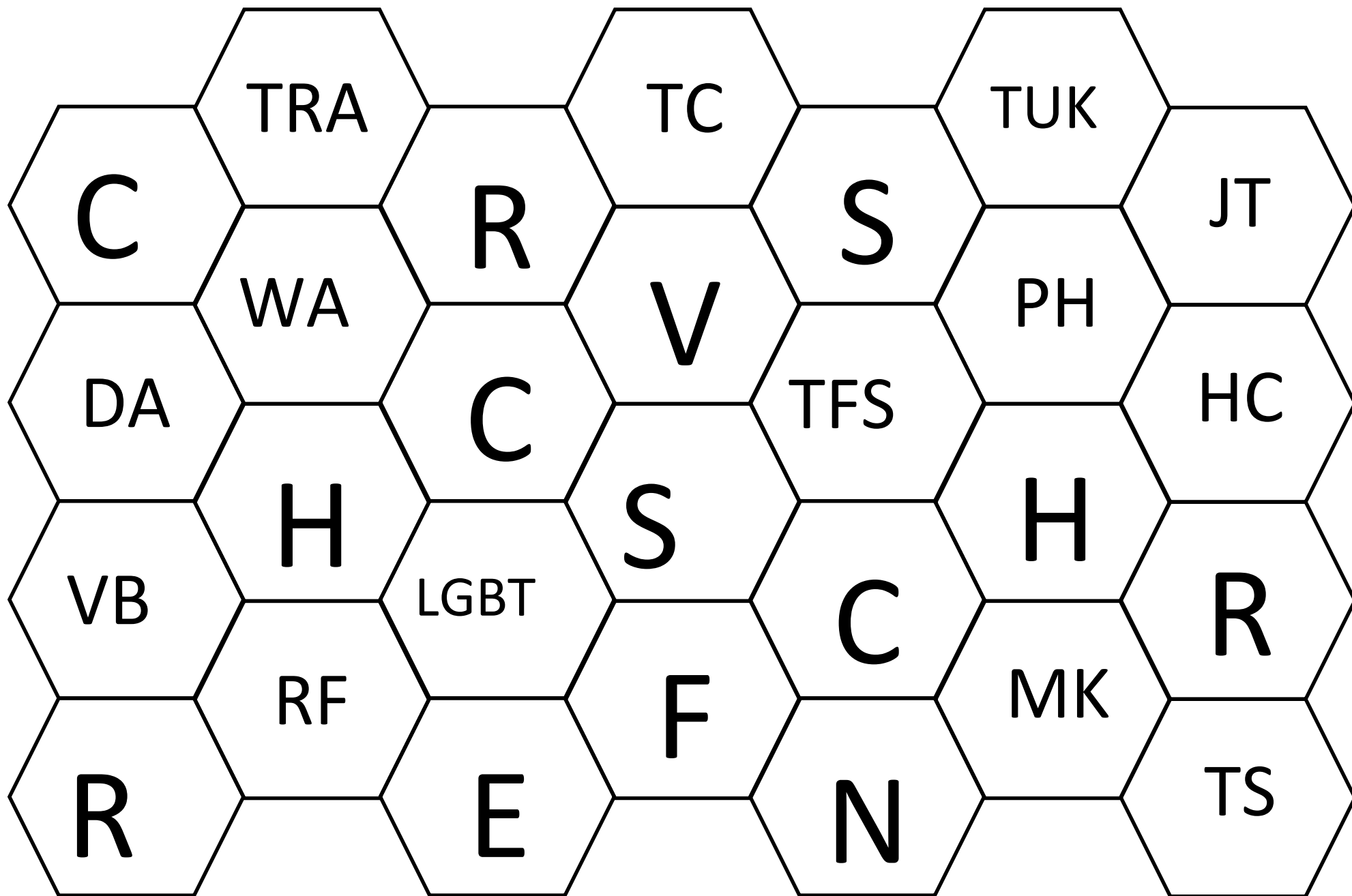
If both teams guess incorrectly then the quiz master may give an alternative clue to the word or phrase etc. and the first to say their team name and guess correctly wins that hexagon.

### Summary

Sum up by asking the groups to feedback how they got on.

Ask if there were any words that people didn't know and discuss any questions or comments raised by the group.

You could finish by collecting all of the sheets and doing a quick recap to see how many of the letters and therefore words, names or phrases the group can remember.



	<p><b>TRA</b> – Which terms often abbreviated to TRA describes when someone bullies their partner in a teenage relationship? <b>Teenage Relationship Abuse</b></p>		<p><b>TC</b> - Which TC is one of world's highest paid and successful actors and was bullied at school because of their height? <b>Tom Cruise</b></p>		<p><b>TUK</b> - Which TUK is a website on internet safety and cyber bullying for young people? <b>Think U Know</b></p>	
<p><b>C</b> – Which C is bullying that happens online or on mobile phones? <b>Cyberbullying</b></p>	<p><b>WA</b> – Which WA is an organisation that helps women and children who are affected by abuse within relationships? <b>Women's Aid</b></p>	<p><b>R</b> - Which R is a singer and actor who was bullied because her skin was paler than others in her school? <b>Rhianna</b></p>	<p><b>V</b> - Which V describes a type of bullying using words or language? <b>Verbal</b></p>	<p><b>S</b> – Which S describes a type of bullying made against people because of their gender? <b>Sexist</b></p>	<p><b>PH</b> - Which PH was royally teased and bullied at school because of his red hair? <b>Prince Harry</b></p>	<p><b>JT</b> - Which JT singer and actor was bullied at school because they were interested in music? <b>Justin Timberlake</b></p>
<p><b>DA</b> – Which DA is a term that describes when someone aged 16 or over bullies their partner in a relationship? <b>Domestic Abuse</b></p>	<p><b>H</b> – Which H describes a type of bullying made against people because of sexuality? <b>Homophobic</b></p>	<p><b>C</b> - Which C is an organisation that supports Children and Young People up to 18 and can be rung on 0800 11 11? <b>Childline</b></p>	<p><b>S</b> - Which S describes when someone takes or sends inappropriate pictures on their phone? <b>Sexting</b></p>	<p><b>TFS</b> - Which TFS is a slang term that describes when Childline is open? <b>Twenty Four Seven</b></p>	<p><b>H</b> – Which H is illegal and describes when someone repeatedly sends abusive emails or text messages, calls someone names or threatens them or makes abusive phone calls? <b>Harassment</b></p>	<p><b>HC</b> - Which term with the initials HC is illegal and describes any incident that is perceived by the victim, or any other person to be racist or homophobic? <b>Hate Crime</b></p>
<p><b>VB</b> - Which VB is a fashion designer and ex band member of Spice Girls who was bullied through their whole time at school? <b>Victoria Beckham</b></p>	<p><b>RF</b> - Which RF is an ex-England footballer who was bullied at school because of their colour? <b>Rio Ferdinand</b></p>	<p><b>LGBT</b> – Which term often abbreviated to LGBT describes people who are not heterosexual (straight)? <b>Lesbian, Gay, Bisexual and Transgender</b></p>	<p><b>F</b> - Which F describes the cost of ringing Childline? <b>Free</b></p>	<p><b>C</b> - Which C is another way of saying that a conversation will be kept private e.g. with a doctor or counsellor? <b>Confidential</b></p>	<p><b>MK</b>- Which MK is an actress married to Ashton Kutcher who was bullied at school because people said that her eyes were too big? <b>Mila Kunis</b></p>	<p><b>R</b> - Which R is an organisation that helps men who are affected by abuse within relationships or have been the abusers and need support? <b>Respect</b></p>
<p><b>R</b> – Which R describes a type of bullying made against people because of the colour of their skin or race? <b>Racism</b></p>		<p><b>E</b> – Which E describes a type of bullying that hurts someone's feelings or state of mind? <b>Emotional</b></p>		<p><b>N</b> - Which N is when Anti Bullying Week takes place each year? <b>November</b></p>		<p><b>TS</b> - What TS should you do if you are being bullied or see someone being bullied? <b>Tell Someone</b></p>

# Homophobic Bullying

## Age Range:

13+, KS3, KS4

## Topics Covered:

Homophobic bullying,  
Ethics, Victims and  
Bystanders

## Time:

20 - 40 minutes

## Equipment needed:

A clear space

## Learning Outcomes:

- Young people have an increased understanding of different forms of bullying including Cyber bullying, sexual / sexist bullying and teenage relationship abuse.
- Young people have an increased ability to identify a range of relevant and appropriate services that can support young people affected by bullying.
- Young people have increased empathy for people affected by bullying / Cyber bullying.

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

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

**An exercise to look further at rights and widen this to the responsibilities that both an individual and society have in keeping people safe and free from violence or abuse.**

## Introduction

This exercise uses creative thinking and team work to help groups to think about rights and responsibilities and develop empathy for people who are the victims of homophobic bullying.

## Exercise

Quickly recap or establish an agreed definition of the difference between rights and responsibilities. e.g. we all have a right to be safe so we all have a responsibility to help protect each other from danger.

Ask the group to form a circle with their chairs. Read out the extract below and ask the group to imagine the scene.

**This scene takes place at school. Chantelle is a 15 (or age group you are working with) year old young woman. One day at school a group of girls from her class start shouting abuse at Chantelle, laughing and saying that Chantelle is gay. This has been happening regularly over the last few weeks. Chantelle tries to get away but the girls surround Chantelle and shout more abusive comments at her. There are no teachers in the room at the time. The rest of the class can see what is happening.**

Ask the group to imagine that they are in that classroom and can see and hear what is going on. Ask them to think about what other people in the room might be saying about the incident as it is happening. They can overhear what the others in the room are saying including the group of girls surrounding Chantelle.

Go round the circle and ask each person to say what they heard. Ask each person to start by saying "I heard someone say..." as it should be very clear that it is not necessarily their own opinion. You can also give the opportunity to pass or to repeat a comment.

Run a discussion that explores why the people in the situation might have made the comments. What attitudes or views came through from the overheard conversations?

Explore the role of the bystander. Did anyone say they were going to intervene? If not, why not? What might stop people getting involved? How might Chantelle feel in this situation? Does it make a difference if Chantelle is gay or not? Is this bullying? What could Chantelle do if this situation is happening regularly?

## Summary

Sum up by recapping on the rights and responsibilities and explain that bullying of any form is unacceptable. All school anti bullying policies should explicitly mention homophobic bullying. You could recap on the school or college policy and flag up organisations that can support any LGBT students or anyone who is experiencing homophobic bullying.



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