

Rights and Responsibilities Lesson Plan

Beatbullying



Rights and Responsibilities Lesson Plan KS4

Aims

- To refresh our understanding of bullying.
- To understand what is meant by collective responsibility.
- To discuss how young people being bullied can be supported.
- To consider how it feels to be unsafe and develop our empathy for young people in a difficult situation.

Do now



When the students come in have this question written on the board:

What might someone be bullied about?

You can ask students to complete one of three activities depending on their level.

1. Ask students to independently brainstorm as many things as they can think of e.g. sexuality, race, weight etc.
2. Ask them to think about the question and, rather than writing their answers down, they give their best answer when you call their name in the register.
3. Ask them to work in pairs, using the Diamond 9 cards (in order) where the top diamond is the most likely reason and the bottom diamond is the least likely.

Feedback and discuss.

For options **1** and **2**, make a note of their responses on the board.

Starter



Explain the lesson outcomes and the idea of collective responsibility. At this point provide/show a copy of Niemoller's quotation (resource 2) and discuss why it is significant when we are thinking about bullying. Use questioning to encourage higher-level thinking.

- How is this similar to...?
- What would happen if...?
- How would you feel if....?

Pair card sort



Pair card sort: rights and responsibilities

Students sort the cards (resource 3) into three sets:

- Right
- Responsibility
- Not sure

When you feedback, encourage discussion where students think about some rights which are also responsibilities e.g. to speak freely: does that mean it is acceptable to insult pupil A because he is xyz?

Group work



Group work: your school has decided to combat bullying as a collective where everyone is responsible for making sure that all of the young people are safe from physical or emotional harm.

You have been appointed to form an anti-bullying council where you will discuss strategies which could be used to combat bullying in school.

Read the five scenarios, and decide:

1. Is the young person being bullied?
2. Why?
3. What can the teacher do to help the situation?
4. What can other students do?
5. What can the young person do?
6. Is there anything else which can be done?

Encourage students to use their rights and responsibilities cards when discussing these scenarios.

Feedback.

Extension: Choose one scenario and try to imagine how it would feel to be the young person. Ask the groups to take it in turns to hot-seat one another in the character of the young person.

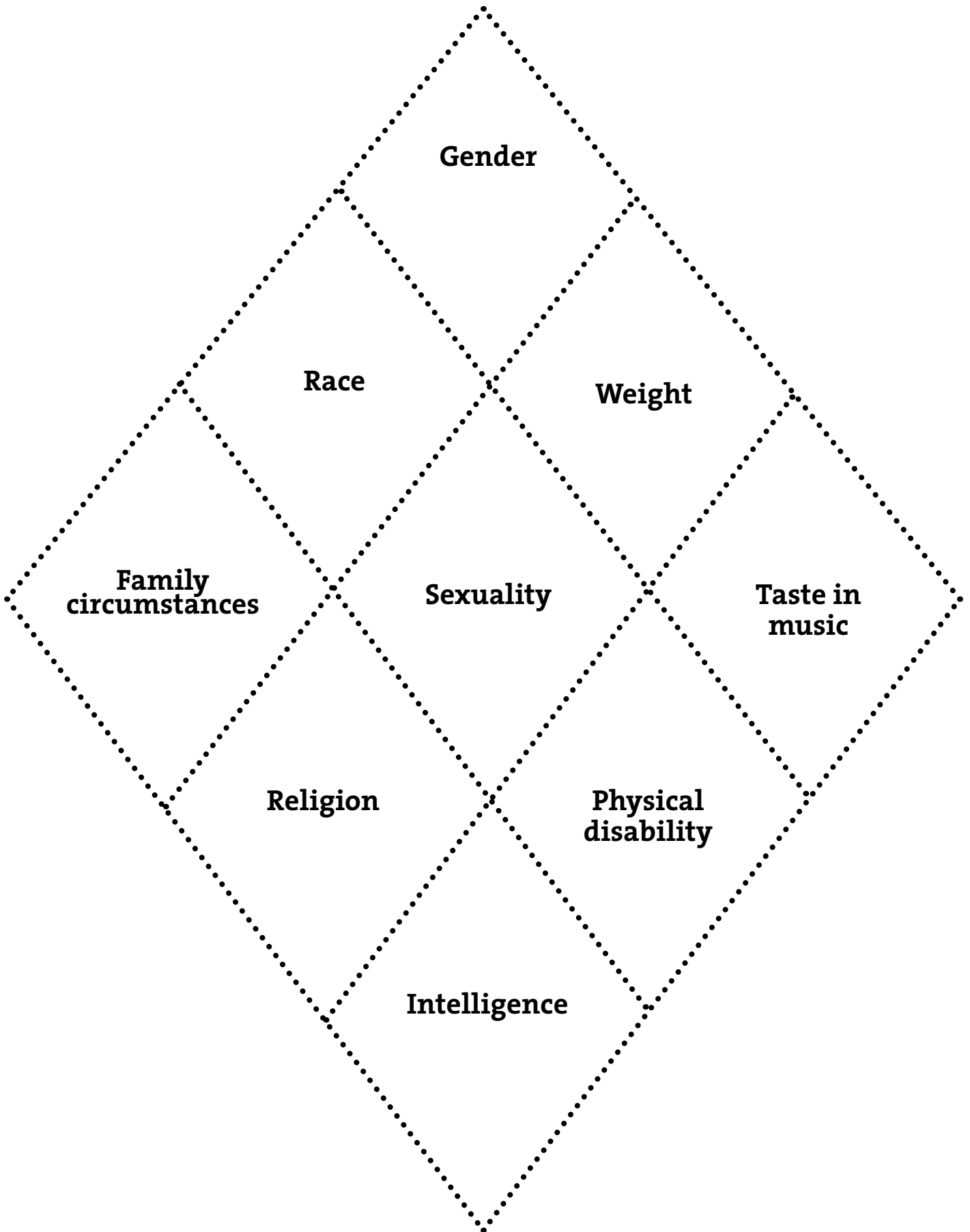
If this goes well, you might also want them to hot-seat the character who is exhibiting the bullying behaviour, so that they think about the motivators behind the behaviour.

Plenary



Post-it charter: Explain that all students have a right not to be bullied. Give all students a Post-it note. They need to write one responsibility that they have to keep themselves and/or other young people safe from bullying in school. As they leave, stick notes up on the board.

Resource 1 : Diamond 9



Resource 2 : Diamond 9

First They Came - Pastor Martin Niemoller

Context: Niemoller was a German pastor who lived through both World War I and II. In 1945, he was arrested for speaking out against the Nazi regime. This poetic quotation is arguably his most famous statement.

*First they came for the Communists
And I did not speak out
Because I was not a Communist
Then they came for the Socialists
And I did not speak out
Because I was not a Socialist
Then they came for the trade unionists
And I did not speak out
Because I was not a trade unionist
Then they came for the Jews
And I did not speak out
Because I was not a Jew
Then they came for me
And there was no one left
To speak out for me*

Resource 1 : card sort

To be safe from physical harm

To stick up for your friends

To be treated fairly

To respect others

To speak freely

To be listened to by your teacher

To not purposefully hurt someone else

To be able to ask for help

To be respected as an individual

To stand up for what you believe in



Resource 4 : Group work scenarios

Kwame has dyslexia. He's really smart but struggles with reading aloud, and writing for a long time. Recently his English teacher was off sick and his class had a supply teacher who Kwame hadn't met before. The teacher asked Kwame to read the worksheet to the rest of the class. Kwame got really embarrassed and stumbled over his words. Since then his classmates have been calling him "thick".

Stephen has moved secondary schools. On his first day he got into an argument with another boy in the playground. Since then the boy has been calling Stephen racist names. Last week they had a fight in the corridor, there weren't any teachers around and things got very violent very quickly. The other boy has said he is going to get his older brother and his mates to beat him up on the way home from school.

There is a rumour going around school that Katy has cheated on her boyfriend. It isn't true, but her boyfriend has broken up with her and his friends have been calling her horrible names. Added to that, she has been getting nasty text messages and last week someone scribbled all over her art book. When the rumour started, Katy's friends were really weird with her and now they won't talk to her, as they don't want to get caught up in it all.

Abdul loves art and textiles. When he leaves school he wants to do fashion design and move to Paris. He loves Lady Gaga and regularly styles his own clothes and hair. The teachers always joke that he is a diva and a trend setter. He used to love the attention but recently people have started laughing behind his back and saying he is gay.

Mia's dad lost his job recently. Her mum works part-time, but she has two older sisters and a little brother, so there are a lot of them to look after. Her dad is trying really hard to find a new job but he keeps getting knockbacks; he's started doing odd building work for his mate but it's not full-time and the pay is not as good as his old job. Mia's mum has told them they're all going to have to tighten their belts: she has started working more hours and Mia has been given her sister's old clothes to wear as they can't afford new ones. Added to that, her mum isn't at home as much, so she has to wash and iron her own clothes, and they just don't look the same. People at school have started picking up on it and saying how scruffy she is and that she "lives in a bin".

