

# The Boy at the back of the Class

## Lesson 3: Bullying

1. Mr Iron's Nose    2. The Unexpected Adventure    3. The Big Fight

### Aim

To identify the reasons people bully, what different types of bullying look and feel like and to explore resolution strategies

<u>Focus theme for this lesson:</u> <b>Bullying</b>	<u>Issues to discuss:</u> <b>Fighting</b> <b>Friendship</b> <b>Fear</b> <b>Explanations and excuses</b> <b>Back story</b> <b>Feelings</b>	<u>Skills developed:</u> <b>Empathy</b> <b>Kindness</b> <b>Resolution</b>
<u>Themes Explored in chapters 7 - 9:</u> <b>Fairness</b> <b>Friendship</b>		<u>Expressive Arts Skills:</u> <b>Role Play</b> <b>Improvisation</b> <b>Mime</b> <b>Hot Seating</b> <b>Creating Tableau</b> <b>Creating collage</b>

**E's and O's:** Refer to Overview

Resources: Paper, Markers, Camera, Art collage materials

**Task A** for the following chapter titles, use your knowledge, chapter headings and your summary to decide what is happening in each of the photos:

**Mr Irons' Nose**  
**The Unexpected Adventure**  
**The Big Fight**

**Task:** Discuss the following quotes from the book:

'Bullies that just talk are better than bullies that actually punch because words don't hurt as much' Ahmet

'Words can stick around for a long time.' Alexa

'...never ever hate someone, because hating someone can eat up your insides and gives you heart disease.' Mum

'It's funny how bullies don't like other bullies. Maybe it stops them from feeling special. But in school, everyone knows who the bullies are, and who they like to bully, and no two bullies can go after the same person.' Alexa

## The Bullying Moment

**Task 1: Identifying Bullying:** Pupils sit in a circle. They look at the picture that was taken of the tableau created for The Big Fight above. What kinds of bullying is this? Are there other kinds of bullying? The class identify different kinds of bullying - eg: **Verbal, Physical, Cyber, Emotional, Sexual**. They then discuss the reasons why people bully others.

'There are lots of silly people in the world darling, people who are so afraid of anyone who doesn't look like them or dress like them or eat the same food as them that they call other people – even children like you – all sorts of silly names.' Mum

**Task 2: Building a scenario:** Pupils sit in a circle and are asked to put their hands up if they have ever been bullied. They are given the opportunity to share with the class what it was and how it made them feel, or just to say how it made them feel. Just one word. The words are put into a jar. In groups, the pupils are given a type of bullying to think about. They are asked to create a W sheet for their character as they plan to create a tableau of this type of bullying. You should imagine that this is happening in another school and not in your school or Ahmet's school. You don't know the characters, but you create them.

'Sometimes people won't tell you what they are really thinking, so you have to watch their face extra hard and see if they give any clues away' Narrator

**Task 3: Presenting a scenario:** Decide **who** they are, **what** they are doing in the picture, **why** they are doing it and **where** and **when** this is happening. Then you should explore creating this bullying moment. Remember to think about feelings and body language, and facial expression as you work out in your group what to do in the tableaux.

**Task 4: Capturing thoughts:** Show your picture to the other groups. Look carefully and work out in your head, silently, what you think is happening. The teacher may then tap one of the characters on the shoulder and ask them how they are feeling at that very moment.

**Task 5: Hot-seating:** Then, in their groups, the pupils stay in role and sit in a line of chairs opposite the rest of the class. The pupils then ask questions about what was happening and they should answer in role, as if they are that character and the bullying moment has just taken place.

The information gathered from the hot-seating experience should be noted and discussed. With this discuss the idea 'there is never an excuse for bullying; there is always an explanation'.

How do we stop bullying from happening?

**Task 6: How to prevent bullying:** Look at the tableaux again. Then, in your groups decide what could have been done to stop each of these bullying moments from happening. This is a tough one but the challenge is to come up with a solution to the problem that you see before your eyes, now you know the story behind it, as discovered through the hot-seating.

Why do you think Brendan is a bully in the book? Discuss the following quotes from the book:

'Bullies that just talk are better than bullies that actually punch because words don't hurt as much' Ahmet

'Words can stick around for a long time.' Narrator

'...never ever hate someone, because hating someone can eat up your insides and gives you heart disease.' Mum

'It's funny how bullies don't like other bullies. Maybe it stops them from feeling special. But in school, everyone knows who the bullies are, and who they like to bully, and no two

bullies can go after the same person.' Narrator

**Task:** Create a collage which has a title Bullying. Think about the emotion you have explored. Think about the colours bullying might suggest, shapes, words, thoughts, feeling, and use the Art materials available.

**Task:** The whole class gets together to discuss and agree on their Take-Aways from this lesson, writing them on the flip chart.

**7. Mr Iron's Nose**

'You don't really need to speak someone else's language to know when they don't like you very much.'

**8. The Unexpected Adventure**

'You should never be horrible to someone who's being horrible to you. Otherwise, they win by making you just as bad as them.' -

**9. The Big Fight**

'being able to roar like a lion on top of a bully was worth doing this for.'