

Learning Objectives

- ✿ To understand some of the reasons why a person might behave as a bully; to look at what bullying is, and how it may affect the person being bullied (knowledge)
- ✿ To be able to put into practice ways of managing aggression, and dealing with people who bully (skills)
- ✿ To appreciate the motivations behind aggressive behaviour, and to discuss how to avoid a build up of frustration and/or an aggressive outburst (attitudes/values).

Total Time
45 mins
+15mins
extension
activities

Teacher's Notes

Young people often say they do try to talk to an adult about bullying but nothing happens. Point out that they need to keep talking otherwise the person may not know the bullying is still continuing.

Ground rules: Please read this statement out at the beginning of the lesson: "In this lesson we will be covering some sensitive issues. You may be affected personally by the topic that we are discussing today, or you may know someone else who is. Please be respectful and thoughtful of others, and treat the subject responsibly. If you would like to talk to someone after the lesson, you can go to... (please either give the contact person in the school, for example a school counsellor, or an outside number, for example Samaritans)

Resources

- ✿ Worksheet 1: Maslow's hierarchy of human need – enough photocopies for each student
- ✿ [optional] Information Sheet: Anger Management – enough photocopies for each student to take away
- ✿ [optional] Worksheet 2: Frustration and Aggression – enough photocopies for each student
- ✿ [optional] Agree/disagree cards – enough photocopies for each student (cut or fold in half)
- ✿ [optional] Drama Sketch – Kayleigh's Bad Day [photocopy one for each of the four characters or 2 to share. If you prefer, one for each member of the class]
- ✿ [optional] Worksheet 3: Aggression Volcano – photocopies for each student [worksheet to accompany Kayleigh's Bad Day Drama Sketch]

Introduction

Explain that today's lesson is about both the reasons why someone might want to bully others, and about what to do if you are being bullied. Explain that aggression can be aimed at other people (for example bullying), or yourself (for example self injury). When someone is frustrated, stressed or unhappy, this can affect their thoughts and behaviour. Some bullying is physical, but bullying can also be verbal, or can be by excluding someone, or gossiping about them.

Time
5 mins



Starter Exercise - What is bullying?

Produce a thought storm on the board about what actions students think constitutes bullying. (Hitting, punching, kicking, spitting, name calling, text messaging, video texting, emails, blackmail, excluding others, isolation of others, spreading rumours etc.)

Ask students to get into small groups and write down ten of the actions mentioned on the board on separate pieces of paper. Ask the students to rank them in order of what they feel would be the worst type of bullying down to the least serious.

Discuss answers with the group. Ask them why they ranked them as they did.

Debrief points: The action itself doesn't determine how serious the bullying is, it is how someone feels about what is happening to them.

10 mins



Core Activities

1. Why do people bully? (10 mins)

Handout copies of Worksheet 1 to each student. Talk through Maslow's hierarchy of human needs. Explain that if these needs are not met, people become frustrated and unhappy. Discuss how someone might feel if these needs are not met, and what they might do to try to get those needs met. Explain that if someone does not feel secure or loved at home for whatever reason, they are likely to try to find that somewhere else. For some people, being a bully gives them a sense of esteem that they may not get elsewhere. Talk about what other ways a person might be able to get that sense of esteem in a more positive way.



20 mins



2. What to do if I'm being bullied (10 mins)

Read out the 'Myth' statements to the class. If you have the space you could make one side of the room 'Agree' and the other side of the room 'Disagree'. Students should stand on whichever side of the room they believe is the right response to each statement. If not, ask them to raise their hands, shout out or hold up the 'Agree' or 'Disagree' cards.

NB: Choose the statements which emphasise what to do in response to bullying if you want to make this exercise more specifically aimed at solutions.

Discuss reasons why students voted the way they did, there are no wrong answers as it is opinions being given. However, Challenge any thinking if students don't challenge each other. E.g. if you hit someone back then technically you could be called a bully as well or, if you stand up for yourself it could make it worse, if you ignore the bully they might give up, however they might also continue.

Statements could include:

- * "People who grass on others deserve all they get."
- * "Once a bully always a bully."
- * "Boys bully more than girls."
- * "Bullying is part of everyday school life and nothing can be done about it"
- * "If someone hits you, you should always hit them back."
- * "Being called names doesn't hurt anyone."
- * "People who want other people to fight are as bad as those fighting."
- * "Teachers are better at sorting out fights than students are."
- * "If you ignore the bullies they get fed up and stop."

Optional Extension Activities

1. Frustration and Aggression

Hand out Worksheet 2. Talk through the frustration/aggression theory. Lead a class discussion and/or use the worksheet to talk about how frustration and aggression are linked. Use an example from your own life, a clip from a current movie or something current in the news that may be suitable to explain the link between frustration and aggression.



**15 mins
each
activity**



OR

2. The Aggression Volcano

Choose 4 students to act out the drama sketch of Kayleigh's Bad Day (2 main parts, 2 small parts). Either use Worksheet 3 to lead a class discussion, or hand out the Worksheet for students to complete in pairs. Talk about some of the frustrations and irritations that can build up inside someone until suddenly they just 'snap'. Like a volcano, some people seem to just suddenly 'explode'. Discuss what things could be done to stop that pressure from building up in the first place, e.g. talking to parents about problems, organising your time, writing a journal, taking time for sport or leisure. Talk about things that can help at the time that you feel like 'exploding', such as relaxation techniques, talking to someone, taking a brisk walk, getting away from the situation, counting to 20 etc.



Reflect and Discuss

- * Draw together all the lessons learned today about aggression and bullying, recapping on the main points that you want to draw out
- * Give everyone a couple of minutes to complete any worksheets they haven't finished, or to report back on anything that really stood out to them during this lesson.

5 mins



Summary

Closing discussion and feedback.

- * Ensure that students know where to go for help if they want to talk further about aggression or bullying
- * Handout information sheets on Anger Management if appropriate.

5 mins



Worksheet 1: Managing Aggression and Bullying - Maslow's hierarchy of human need

In 1943 Abraham Maslow created an explanation for motivation which helps us to understand why people do what they do. The theory has 5 levels. The most basic human needs are at the bottom of the pyramid. The idea is that the bottom levels of need must be met before we can fulfil the higher needs.

1. Physiological needs:

The need to breathe, to regulate body temperature, the need for water, sleep, food and removal of bodily wastes.

2. Safety needs:

These include security of employment or studies, security of finances and resources, physical security – safety from violence or aggression, family security and health security.

3. Love/belonging needs:

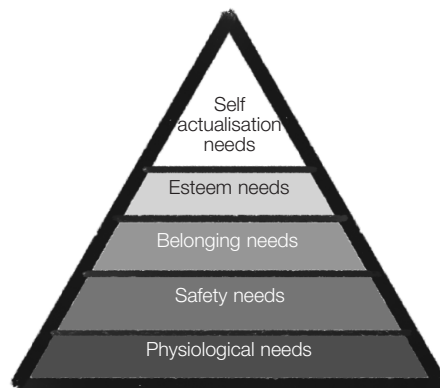
These are social needs; the need for friendship, intimacy and family. Humans need to feel loved and accepted and to belong.

4. Esteem/confidence needs:

Humans have a need to be respected and to have self-respect, and to respect others. People need to engage in activities that will give them a sense of value. People with these needs met are confident and competent.

5. Self-actualisation/positive sense of purpose

This is the need that people have to make the most of their own unique talents and abilities, and to be the best that they can become. These people are able to be creative, are interested in problem solving, appreciate life, and feel close to others.



Think about each of the first four levels in turn. If someone did not have these needs met, how might they feel? What might they do to find a way of having those needs met?

1. Physiological needs

2. Safety needs

3. Love/belonging needs

4. Esteem needs

[Optional Extension Activity] Worksheet 2: Managing Aggression and Bullying - Frustration and Aggression

Frustration – Aggression theory

When people think that they are being prevented from achieving a goal, their frustration is likely to turn to aggression. The closer you get to a goal, the greater the excitement and expectation of the pleasure. Therefore the closer you are, the more frustrated you get by being held back. When the frustration is unexpected, this also increases the likelihood of aggression.

A researcher called Barker in 1941 did an experiment. He put some toys behind a wire screen where children could see them, but not play with them. After a while, he let them go and play with them, but they became quite destructive because they had been frustrated about not being able to get to them sooner. Another example is how football crowds can become aggressive when their team starts to lose. People in business can also become aggressive when others start to frustrate their ambitions.

In relation to bullying, something at home or at school might be really frustrating to a person. They may take out that frustration on others by being aggressive.



1. What things might someone find frustrating?

a) at home _____

b) at school _____

2. In what ways might that person become aggressive?

3. What could they do to help their frustration instead of getting aggressive?

(Optional exercise) Worksheet 3: Managing Aggression and Bullying - The Aggression Volcano



When lots of little annoying things keep building up inside us, we can get to the point where there is no more room, and we 'explode'. When we do, it might be our friends, or family, ourselves, or even someone we don't know very well who end up getting the worst side of us. This 'explosion' could be verbal or physical.

We need to learn how to deal with all the little things as they come along, rather than letting them all build up.

1 In the drama sketch, how many 'little' problems did Kayleigh have during the day?

2. What could Kayleigh have done beforehand to avoid her problems?

3. As each problem happened, what could she have done to stop the pressure building up inside her?

4. What other things might she have had on her mind that aren't mentioned in the story, but could have been worrying her?

5. Look at the things listed below, and think how they might have been useful to Kayleigh

- * Going to bed early
- * Tidying her room
- * Putting her school things out the night before
- * Making an effort to get some time to talk with her mum
- * Putting her key somewhere where she wouldn't forget them
- * Getting up earlier than she needed to
- * Making sure she had breakfast
- * Getting time to talk to a friend
- * Using some relaxation techniques
- * Writing a 'to do' list
- * Doing some exercise
- * Writing a journal
- * Thinking about positive things in her life

Developed with support from ChildLine



[Optional exercise] Drama Sketch: Managing Aggression and Bullying - Kayleigh's Bad Day (page 1 of 2)

Narrator: It was a beautiful sunny day in Louisville, and Kayleigh was just getting ready for school

Kayleigh: (Yawns). I wonder what time it is, I was having a really weird dream. (looks at clock)
Oh No! I'm going to be late for the bus!

Narrator: Kayleigh realised that she had overslept, and quickly jumped out of bed.

Kayleigh: (swinging legs out of bed) Aagh, my toe!! Who left that rock there?

Narrator: Kayleigh had been collecting rocks on the seashore at the weekend, and still had them lying all over her bedroom floor.

Kayleigh: Ok, where is my school tie? Where is it! (frantically searches all over her room, moving piles of clothes as she goes). Rats! I'll just have to go without it and hope Miss Keene doesn't see me.

Narrator: Kayleigh managed to get dressed quickly and grab her school bag before she flew out of the door without getting a chance to eat breakfast.

Kayleigh: (running for the bus) Wait! Wait! I'm here!

Narrator: Kayleigh managed to catch the bus and slumped down in a seat next to her friend Ben.

Kayleigh: Phew. Glad I caught it; my mum is working today, so she couldn't have given me a lift if I'd missed it. Come to think of it, I haven't seen her to talk to properly for a few days, she's been so busy with this conference thing that she's been organising. I haven't even got that thing signed to say I can go on that Geography day trip today. Oh well, maybe they won't ask for it.

Narrator: Unfortunately, her form tutor did ask for it, and Kayleigh wasn't allowed to go out on the afternoon trip without a signed consent form. Instead, she had to join another class and do research in the library. Also ...

Miss Keene: Kayleigh Morrison! Come here please.

Narrator: Miss Keene happened to be standing outside the Sports Hall at break time, just as Kayleigh was walking past.

Kayleigh: (muttered under her breath). Oh no! That's all I need. (louder to Miss Keene).
Yes Miss Keene?

Miss Keene: And where is your school tie?

(Optional exercise) Drama Sketch: Managing Aggression and Bullying - Kayleigh's Bad Day (page 2 of 2)

Kayleigh: I'm sorry Miss, I couldn't find it this morning, I'm sorry.

Miss Keene: You know the rules Miss Morrison. Lunch time detention in E1. 12.30 sharp!

Kayleigh: Yes Miss Keene.

Narrator: Things weren't going too well for Kayleigh today it seemed, but she was coping ok with it. That was, until Josh Blackley came along.

Josh: (teasing) Ok 'K'? Nice pic of you on Tanya's website ... not! Ha ha!

Kayleigh: What!?

Josh: You know, the one from Tom's party of you playing the baby game with a dummy and a frilly hat.

Kayleigh: Noooooo! She didn't put that on her website did she?? Oh no ... I'll never live it down (plunges her head into her hands).

Narrator: Things really weren't looking too good for Kayleigh today. But only another 2 lessons to go until home-time.

Kayleigh: Ok. So today has been a disaster. Never mind, it's nearly home-time, and I can just watch TV when I get in and e-mail a few friends.

Narrator: Later that day, Kayleigh arrived back home to find that she was locked out and didn't have her key on her.

Kayleigh: I just don't believe it! I'm cold and hungry, and all I want to do is just sit down and get today over with.

Narrator: After an hour of sitting on the doorstep, Kayleigh's mum arrived home with several bags of shopping.

Mum: Kayleigh? Forgot your key? Oh sweetheart, how long have you been sitting there?

Narrator: That was the last straw, Kayleigh snapped.

Kayleigh: (shouting) LONG ENOUGH!! IT'S ALL YOUR FAULT! IF YOU HAD BEEN HERE I WOULDN'T HAVE BEEN SITTING HERE FOR AN HOUR FREEZING MY BACKSIDE OFF. IT'S YOUR FAULT I COULDN'T GO ON MY SCHOOL TRIP. AND I GOT A DETENTION BECAUSE YOU LOST MY TIE!!! I HATE YOU!!!

Managing Aggression and Bullying

Read out the 'Myth' statements to the class. For the sake of keeping the lesson to time, just chose a few. Choose the ones on the right if you want the discussion to be more 'solution' focused

People who grass on others deserve all they get	Talking to your friends is the best way to cope with bullying
Teachers are better at sorting out fights than students are	People who are aggressive just can't help it
Once a bully always a bully	You should always tell your parents if you are being bullied
If someone hits you should always hit them back.	Just ignoring someone isn't really bullying
Boys bully more than girls	I would use a helpline or website if I was being bullied
If you ignore the bullies they get fed up and stop	Sometimes people get really ill or even try to kill themselves when they are being bullied
People who want other people to fight are as bad as those fighting	It's easier to just try to ignore the bullying and carry on with life, than try to do something about it
Bullying is part of everyday school life and nothing can be done about it	People who get bullied usually deserve it
Being called names doesn't hurt anyone	Telling an adult just makes it worse
Teachers never listen when you tell them you're being bullied	There isn't much bullying in this school
Spreading gossip is a really bad form of bullying	Self defence is the best way of dealing with bullies

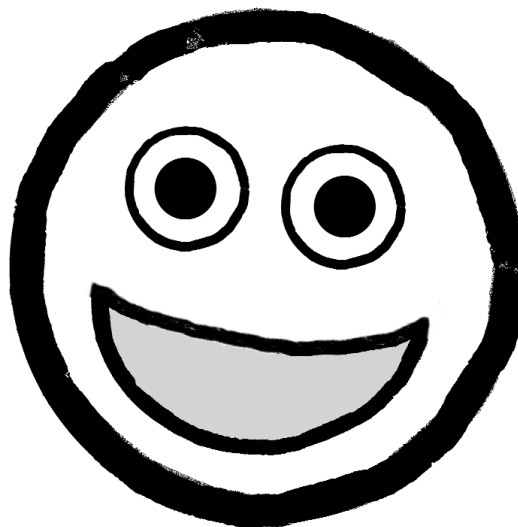
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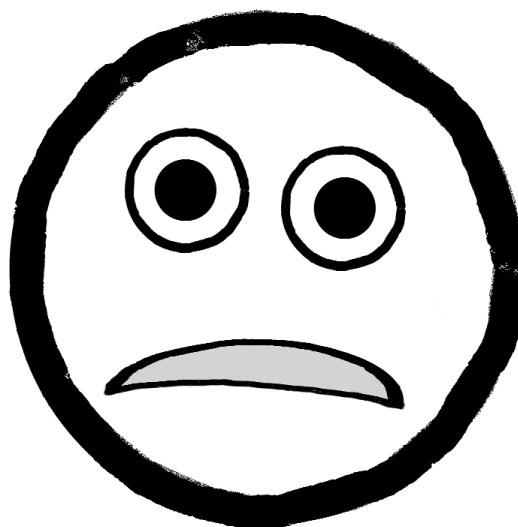
Managing Aggression and Bullying

Cards to photocopy for each student. Cut or fold in half.

AGREE



DISAGREE



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Information sheet - Anger Management

Anger is a normal human emotion. It can be caused by anything from a friend's annoying behaviour to worries about personal problems or memories of a troubling life event. When handled in a positive way, anger can help people stand up for themselves and fight injustices. On the other hand, anger can lead to violence and injury when not addressed positively. Feelings of anger actually produce physical changes in the body such as increased heart rate, blood pressure, and adrenaline.

What are some ways to deal with anger?

Some people choose to ignore or bottle up anger, but this approach may actually cause more harm because the root problem is never addressed. Instead, try to manage anger so it can become a more positive emotion.

Here are some ideas:

Relax. Breathe deeply from your diaphragm (your belly, not your chest) and slowly repeat a calming word or phrase like "take it easy." Think of relaxing experiences, such as sitting on a beach or walking through a forest.

Think positively. Remind yourself that the world is not out to get you, but rather you're just experiencing some of the rough spots of daily life.

Problem-solve. Identify the specific problem that is causing the anger and approach it head-on – even if the problem does not have a quick solution.

Communicate with others. Angry people tend to jump to conclusions. Slow down and think carefully about what you want to say. Listen carefully to what the other person is saying. At times, criticism may actually be useful to you.

Manage stress. Make sure to set aside personal time to deal with the daily stresses of school, activities, and family. Ideas include:

- * Listening to music
- * Writing in a journal
- * Exercising
- * Meditating
- * Talking about your feelings with someone you trust.

Change the scene. Maybe a change of environment would help reduce angry feelings. For example, if your friends are angry frequently and/or make you angry, consider making some new ones who may contribute more to your self-confidence and well-being.

Fact-sheet from - www.safeyouth.org