In this programme Christine Bleakley talks to children to hear what they think about a problem that has a devastating effect on many lives. The programme also features a story exploring the mind of a boy who likes to bully his classmates.

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KEY ISSUES
This programme examines bullying – the reasons why bullying happens, the effects it can have on people and ways it can be dealt with. Pupils are encouraged to reflect on various definitions of bullying and to generate ideas about how they might deal with "bullies" and "victims".

PREVIEW
It is suggested that this section is completed prior to viewing the programme.

Key Words
The following key words may need to be clarified:
(See next section for suggestions for discussing definition of bullying)

Further terms need clarified before the ‘Courtroom drama’ activity is undertaken
PREVIEW  Contd…

Bullying Definition

Discuss with the class what they believe bullying actually is. The definition below may be used to open up a discussion or to guide the discussion:

"Bullying is deliberately hurtful behaviour which is repeated over a period of time. It is difficult for those being bullied to stop the process."

Emphasise that bullying occurs when there is an imbalance of power.

Discuss the main types of bullying, e.g.:
- physical bullying – hitting, kicking, hair pulling
- verbal bullying – name calling, verbal abuse
- social bullying – being left out or ignored

The class may arrive at their own definition of bullying. If it is suitable the children could talk about experiences they have had, without naming names. Giving reasons for their answers, the class might decide whether or not the situations suggested are in fact examples of bullying.

This could be done as a Circle Time activity.
**ACTIVITIES - after viewing the programme**

**Empathising and Taking Action**

Recall the story about Johnnie from the programme to ensure that all pupils have a good understanding of the events.

Make copies of the three Bullying worksheets and divide pupils into groups of three. One child in each group receives The Victim’s Sheet, one child receives Johnnie’s Sheet and the other receives The Victim’s Friend’s Sheet. Encourage the children to think quietly on their own about their worksheet for a few minutes. Then each group of three should discuss each worksheet and jot down any comments they have in note form.

Alternatively each group could deal with just one of the three people. All of the groups dealing with each aspect may come together afterwards to compare answers.

It may be advisable to split the report back from pupils into three separate sessions:

1. **VICTIM**
   - Discuss the victim’s options.
   - Can the class reach a conclusion about the best option? What should the victim do?

2. **JOHNNIE**
   - Emphasise the reasons why Johnnie may be bullying.
   - Do you think he needs help?
   - What kind of help would he benefit from?

3. **VICTIM’S FRIEND**
   - Discuss the friend’s options. Emphasise how the friend could help the victim rather than ignore the situation.
   - Discuss the positive and negative aspects of the following actions:
     - refuse to join in
     - tell the bullies to stop
     - be a good friend to the victim
     - report the bullying to a teacher.
BULLYING - Worksheet - VICTIM

How do you think Johnnie’s victims feel about what is happening?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Think of three things the victims could do and write down what might happen if they took each action.

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What do you think would be the best thing for a victim to do and why?

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BULLYING - Worksheet - JOHNNIE

How do you think Johnnie feels when he is bullying others?

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Think of reasons why Johnnie might be behaving like this.

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What help do you think Johnnie needs?

________________________________________________________________________________________________________________________________________________________
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Do you think Johnnie could change his behaviour?

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BULLYING - Worksheet - VICTIM’S FRIEND

You are the friend of a victim of bullying and you know they are being bullied by Johnnie. How do you feel about what is happening?

Think of three things you could do and write down what might happen if you take each action.

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What do you think would be the best thing to do and why?
Courtroom Drama

The drama is based on the story in the television programme which was written by Claire McKeague of St. Mary’s Primary School, Ballymena. To make the drama as realistic as possible it is suggested that desks and chairs are re-arranged to create the shape of a courtroom in the classroom.

Pupils who are acting in the courtroom drama should be given the scripts in advance so they have an opportunity to practise. Choose the children carefully, and particularly the part of the bully. It may be necessary for the teacher to play this role. If the principal is available it may be possible for him/her to play the part of the judge. If it is not possible to have the principal as judge perhaps the classroom teacher could play the role. It is important for the purposes of this activity that the jury (the remainder of the class) return a verdict of guilty.

After a verdict is reached perhaps the judge could ask the class to consider:
- what should be done with the bully?
- would that be fair?
- what about the victim, does she need help? Etc…

The judge will have the opportunity to say how seriously bullying is taken in your school and he/she can sentence the bully according to the discipline policy in the school. This should include support for the bully. It will be necessary for the judge to have thought seriously about the sentence beforehand.

The judge can also say how support will be provided for the victim. The victim’s friend should be affirmed for coming forward and helping her friend.

Following the activity it will be important to emphasise to the class that the Courtroom Drama was a role play and that no teasing should follow. Emphasise how bullies and victims of bullying both may need support and how the school discipline policy allows for this to happen.

Further Activity

Pupils could study the layout and use of language in the script. Pupils could then write their own script to explore another bullying scenario.
ACTIVITIES - after viewing the programme  Contd…

Courtroom Drama
(Based on a story by Claire McKeague, St. Mary's Primary School, Ballymena)

SCRIPT
(EVERYONE IN THE COURTROOM SHOULD STAND WHILE THE JUDGE ENTERS. THE BULLY REMAINS STANDING WHEN EVERYONE ELSE SITS.)

JUDGE:
You are charged with: name calling; stealing from a locker; tripping up and ignoring the defendant. How do you plead?

BULLY:
Not guilty.

( THE VICTIM STANDS UP)

VICTIM:
It began three or four months ago.
It started with little things, books being tipped out of my bag, things being knocked off my desk, P.E. slippers hidden and then stuff was taken from my locker. But then things started to get worse, like name-calling, being tripped up in class, things like that.
Then, as if things could get any worse, nobody would talk to me. There was only one person still being nice to me – my best and only friend. I didn’t know why the others were doing it to me but then it struck me.
I was sitting in class doing what I’m best at – working. When someone got anything wrong the teacher would always ask me and I would get it right. They were jealous!
Until the day when my friend stuck up for me I really didn’t know what I was going to do. I was feeling so unhappy.

( THE VICTIM SITS DOWN)

JUDGE:
Bully, what do you have to say about this?
Courtroom Drama  Contd...

BULLY:
None of what he/she says is true. It’s all lies. He/she just works and works all the time. How can he/she expect to be popular? He/she thinks he/she knows everything and I know nothing. Well, anyway, I never did any of those things.

JUDGE:
We will now hear evidence from the victim’s friend.

(THE VICTIM’S FRIEND STANDS UP)

VICTIM’S FRIEND:
I have known this was going on for some time. If you ask anyone in our class they also know about it. What the victim said is the absolute truth. He/she has bruises to prove it, and the teacher even found things belonging to the victim in the bully’s locker.

(THE VICTIM’S FRIEND SITS DOWN)

JUDGE:
It is now up to you the jury to decide if the bully is guilty or not. You must say guilty if you are sure the victim is telling the truth. You must consider the victim’s friend’s evidence when making your decision. On the other hand, if you decide the bully is telling the truth you must return a verdict of not guilty, or if you are in any doubt about the evidence you must say not guilty.

Allow the class (jury) 5–10 minutes to reach their verdict.

The foreman of the jury then writes the verdict on a piece of paper which is handed to the judge. At this point it may be a good idea for the judge to discuss sentencing with the jury. The judge then reads out the sentence, explaining exactly why such a sentence has been chosen.
ACTIVITIES - to do at home

Bullying Questionnaire

Encourage pupils to discuss at home what they have learned about bullying. Perhaps they could discuss such issues with the whole family. This may help to create an atmosphere where a child will feel more secure to discuss issues which may be bothering them. They should talk about what bullying actually is and different kinds of bullying which exist.

The children should then fill in the questionnaire at home. It is important that the teacher looks closely at all pupils’ responses.
BULLYING QUESTIONNAIRE

1. Have you ever been bullied? Yes ☐  No ☐

If yes, what happened? _____________________________________________________________

How do you know it was a case of bullying? __________________________________________

Put the number 1 in the box beside the answer which you think would be the best response, number 2 in the box beside the option which you think would be second best, and number 3 beside the final option:

2. If I was being bullied I would:
   a) ignore the bullies and hope they would go away ☐
   b) tell a teacher ☐
   c) fight back ☐

   Say why you put them in this order. ________________________________________________

3. If you saw someone being bullied would you?
   a) ignore it ☐
   b) tell a teacher ☐
   c) stick up for the person ☐

   Say why you put them in this order. ________________________________________________

4. If you were hurting someone on purpose, how would you feel?
   a) good about yourself ☐
   b) powerful ☐
   c) angry ☐

   Say why you put them in this order. ________________________________________________

5. What kind of bullying do you think is worst?
   a) physical ☐
   b) verbal ☐
   c) social ☐

   Say why you put them in this order. ________________________________________________

6. If you found out someone you like had once been a bully, would you
   a) ignore them now ☐
   b) still like them – it wouldn’t matter ☐
   c) be mean to them ☐

   Say why you put them in this order. ________________________________________________
MORE TO EXPLORE

What If…

SCENARIO

You notice James standing alone in the playground. Then two boys come over and start pushing him around. You have seen these boys doing this before. What do you do?

Describe the scenario to the children. Ask them to work in small groups to brainstorm what they could do and what the outcome might be. Responses could be recorded on a web diagram like the one below.

A reporter could be appointed from each group to report back to the whole class. The teacher could summarise a list of responses on the board. At the end the class could try to agree on what responses would be best and why.

Agony Aunt

Discuss with the class the contents of the letter to the Agony Aunt. Allow pupils to work in pairs to write their replies.

Afterwards discuss some of the replies with the whole class. Emphasise the consequences of some of the advice given. Allow the children time to improve their replies after the class discussion. These responses could then be displayed in the classroom.
LETTER TO AN AGONY AUNT

This letter was sent to the Agony Aunt in a magazine.

Work with a partner and write the reply the Agony Aunt might give. Remember to give good advice.

Dear Agony Aunt,

I don’t know who to turn to for help. My parents have just moved to a new town and have started new jobs. I think they have enough problems without me adding to them. I started at my new school three weeks ago. I have made no friends. Two boys keep calling me names and the others snigger and laugh every time they do it. They always shout at me when the teacher isn’t around. It happens in the playground and when I am walking to and from school.

Please, please help me. I can’t take any more.

From a very distressed 10 year old.

Dear distressed 10 year old...
MORE TO EXPLORE  Contd…

Organisations
A number of organisations offer information and provide activities relating to bullying. Some of these are listed below:

• **Kidscape** provide free booklets for teachers - Tel: 020 7730 3300

• **Save the Children** - video and information pack on Bullying - Tel: (028) 9062 0000

• **ChildLine (NI)** - Administration office - Tel: (028) 9032 7773
  Helpline 24 hour Freephone (0800) 1111 - Textphone (0800) 056 0566

• **NSPCC (NI)** - Education office - Tel: (028) 9182 6351
  National Child Protection Helpline 24 hour Freephone (0808) 8005000

Also see our web pages for links to useful websites.