



Anti-Bullying Lesson Plan Teachers' Guide KS2 - 4

In association with our For Good partner:



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| Lesson Objective | Using the stories and situations of the story of WICKED , to understand different types of bullying, explore why people bully and discuss what to do if you see bullying at your school. |
| Introduction | Slides 1 – 3 Introduce the lesson and the objectives. Explore briefly the story of WICKED , and how it's relevant to the lesson. |
| Defining Bullying | Slides 4 – 6 Through class or group discussion, pupils should define bullying and begin to explore why people bully each other, using characters from WICKED as the starting point for this discussion. |
| Relating the emotion to ourselves | Slide 7 Working on their own, this is an opportunity for students to reflect on their own experiences. You may want to invite students to write, draw or act out their personal experience. |
| Being 'different' | Slides 8 – 9 Using the character of Elphaba, a green witch who is different from her peers, this is a chance to explore how students are different or the same from each other, and celebrating that difference. Take care to select statements with sensitivity and with the class group in mind. You might want to let students know that they need not stand up if they don't feel comfortable to. Start with statements that are safe and impersonal, e.g. 'I walk to school/travel by bus to school'. Progress to statements that are more personal, e.g. 'I am an only child, I go to Church/Mosque/a place of worship'. |
| Popularity & Power | Slides 10 – 11 Using the character of the ever-popular Glinda, students can explore what being popular in their school means, and whether or how this is important. In the discussion, you may want to use examples such as Amelia is tall and strong – how could she use this for good or bad? Malik is the best football player in the school – how could he use this for good or bad? |

Role Play 1

Slide 12

Divide the class into groups for 5 minutes. They should quickly role play the first scene where Elphaba and Glinda meet in **WICKED**. In the show, we see everyone reacting to Elphaba as different, they are scared of her and mock her. She turns from feeling hopeful to feeling alone. Glinda is at the heart of the group, and mocks Elphaba. As you watch the scenes back, you can pause the action at any time to direct the scene or ask what characters are feeling. You should call out 'freeze' to pause the action. When they are frozen, the audience should discuss how they think selected characters feel at that moment.

Now, focus on the bystanders in the scene. How could the other people in the scene change the story?

This section should encourage students to change the action and change the story by involving the bystanders in the scene.

Role Play 2: Cyberbullying

Slide 12 - 13

The second role play aims to develop pupils' understanding of the similarities between online bullying and that which you encounter in school or in your community. Their role as a bystander can be just as powerful online as offline.

It's important for students to understand that cyberbullying is just as harmful as visible, verbal and physical bullying. Sometimes it can be more harmful as it is more anonymous, or more hidden.

No Bystanders

Slide 14

An introduction to Stonewall's No Bystanders in Our School Campaign, encouraging students to think about what they can do if they see someone being bullied.

Plenary

An opportunity to reflect on the key messages of the lesson in groups. Examples might include: reporting nasty comments online, don't "like" hurtful comments on Facebook, stick up for others, put a reporting box in the classroom etc. Always finish a session that relates to bullying by reminding students who they can talk to in the school if they have concerns about bullying - and also reminding them of the Childline service.