

Education Support Pack

Citizenship/PSHE

Relationships: Bullying (2)

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Revised Edition (2008)

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Introduction

This Pack

How does using Kar2ouche help students address issues related to PSHE and Citizenship? In order to explore the ideas and issues, covered in the curriculum, discussion is essential and role-play allows students to rehearse situations, empathise and investigate them in more depth. However, many of the issues to be discussed are sensitive and so potentially uncomfortable, especially if they are to be performed in front of peers. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions in a less personally threatening or embarrassing way.

One of the benefits of using Kar2ouche is its versatility. It allows you, as a teacher, to use it in the ways you consider most appropriate with your students. At its most basic Kar2ouche can be used to create:

- storyboards
- animations
- publications – cartoon strips, storybooks and magazine picture stories.

However, depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information – understand and visualise text
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate ideas.

Structure

The five suggested units integrate class, group and pair discussions with a range of computer activities. These will help you work with students on the issue of bullying, from defining what it is, through identifying evidence that someone is being bullied, to working out possible solutions. Students also have the opportunity to investigate the increasing problem of cyber-bullying. In each unit there is a range of suggested activities.

The activity screen contains step-by-step instructions to guide students through the activities in each unit, including links to the audio files and storyboards used during the lesson, thus eliminating the need to have more than one application open on screen at one time.

Included here are the teachers' notes for each unit, along with a copy of the step-by-step instructions that the students will see in the activity screen.

The units included are:

Unit 1: Bullying

Unit 2: Who Bullies Who?

Unit 3: Cyber-bullying

Unit 4: Bullying Indicators

Unit 5: Understanding Bulling

However, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will build on these activities – which are, after all, only suggestions.

National Curriculum

The mapping is based on the new QCA programmes of study for Citizenship and PSHE issued to schools in September 2007 for implementation in September 2008 (**Note:** Programmes of study used up to 2008 are included in Appendix 2)

Key Stage 3 Citizenship Programme of Study References

The following curriculum references refer to the main work undertaken the Bullying units. Other developments & objectives may be taught by extending the ideas. Objectives covered are indicated by ✓

	Unit 1: Bullying		Unit 2: Who Bullies Who?		Unit 3: Cyber Bullying		Unit 4: Bullying Indicators		Unit 5: Understanding Bullying	
	Activity 1 : What is Bullying	Activity 2 : Killer Statements	Activity 1 : Who Bullies...	Activity 2 : What are the Signs...	Activity 1 : What is Cyber-bullying	Activity 2 : How to Protect Yourself	Activity 1 : What Can You Do?	Activity 2: Kelly Bullies Nita	Activity 1 : Making Sense of Bullying	Activity 2 : Bullying Presentation
Key concepts										
1.1 Democracy and justice										
b Weighing up what is fair and unfair...	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Key processes										
2.1 Critical thinking and enquiry (pupils should be able to :)										
a engage with and reflect on different ideas...	✓		✓	✓	✓	✓	✓	✓		✓
b research, plan and undertake enquires...	✓		✓		✓		✓			✓
c analyse and evaluate sources used...	✓		✓		✓		✓		✓	
2.2 Advocacy and representation (pupils should be able to :)										
a express and explain their own opinions...	✓		✓		✓	✓	✓	✓	✓	
b communicate an argument...	✓		✓		✓		✓			
c justify their argument...	✓		✓		✓		✓			
d represent the views of others...										✓
2.3 Taking informed and responsible action (pupils should be able to :)										
a explore creative approaches...										✓
b work individually and with others...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	Unit 1: Bullying		Unit 2: Who Bullies Who?		Unit 3: Cyber Bullying		Unit 4: Bullying Indicators		Unit 5: Understanding Bullying	
	Activity 1 : What is Bullying	Activity 2 : Killer Statements	Activity 1 : Who Bullies...	Activity 2 : What are the Signs...	Activity 1 : What is Cyber- bullying	Activity 2 : How to Protect Yourself	Activity 1 : What Can You Do?	Activity 2: Kelly Bullies Nita	Activity 1 : Making Sense of Bullying	Activity 2 : Bullying Presentation
Range and content										
a political, legal and human rights..	✓		✓		✓					
b the roles of the law and the justice system ...	✓		✓		✓					
Curriculum opportunities										
a debate, in groups & whole-class discussion...	✓		✓	✓	✓		✓		✓	
b develop citizenship knowledge...	✓		✓	✓	✓		✓		✓	✓
c work individually and in groups...	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
d participate in both school-based and community-based...	✓		✓		✓					✓
e participate in different forms of individual and collective action...										✓
i use & interpret different media and ICT...	✓		✓		✓		✓			
j make links between citizenship and work in other subjects...										✓

Key Stage 3 PSHE: Personal Well Being Programme of Study References

The following curriculum references refer to the main work undertaken the Bullying units. Other developments & objectives may be taught by extending the ideas. Objectives covered are indicated by ✓

	Unit 1: Bullying		Unit 2: Who Bullies Who?		Unit 3: Cyber Bullying		Unit 4: Bullying Indicators		Unit 5: Understanding Bullying	
	Activity 1 : What is Bullying	Activity 2 : Killer Statements	Activity 1 : Who Bullies...	Activity 2 : What are the Signs...	Activity 1 : What is Cyber-bullying	Activity 2 : How to Protect Yourself	Activity 1 : What Can You Do?	Activity 2: Kelly Bullies Nita	Activity 1 : Making Sense of Bullying	Activity 2 : Bullying Presentation
Key concepts										
1.2 Healthy lifestyles										
a Recognising that healthy lifestyles...		✓				✓	✓	✓	✓	✓
b Understanding that physical, mental...						✓	✓		✓	✓
c Dealing with growth and change as normal parts...							✓		✓	
1.3 Risk										
a Understanding risk in both positive & negative...		✓				✓	✓	✓	✓	✓
b Appreciating that pressure can be used...		✓				✓	✓	✓	✓	✓
1.4 Relationships										
a Understanding that relationships affect...	✓		✓	✓	✓		✓		✓	
c Understanding that relationships can cause...	✓		✓	✓	✓				✓	
1.5 Diversity										
a Appreciating that, in our communities, there are...	✓				✓				✓	
b Understanding that all forms of prejudice...						✓	✓		✓	✓

	Unit 1: Bullying		Unit 2: Who Bullies Who?		Unit 3: Cyber Bullying		Unit 4: Bullying Indicators		Unit 5: Understanding Bullying	
	Activity 1 : What is Bullying	Activity 2 : Killer Statements	Activity 1 : Who Bullies...	Activity 2 : What are the Signs...	Activity 1 : What is Cyber- bullying	Activity 2 : How to Protect Yourself	Activity 1 : What Can You Do?	Activity 2: Kelly Bullies Nita	Activity 1 : Making Sense of Bullying	Activity 2 : Bullying Presentation
2 Key processes										
2.1 Critical reflection										
a reflect critically on their own and others' values									✓	✓
e reflect on feelings and identify positive ways...						✓	✓		✓	✓
f develop self-awareness by reflecting critically...			✓	✓			✓			
2.2 Decision-making and managing risk										
a use knowledge and understanding to...						✓	✓			✓
b find information and support from a variety...	✓			✓	✓				✓	✓
c assess and manage the element of risk in personal						✓	✓		✓	
d use strategies for resisting unhelpful peer...							✓		✓	
e know when and how to get help						✓	✓		✓	
2.3 Developing relationships and working with others										
b use the social skill of negotiation within...						✓	✓		✓	
c use the social skills of communication...						✓	✓			
d value differences between people and...									✓	
3 Range and content										
c physical and emotional change and puberty			✓	✓					✓	
g ways of recognising and reducing risk, minimizing..						✓	✓			✓
m the similarities...and the impact of prejudice, bullying...	✓			✓					✓	

	Unit 1: Bullying		Unit 2: Who Bullies Who?		Unit 3: Cyber Bullying		Unit 4: Bullying Indicators		Unit 5: Understanding Bullying	
	Activity 1 : What is Bullying	Activity 2 : Killer Statements	Activity 1 : Who Bullies...	Activity 2 : What are the Signs...	Activity 1 : What is Cyber-bullying	Activity 2 : How to Protect Yourself	Activity 1 : What Can You Do?	Activity 2: Kelly Bullies Nita	Activity 1 : Making Sense of Bullying	Activity 2 : Bullying Presentation
4 Curriculum opportunities										
a make real choices and decisions based on...		✓				✓	✓	✓		✓
c use case studies, simulations, scenarios...		✓		✓				✓		
d take part in individual and group discussion...	✓		✓	✓	✓	✓	✓		✓	✓
e work as members of groups and teams...				✓		✓			✓	✓

Presentation

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked with a standalone computer and a memory stick with which to transfer the students’ work. Other methods of sharing work might include:

- 1 a network management system allowing all students to see the presentation on their individual computer screens
- 2 saved files in a shared area where students can gain access at their own speed
- 3 students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Copying

The materials in the Education Support Pack are copyright Immersive Education 2007, but may be photocopied for use within the purchasing organisation.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • research key words • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• empathise with characters and situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Making Your Own Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step-by-step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with a commentary or summary written in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous or open to interpretation
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can prepare partial storyboards for your students to complete in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz along the lines of ‘who says what?’ or ‘what happens next?’ etc.

Alternatively, students can create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create:

- a news programme
- a documentary
- a TV chat show/interview
- a film trailer
- an advertisement
- a musical score
- a fashion show, to show fashions of the time.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold. Writing scaffolds can be produced by completing step-by-step frames offering prompts and starter questions. The frames are then arranged in the correct order on a blank template in the printing screen. In this way you can set up letters, newspapers, diaries and the like. The types of publications students create could include:

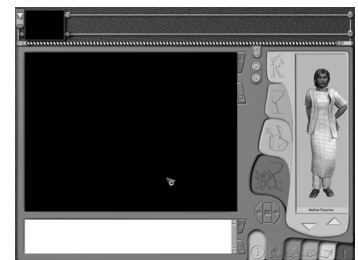
- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- ‘wanted’ posters
- guides
- catalogues
- book and magazine covers.

In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience and thus develop appropriate communication skills.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

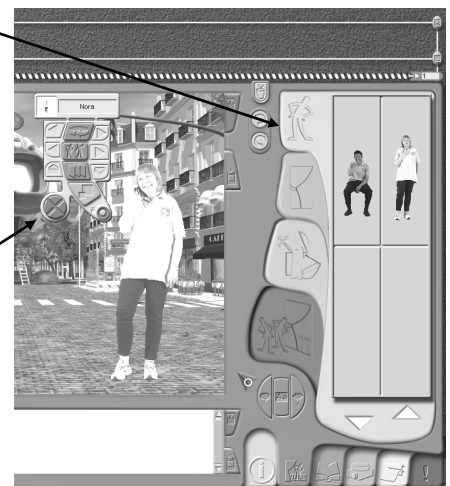
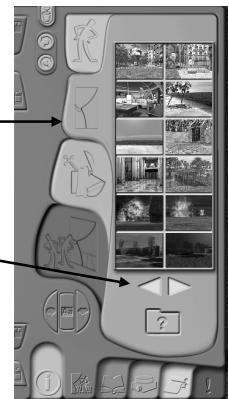
If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website <http://www.immersiveeducation.co.uk/support/kar2ouche/>. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.



To create a title frame

1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.

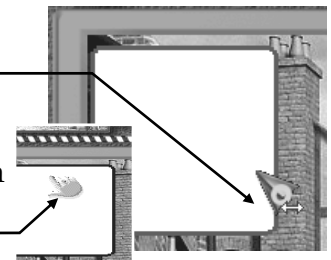
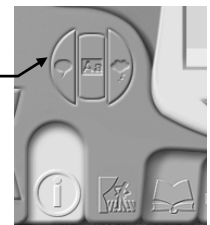


- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character they click on the arrow heads either side of the central characters icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

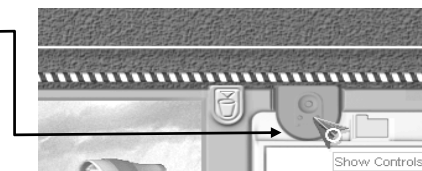
The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should **hover over the top of the bubble** until the **hand** appears, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame..

Useful Contacts

Additional Information and Support can be gained from the following agencies and web sites.

Support Agency	Phone Number	Description
Childline	0800 1111	Confidential free phone for children in trouble or danger
Kidscape Helpline	08451 205 204	For parents, guardians, relatives and friends of bullied children
NSPCC	0808 800 5000	

Web Sites

Bullying UK

Charity presents school bullying policy guidelines and advice for parents and children affected by bullies. With legal advice, tips and links.

<http://www.bullying.co.uk/>

Don't Suffer in Silence

Provides useful background material in a 66-page booklet (downloadable as a PDF) on tackling bullying in schools.

<http://www.dfes.gov.uk/bullying>

Childline – Bullying

Identifies the many forms bullying might take and supplies useful advice for children on getting help and stopping the bullies.

<http://www.childline.org.uk/>

Anti-Bullying Network

Offers educational resources for young people, parents and families, and school staff members on preventing bullying.

<http://www.antibullying.net/>

Let's Stop Bullying - Advice for Parents & Families

Learn how to spot the signs of bullying by consulting this concise fact sheet from the Scottish Executive. Includes advice on alerting teachers.

<http://www.scotland.gov.uk/library2/doc04/lspb-00.htm>

Let's Stop Bullying: Advice for Young People

Find out about what to do if you are being bullied. Includes definitions of bullying and details of an advice telephone line.
<http://www.scotland.gov.uk/library2/doc04/laby-00.htm>

There4Me

There4me is for you if you're between 12-16 years old and are worried about something and need some help. We can help with loads of issues like abuse, bullying, exams, drugs and self harm.
<http://www.there4me.com/home/index.asp>

Bullying at School Information

Factsheet from the Scottish Council for Research in Education features advice for families and schools to help stop intimidation and bullying.
<http://www.scre.ac.uk/bully/>

Cyber-bullying

Contains advice for students on how to deal with different forms of cyber-bullying.
<http://www.kidscape.org.uk/childrenteens/cyberbullying.shtml>

All web addresses were correct at the time of going to press, but are subject to change. *You may like to add other addresses you come across below:*

Website	URL	Comments

Unit 1 Bullying

Teacher Notes

Unit 1: Activity 1 What is Bullying?

Key Stage/Year	Key Stage 3/Years 7-9
Group Organisation	Groups of four students for the introduction activity. Students then work as individuals or in pairs, with some class discussion.
Suggested Timing	One to two 60-minute lessons

Overview of Task

In this activity students work towards a definition of what is meant by bullying and explore the different types of behaviour that could be classified as acts of bullying. By working through the activities students should realise that it is difficult to define bullying precisely, but that it involves repeated incidents.

Objectives

All students will: be able to define bullying and talk about the different types of bullying.

Most students will: be able to examine different perspectives on bullying and consider why bullying arises.

Some students will: understand how bullying affects individuals.

Outcomes

By the end of this activity, students will have:

- defined bullying
- identified different kinds of bullying and why they arise
- understood how bullying begins and how it affects individuals.

Resources

Kar2ouche *Bullying (2)*

- **Scenario A** storyboard
- **Scenario B** storyboard
- **Scenario C** storyboard
- **Scenario D** storyboard

Sheet 1.1a *Creating a Scene*

Sheet 1.1b *Types of Bullying*

Key words

Physical, verbal, upsetting, repeated, intimidating, frightening

Activities

Introduction

1. Divide class into groups of four. Give each group a sheet of A3 paper on which they are asked to write a definition of what they think bullying is.
2. Each group feeds back to the whole class who take all the ideas and come up with one definition on which they can agree. For instance:

Bullying = Repeatedly frightening, upsetting or hurting another person.

3. Hopefully, from this discussion, students will recognise that bullying is a complex issue and that agreeing a single definition is quite difficult.
4. The class then brainstorms different types of bullying. Lists are likely to comprise the following:
 - physical = spitting, hitting etc
 - gesturing = intimidating body language
 - verbal = name calling, gossiping
 - extortion = threatening someone into giving money or possessions
 - exclusion = deliberately not including students in activities or friendship groups
 - cyber-bullying = abusive or threatening messages.

Development

5. From each of the four starter scripts, *Scenario A, B, C* and *D* students choose or are allocated one situation. Students should use it to illustrate one of the five forms of bullying. (You need to ensure that all five forms of bullying are covered so that there is a range of outcomes for the plenary. For instance: *Scenario A* might result in verbal bullying but lead to exclusion or a physical incident; *B* could be verbal leading to a physical act, extortion or even be considered an example of exclusion; *C* could quite easily lead to a physical act or at the very least gesturing; *D* seems to begin physically but could develop into one of the other forms.)
6. Students should:
 - decide where the action takes place and who is involved and complete the script, predicting how the situation would end (those who can, should consider why the incident occurred and how the individuals involved felt at various stages in the encounter)



- refer to Sheet 1.1a *Creating a Scene* and use Kar2ouche to:
 - a select a suitable background which fits the story line (or take digital photos of locations around school where they think bullying takes place)
 - b drag in the characters and pose them appropriately (they should think about gestures, and about how, by placing them they can explore their relationships with each other)
 - c include necessary props
 - d add text and/or audio files and include any helpful sound effects - insert the dialogue from the script they have chosen
 - e those who are able, could add thought bubbles as the scene develops
 - f add to this dialogue to show a situation, which ends up with one form of bullying taking place.



7. Alternatively, if time is short, students could be asked to complete one of the pre-prepared storyboards: **Scenario A**, **Scenario B**, **Scenario C** or **Scenario D**. Students should add thought bubbles to the prepared frames and then complete the situation showing a distinct type of bullying.

Content of the Scenario A storyboard

Introductory frame: Composition window – Two teenage girls in heated argument. Girl 1 says, ‘What have you been saying about me?’
 Instructions in caption window – Listen to the audio track and then fill in the thought bubbles for the person not speaking.

Second frame: Girl 2 replies, ‘I didn’t say anything.’

Third and fourth frames: Girl 1, ‘Yes you have, your best mate told me.’

Fifth frame: Girl 2, ‘Told you what?’

Sixth frame: Girl 1, ‘What you said at the disco.’
 Instructions in caption window – What sort of bullying might be going on here? What would make it bullying rather than a single incident of disagreement?

Last frame: Composition window – blank.
 Instructions in caption window – What happens next? Create some more frames to show how this situation ends.

Content of the Scenario B storyboard

Introductory frame: Composition window – Two girls talking to a boy in the school library. Girl 1 says, 'Are you on your own again?'

Instructions in caption window – Listen to the audio track and then fill in the thought bubbles for the people not speaking.

Second frame: Boy replies, 'I'm just reading.'

Third frame: Girl 2, 'Give it here Billy No Mates.'

Fourth frame: Girl 1, 'You're a right boffin.'

Fifth frame: Boy, 'It's just my homework.'

Sixth frame: Girls, (laughter)

Instructions in caption window – What sort of bullying might be going on here? How do you know it's bullying?

Last frame: Composition window – blank.

Instructions in caption window – What happens next? Create some more frames to show how this situation ends.

Content of the Scenario C storyboard

Introductory frame: Composition window – Two boys in the PE changing rooms. Boy 1 says, 'What are you looking at?'

Instructions in caption window – Listen to the audio track and then fill in the thought bubbles for the person not speaking.

Second frame: Boy 2 replies, 'Nothing.'

Third frame: Boy 1, 'You were staring at me.'

Fourth frame: Boy 2, 'No I wasn't.'

Fifth frame: Boy 1, 'You're always staring at me.'

Sixth: Boy 2, 'No, I'm not.'

Instructions in caption window – What sort of bullying might be going on here? What would make it bullying, rather than a simple case of misunderstanding?

Last frame: Composition window – blank.

Instructions in caption window – What happens next? Create some more frames to show how this situation ends.

Content of the Scenario D storyboard

Introductory frame: Composition window – Girl bumps into boy in the gateway of their local park and says, ‘Sorry didn't mean to.’

Instructions in caption window – Listen to the audio track and then fill in the thought bubbles for the person not speaking.

Second frame: Boy replies, ‘Yes, you did!’

Third frame: Girl, ‘It was an accident.’

Fourth frame: Boy, ‘No it wasn't, you're always in the way.’

Fifth frame: Girl, ‘You always blame me.’

Sixth: Boy, ‘Well stay out of my bloody way then.’

Instructions in caption window – What sort of bullying might be going on here? What sort of bullying is going on here? Who is the bully? What makes you think this?

Last frame: Composition window – blank.

Instructions in caption window – What happens next? Create some more frames to show how this situation ends.

Plenary

8. If time, select storyboards that reflect each of the five forms of bullying and show to the rest of the class. The class can then be given the opportunity to discuss different aspects of bullying and how those involved might feel. (Students should save the storyboards they have created for use in subsequent units.)

**Extension/
Homework**



9. Students write a paragraph explaining which type of bullying they think would affect them the most and why.
10. Students complete Sheet 1.1b *Types of Bullying*. Depending on ability, they can either draw or describe in writing each type of bullying. If they have access to Kar2ouche, they can create a frame with labels/commentary to show each of the five forms of bullying.

Student Notes

Unit 1: Activity 1 What is Bullying?

Objectives

During this activity you will look at what is meant by bullying and explore the different types of behaviour that could be classified as acts of bullying.

Outcomes

By working through this activity you will:

- define bullying
- identify different kinds of bullying and why they arise
- understand how bullying begins and how it affects individuals.

Resources

To complete the activity you will need:

Kar2ouche *Bullying (2)*

Sheet 1.1a *Creating a Scene*

Sheet 1.1b *Types of Bullying*

Activities

Introduction

1. With the help of other people in your group write down what you think bullying is.
2. Ask one person from your group to feed back your ideas to the whole class.
3. Take part in a class discussion to come up with one definition of bullying on which you all agree.
4. With the rest of your class 'thought shower' different types of bullying. Your teacher will write these on the board.

Development

5. You will be allocated a script by your teacher about a possible bullying situation. Your task is to make a Kar2ouche storyboard showing one type of bullying.
6. Follow the instructions below or use Sheet 1.1a *Creating a Scene* to make your storyboard.
7. Read through script and decide what sort of bullying might be going on and how you know this.



to open a **new** storyboard.

8. Drag the first one or two pieces of conversation into the caption window below the blank screen.

Student Notes

9. Now go into the composition window and select an appropriate background for this exchange. If you have time, you may want to localise the activity by taking digital photos of locations around the school where bullying might occur. These photos can be imported into Kar2ouche, by clicking on the folder at the bottom of the background palette.
10. Now select your characters. Put them into the frame. Pose, rotate and size them to show their relationship to each other and something of their feelings.
11. Add speech bubbles and drag in the appropriate text from the caption window. You can add a sound file to the thumbnail if you want to use the pre-recorded voices. Alternatively, wait until you've finished the scene and record your own voice(s).
12. If you can, explore what the characters might be thinking as the conversation starts. Add thought bubbles.
13. Move on to the next speech and create a new frame. Continue steps 8-13 until you have completed the scene, including your imagined ending.
14. If you have time, add a commentary in the caption window, explaining why you think the conflict started and what could be done to improve matters.
15. If you have been asked to complete one of the following storyboards, click on that one and complete it using the on-screen instructions.
16. Add thought bubbles to the prepared frames and then complete the scenario showing a distinct type of bullying.

[click here](#)  to open the **Scenario A** storyboard.

[click here](#)  to open the **Scenario B** storyboard.

[click here](#)  to open the **Scenario C** storyboard.


[click here](#)  to open the **Scenario D** storyboard.

Plenary

17. Join in with a class discussion on the different aspects of bullying and how those involved might have felt.

Extension/Homework

18. Write a paragraph explaining which type of bullying you think would affect you the most and why.
19. Complete Sheet 1.1b *Types of Bullying*. Either draw or describe in writing each type of bullying. If you have access to Kar2ouche, you can create a frame with labels/commentary to show each of the five forms of bullying.

[click here](#)  to open a **new** storyboard.

Sheet 1.1a

Creating a Scene

1. Read through your script and decide which one you would like to continue. Try to decide what sort of bullying might be going on and how you know this.
2. Drag the first one or two pieces of conversation into the caption window below the blank screen.
3. Now go into the composition window and select an appropriate background for this exchange. If you have time, you may want to localise the activity by taking digital photos of locations around the school where bullying might occur. These photos can be imported into Kar2ouche, by clicking on the folder at the bottom of the background palette.
4. Now select the relevant characters. Put them into the frame. Pose, rotate and size them to show their relationship to each other and something of their feelings.
5. Add speech bubbles and drag in the appropriate text from the caption window. You can add a sound file to the thumbnail if you want to use the pre-recorded voices. Alternatively, wait until you've finished the scene and record your own voice(s).
6. If you can, explore what the characters might be thinking as the conversation starts and add thought bubbles.
7. Move on to the next speech and create a new frame. Continue steps 2-7 until you have completed the scene, including your imagined ending.
8. If you have time, add a commentary in the caption window, explaining why you think the conflict started and what could be done to improve matters.



Sheet 1.1b

Types of Bullying

Write a definition of the following types of bullying. If you have access to Kar2ouche, create a frame to illustrate each type. Add a commentary in the caption window and, if appropriate, record your own dialogue.

Verbal
Physical
Extortion
Gesturing
Exclusion

Teacher Notes

Unit 1: Activity 2 Killer Statements

Key Stage/Year Key Stage 3/Years 7-9

Group Organisation Mainly working in pairs with some class discussion.

Suggested Timing One 60-minute lesson

Overview of Task

In this activity students will have the opportunity to consider positive and negative comments (killer statements) and how they make people feel. They will also explore how continual negative comments may lead to bullying. Students will produce a printed version of their thoughts and ideas.

Objectives

All students will: consider the effects of positive or negative 'killer statements' on people.

Most students will: understand that negative comments can lead to bullying.

Some students will: understand that people can react in different ways to both positive and negative comments.

Outcomes

By the end of this activity, students will have:

- come up with both positive and negative comments
- considered the effects of both types of comments on people and the link between negative comments and bullying
- completed a printed storyboard on 'Stamping Out Killer Statements'.

Resources

Kar2ouche *Bullying (2)*

- **Killer Statements** storyboard
- **Sample** storyboard

Key words

Statements, victim, positive, negative

Activities

Introduction

1. Inform the students that they need to choose a partner they feel they are happy to work with on a potentially sensitive activity.
2. Ask the students to write two e-mails to their selected partner. One of these should be complimentary of the recipient and the other one should be in the form of a 'put down' or 'killer statement'.
3. When both students are finished they need to give/send their e-mails to their partner.
4. Hold a class discussion on how each type of e-mail made the students feel when they saw them. Ask them to think about why it is difficult to give and receive praise. If possible, get some students to read their e-mails out to the class. Check that the partners feel comfortable with this. Encourage these pairs to share how they felt when the e-mails were being read out to the class. Conclude the discussion by making the point that good positive comments make us feel special and worthwhile while 'killer statements' and comments make us feel unwanted or even angry!

Development



5. Working in their pairs, using Kar2ouche, ask the students to create one frame of a storyboard. To begin this process they need to click on the **Killer Statements** storyboard icon and choose between the two starter frames.

Content of the Killer Statements storyboard

Frame 1: Composition window – Image of girl on a blank background.

Frame 2: Composition window – Image of boy on a blank background.

Information in caption windows – Choose this frame or the other one at the top of the screen by left clicking on it. Put in your own background and then write your 'Killer Statements' around your character. Delete the frame you do not want to use by left clicking on the thumbnail and drag it to the Waste Bin.

6. Using the text bubble facility they now need to put a series of 'killer statements' around the character. (You need to set clear ground rules on what words are acceptable and what are not acceptable for students to use.) To improve the look of their work,

students can use the transparency facility by clicking on the layers tab followed by the effects tab for the text box. This will allow them to label their diagram with the words alone rather than having the white text box background. Students will not get these instructions in detail so you may need to explain this technique to them. Students who need help with the task can open the **Sample** storyboard and look at Frame 1 to see how a typical student's work might begin. They should be encouraged only to refer to this frame rather than skip ahead to subsequent frames!



Content of the Sample storyboard

Frame 1: Composition window – Image of woman in a school library with the *killer statement*, 'You are ugly' in a text box close to her face.

Frame 2: Composition window – Same image, with the statement, 'You look pretty today' in the corner of the frame.

Frame 3: Composition window – Same image with the statement, 'You look pretty today' on top of the *killer statement*.

Frame 4: Composition window – Image of a back alley with the statement, 'Stamp out killer statements. They can lead to unhappiness or even Bullying.'

7. Hold a class discussion on the various 'killer statements' the class have used focusing on how they would feel if someone were saying those things to them.
8. Going back to their storyboards the students should now copy their first frame and create a second frame. On this frame, again using the text bubbles, students add a series of positive comments beside each negative comment. Those who need help can refer to the **Sample** storyboard, Frame 2.
9. They should now copy the second frame. In this new frame, Frame 3, they should drag the positive statements over the 'killer statements' thus effectively 'stamping' them out. At the end only the positive comments should be on show. To view an example of this they should look at Frame 3 of the **Sample** storyboard.
10. Now tell the students to create a fourth frame in the form of a poster headed 'Stamping Out Killer Statements', but also including an explanation of their reasons for stating this. Again, for help, they can click on the **Sample** storyboard, Frame 4.
11. Now instruct the students to go to the print screen where they can select the four-frame template. By clicking on the fill button their four frames will be added to the boxes. They can then print their work.



Plenary

12. Ask the students who are willing, to share their printed work with the rest of the class with one of the pair reading out the 'killer statements' followed by the other student reading the 'stamp out' statements.
13. Hold a class discussion on what could happen if someone directed 'killer statements' at someone else over an extended period of time. Ask them to think about how the victim would feel and if this is a form of bullying, or if it could lead to bullying.

**Extension/
Homework**

14. Ask the students to produce a second 'Stamping Out Killer Statements' poster, but this time starting with their own choice of character.
15. Each student has to write an e-mail/letter that they would like to send to a friend or relation containing a positive message about them. Inform students that they can only send the e-mail after it has been checked.

Student Notes

Unit 1: Activity 2 Killer Statements

Objectives

During this activity you will consider examples of positive and negative comments or statements that people make to each other and how they can affect them. You will have the opportunity to discuss the potential link between negative comments ('killer statements') and bullying and to produce a printed version of your thoughts and ideas.

Outcomes

By working through this activity you will:

- consider positive comments and 'killer statements'
- think about the effects that different types of comments can have on people
- produce a storyboard printout on 'Stamping Out Killer Statements' including your final thoughts and ideas.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying* (2)

Activities

Introduction

1. You need to choose a partner that you feel you can work with while working through a sensitive activity.
2. Write two e-mails to your selected partner. Write one of these in a complimentary style saying something positive. The other e-mail, should make some negative comment or statement, that is, in the form of a 'put down'.
3. Send the e-mails to your partner when you have finished writing them.
4. Read your e-mails.
5. Take part in a class discussion about how you felt as you read your e-mails. Did you feel that it was difficult to give or accept praise? Why? What about the criticisms? You may be able to share your e-mails and your thoughts about them by reading them out to the class.

Development

6. Using Kar2ouche you now need to create a negative frame in the composition window. First click on the **Killer Statements** storyboard icon. Choose between the two starter frames you are given. When you have chosen your character select a background and then add text boxes containing negative or 'Killer Statements'. Place these around the person. If you just want the words to show, change the font to something prominent and then make the box transparent (click on layers and effects). Ask your teacher to show you how to do this if you are unsure.



to open **Killer Statements** storyboard.

Student Notes

7. If you get stuck look at the first frame of the **Sample** storyboard. Save your storyboard first and check where it is saved. You'll need to reopen this when you've checked the sample.

[click here](#)  to open **Starter** storyboard.

8. Take part in a class discussion on the various 'killer statements' that people have come up with and how you would feel if they were said to you.
9. Go back to your storyboard and copy your first frame to create a second frame. In this new frame, again using text boxes, write positive comments to counter the 'killer statements' around the edge of the frame.
10. If you need help, go back to the **Sample** storyboard and click on Frame 2.

[click here](#)  to open **Sample** storyboard.

11. Back in your storyboard, copy the second frame and create a third. Now drag the positive comments over the 'killer statements'. In this way you will 'Stamp Out' the negative comments so that only the positive statements can be seen.
12. Click on the **Sample** storyboard to see an example of Frame 3.

[click here](#)  to open **Sample** storyboard.

13. Make a new fourth frame and create a Poster with the words 'Stamping Out Killer Statements' on it along with a statement explaining why you should do this. Make sure you choose a suitable background for your poster.
14. Click below and on the final frame to see an example of a poster.

[click here](#)  to open **Sample** storyboard.

15. When you have completed this frame, go to the print screen and select the four-frame template. Drag your four frames into the boxes and print your work.

Plenary

16. You will now be given the opportunity to show your work to the class as well as look at the work of others. Decide who will read out the 'killer statements' one at a time and who will verbally 'Stamp' them out by reading out the positive comments. You might want to swap half-way through.
17. Discuss what could happen if someone repeatedly made 'killer statements' to another person over a period of time. Think about how the victim might feel and discuss if this is a form of bullying or whether it could lead to bullying.

Extension/Homework

18. Produce another 'Stamping Out Killer Statements' storyboard but this time start with your own choice of character.
19. Write an e-mail/letter that you would like to send to a relation that includes a positive message/comment about them. Give it to your teacher for checking and then, after it has been agreed, send it to your relative.

Unit 2 Who Bullies Who?

Teacher Notes

Unit 2: Activity 1 Who Bullies, Who is Bullied and Why?

Key Stage/Year Key Stage 3/Years 7-9

Group Organisation Mainly working in pairs with some class discussion.

Suggested Timing Two 60-minute lessons

Overview of Task

In this unit students are encouraged to explore acts of bullying from the perspective of the aggressor and victim in order to understand the complexity of the problem, and then subsequently to consider how bullying may be tackled.

Objectives

All students: will have started to think about who bullies and who gets bullied.

Most students: will have investigated a number of the possible causes of bullying.

Some students: will have considered in some depth why people become bullied and why others exhibit bullying behaviour.

Outcomes

By the end of this activity, students will have:

- identified typical behaviours
- listed some of the potential causes of bullying
- empathised with those who become bullied and those who bully
- created a virtual chat show in which fictional characters discuss what it is like being bullied and bullying.

Resources

Kar2ouche *Bullying (2)*

- **Host a Chat Show** example storyboard
- **Chat Show** storyboard

Sheet 2.1a *Bully or Bullied?*

Sheet 2.1b *Host a Chat Show*

Key words

Aggressor, victim

Activities

Introduction

Higher ability or older students might be asked to complete the first introductory activity that requires more individual thought and offers less structure. Students who will find the issues more challenging might like to begin with the second suggestion.

1. Divide children into pairs and nominate one as A, the other as B. All 'A's should take on the role of bully and complete the sentence 'I bully because ...' with as many suggestions as possible. All 'B's should role-play someone who is bullied and come up with the reasons they think people are bullied. They should complete the sentence 'I am bullied because ...'. The pairs should swap lists and add any extra thoughts they have. Groups can share the lists and see if there are any ways to categorise the types of behaviour they have noticed, for instance students may be bullied because they are different – but in what ways? Students are likely to have come up with a number of the following suggestions:

I bully because I:

- am unhappy at home
- enjoy being aggressive
- have been bullied myself
- don't like sticking out from the crowd, so join in with the bullying behaviour of my crowd of friends
- like feeling powerful and more important than others
- don't have any money of my own
- see lots of violence at home
- think you can get what you want through force
- don't like people who are different (race, status, religion, culture, accent ...).

I am bullied because I:

- am clever
- like being alone/have no friends
- get angry easily
- have a hygiene problem
- am shy and don't make a fuss
- don't like fighting
- am physically weak
- am not very bright
- am different (race, status, religion, culture, accent ...)
- cry easily.



2. Give students Sheet 2.1a *Bully or Bullied* and ask them to tick the ones they think contribute to a person being a bully or being bullied. If time you may want them to prioritise these from most likely to cause bullying to least likely. The differences in the students' ideas may yield interesting results. Use their ideas as the basis for a discussion about why the features might contribute towards bullying or being bullied.

Development



3. Having explored some of the causes of bullying, ask students to script a chat show in which the host interviews two people who have been bullied for different reasons and two who admit to having engaged in bullying behaviour. The host should then invite questions from the audience. Students could use the Host's script to get them started and to keep their attention focused on the bully and bullied. Students' instructions are provided on Sheet 2.1b *Host a Chat Show*.



4. If you want students to have more help with this task show them the exemplar storyboard, **Host a Chat Show**. Script is available under Unit 2 Activity 1 in Appendix 1.
5. If time is short, groups or pairs could complete the **Chat Show** Storyboard using the same instructions.



Content of the Chat Show storyboard

- Introductory frame:** Composition window – Blank.
Information in the caption window – Select an appropriate background for the TV show and then characters to play the host, the bullies and the bullied. The host should introduce the topic in this frame.
- Frame 2:** Composition window – Blank.
Information in caption window – The host invites one of the panellists to explain their experiences. The host needs to prompt questions.
- Frame 3:** Composition window – Blank.
Information in caption window – Add at least 3 more frames to include comments or questions from the other participants and the audience.
- Final frame:** Use this frame for the host to summarise the show and to give their views on bullying.

Plenary

6. Choose one of the chat shows to show to the class and use this as a stimulus for some initial discussion on the reasons for bullying and appropriate responses to bullies. This is dealt with in more detail in Unit 5.

**Homework/
Extension**

7. Students could be asked to write an article for a school magazine explaining the causes of bullying, and their thoughts about it. This could be illustrated with an image from Kar2ouche.

Student Notes

Unit 2: Activity 1: Who Bullies, Who is Bullied and Why?

Objectives

During this activity you will explore acts of bullying from the point of view of the bullied and the bully in order to help you understand more about why bullying takes place. You will also consider how bullying can be tackled.

Outcomes

By working through this activity you will:

- identify typical bullying behaviours
- list some of the potential causes of bullying
- empathise with those who become bullied and those who bully
- create a virtual chat show in which fictional characters discuss what it is like to be bullied and to bully.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 2.1a *Bully or Bullied?*

Sheet 2.1b *Host a Chat Show*

Activities

Introduction

1. You will be put in either the 'A' or 'B' group within your class.
2. If you are in the 'A's you will take on the role of bully and complete the sentence 'I bully because ...' with as many suggestions as possible.
3. If you are a 'B' you will role-play someone who is bullied and come up with the reasons you think people are bullied. You should complete the sentence 'I am bullied because ...'.
4. When finished find a partner from the other group. Swap lists and add any extra thoughts you, or they, have.
5. Share your lists so the class ends up with a list of the reasons some people bully and why others are bullied.
6. Complete Sheet 2.1a *Bully or Bullied* by ticking the ones you think contribute to a person being a bully or being bullied.

Student Notes

Development

7. You have been selected by a local TV Channel to host and produce the first episode of the new *Schools Today* series. The series will investigate issues affecting young people and it begins with bullying. The Channel wants to see the sort of thing you are planning to create and so has asked for a rough Kar2ouche storyboard outlining the format of the show.
8. The storyboard needs to show the host interviewing two people who have been bullied and two who admit to having engaged in bullying behaviour.
9. If you need more help with this task click on the example storyboard below.



to open **Host a Chat Show** storyboard

10. To complete your storyboard follow these instructions or those provided on Sheet 2.1b *Host a Chat Show*.



to open a **new** storyboard.

11. Select an appropriate background for hosting the TV show.
12. Select a character to play the host, two students to be the bullies and two more to be people who have recently been bullied.
13. In the first frame the host should introduce the topic (you may want to use the audio/text file already provided or create your own). Think about the body language of those who have been bullied and those who have bullied.
14. In the second frame the Host should invite one of the panel to explain their experiences. The Host may need to ask prompt questions – some examples are provided in the text/audio palette, but if you can think of your own add these.
15. Work through at least another three frames giving the other participants views and then, if you have time, open up the conversation to the audience. Create an additional frame for each contribution from the audience with the participant's response. For example one person in the audience may ask one of the bullies, 'So how would you feel if you were having your lunch money taken away each day?' In the same frame the bully might respond with, 'If I didn't take his lunch money I wouldn't have any lunch. I don't get given any money.'
16. The final frame should be of the Host summarising what has been shown and giving their views on the issue of bullying.
17. If time is short, your teacher may ask you to open and complete the **Chat Show** Storyboard.



to open **Chat Show** storyboard.

Plenary

18. Join in with a class discussion on the reasons for bullying and appropriate responses to bullies.

Homework/Extension

19. Write an article for a school magazine explaining the causes of bullying, and your thoughts about it. You could illustrate your article with images from Kar2ouche.

Sheet 2.1a

Bully or Bullied?

People who might bully

From the following list pick out those people you think are most likely to become bullies.

- Someone who has been bullied themselves
- Someone who is big-headed
- Someone who is a loner
- Someone who is unhappy at home
- Someone who is very aggressive
- Someone who cries easily
- Someone who doesn't have much money
- Someone who is very popular
- Someone who is very friendly
- Someone who feels bad about themselves
- Someone who has seen their parents bullying people
- Someone who is a teacher's pet
- Someone who is racist

People who might be bullied

From the following list pick out those people you think are most likely to be bullied by others.

- Someone who is not very good looking
- Someone who is physically weak
- Someone who is very clever
- Someone who is a loner
- Someone who is unhygienic
- Someone who loses their temper easily
- Someone who is very shy
- Someone who is very popular
- Someone who fights often
- Someone who cries easily
- Someone who is in the minority because they are different in some way
- Someone who is a teacher's pet
- Someone who has rich parents



Sheet 2.1b

Host a Chat Show

You have been selected by a local TV Channel to host and produce the first episode of the new *Schools Today* series. The series will investigate issues affecting young people and it begins with bullying. The Channel wants to see the sort of thing you are planning to create and so has asked for a rough storyboard outlining the format of the show.

1. Open Kar2ouche and select an appropriate background for hosting the TV show.
2. Select a character to play the host, two students to be the bullies and two more to be people who have recently been bullied.
3. In the first frame the host should introduce the topic (you may want to use the audio/text file already provided or create your own). Think about the body language of those who have been bullied and those who have bullied.
4. In the second frame the Host should invite one of the panel to explain their experiences. The Host may need to ask prompt questions – some examples are provided in the text/audio palette, but if you can think of your own add these.
5. Work through at least another three frames giving the other participants views and then, if you have time, open up the conversation to the audience. Create an additional frame for each contribution from the audience with the participant's response. For example one person in the audience may ask one of the bullies, 'So how would you feel if you were having your lunch money taken away each day?' In the same frame the bully might respond with, 'If I didn't take his lunch money I wouldn't have any lunch. I don't get given any money.'

The final frame should be of the Host summarising what has been shown and giving their views on the issue of bullying.

Teacher Notes

Unit 2: Activity 2 What are the Signs of Bullying?

Key Stage/Year	Key Stage 3/Years 7-9
Group Organisation	Mainly working in pairs but with some small group activities and class discussion.
Suggested Timing	One to two 60-minute lessons

Overview of Task

In this unit students begin to empathise with those who are bullied, their families, friends and teachers. They discuss the types of evidence that suggest someone is being bullied and rehearse the sorts of strategies that can be used for encouraging individuals to talk about their problems.

Objectives:

All students will: be able to identify some signs of bullying and the range of people who might be able to help.

Most students will: explore how best to encourage someone who is being bullied to talk to someone who can help.

Some students will: be able to empathise with those being bullied, their families and friends.

Outcomes

By the end of this activity, students will have:

- identified the sorts of clues that suggest that someone might be being bullied
- practised encouraging someone who feels they are being bullied to talk
- considered the skills of a good listener.

Resources

Kar2ouche *Bullying (2)*

Scenario A Starter storyboard

Scenario B Starter storyboard

Scenario C Starter storyboard

Scenario D Starter storyboard

Sheet 2.2a *Evidence of Possible Bullying*

Sheet 2.2b *Letters to an Agony Aunt*

Sheet 2.2c *Recognising When Someone Needs Support*

Key words

Empathy, strategy, 'Agony Aunt', recognise

Activities

Introduction

1. Pairs of students should brainstorm what they think might be the signs that someone they know is being bullied.
2. Having compiled a list, they can share these ideas in a small group.
3. Ask the groups to compare their lists with the evidence listed on Sheet 2.2a *Evidence of Possible Bullying* and discuss any they may have overlooked and why. Remind them that the evidence may also suggest something other than bullying.



Development

4. Place copies of each of the 'Agony Aunt' letters on Sheet 2.2b *Letters to an Agony Aunt* in separate envelopes and ask pairs of students to pick one at random. You may need to produce more than one copy of each letter. Pairs should read and discuss the nature of the bullying described along with the evidence that bullying is occurring.
5. Each pair should identify someone who might be able to support the bullied individual, for instance:
 - another student/friend
 - parents
 - the victim
 - a form tutor
 - their head teacher
 - another adult.



6. Having chosen a potential source of support, students should then produce a Kar2ouche storyboard based on one of the Agony Aunt letters. Students who need some help with this task should use one of the following starter storyboards based on the four scenarios in Unit 1: Activity 1 What is Bullying? **Scenario A**

Starter, Scenario B Starter, Scenario C Starter or Scenario D Starter storyboards.

Content of Scenario A Starter storyboard

Introductory frames: Composition windows – Images of two teachers in a school office. They are discussing their concerns about Kelly.

Note: Script is available in Appendix 1 under Unit 2: Activity 2 *What are the Signs of Bullying?*, **Scenario A Starter** storyboard.

Penultimate frame: Instructions in composition window – Add a few frames to complete the storyboards showing what might happen next. Include the following, using speech and thought bubbles:

- how the bullied person might avoid admitting the problem
- clues that they are being bullied
- how they eventually express how they feel
- the body language of the person being bullied
- the thoughts of both the bullied person and the person who is helping them
- how the person can help the bullied person to explain the situation in a non-threatening way
- what makes someone a good listener.

Content of Scenario B Starter storyboard

Introductory frames: Composition windows – Images of two boys in the playground. They are discussing the incident between Ben and some girls in the library.

Note: Script is available in Appendix 1 under Unit 2: Activity 2 *What are the Signs of Bullying?*, **Scenario B Starter** storyboard.

Penultimate frame: Instructions in composition window – Add a few frames to complete the storyboards showing what might happen next. Include the following,

- how the bullied person might avoid admitting the problem
- clues that they are being bullied
- how they eventually express how they feel
- the body language of the person being bullied
- the thoughts of both the bullied person and the person who is helping them
- how the person can help the bullied person to explain the situation in a non-threatening way
- what makes someone a good listener.

Content of Scenario C Starter storyboard

Introductory frames: Composition windows – Image of boy and adult in living room. Adult is asking the boy (Ben) about a bruise on his arm.

Note: Script is available in Appendix 1 under Unit 2: Activity 2 *What are the Signs of Bullying?*, **Scenario C Starter** storyboard.

Penultimate frame: Instructions in composition window – Add a few frames to complete the storyboards showing what might happen next. Include the following, using speech and thought bubbles:

- how the bullied person might avoid admitting the problem
- clues that they are being bullied
- how they eventually express how they feel
- the body language of the person being bullied
- the thoughts of both the bullied person and the person who is helping them
- how the person can help the bullied person to explain the situation in a non-threatening way
- what makes someone a good listener.

Content of Scenario D Starter storyboard

Introductory frames: Composition windows – Images of two girls in the park. One girl (Kelly) is complaining about several incidents with a boy who keeps knocking into her.

Note: Script is available in Appendix 1 under Unit 2: Activity 2 *What are the Signs of Bullying?*, **Scenario D Starter** storyboard.

Penultimate frame: Instructions in composition window – Add a few frames to complete the storyboards showing what might happen next. Include the following, using speech and thought bubbles:

- how the bullied person might avoid admitting the problem
- clues that they are being bullied
- how they eventually express how they feel
- the body language of the person being bullied
- the thoughts of both the bullied person and the person who is helping them
- how the person can help the bullied person to explain the situation in a non-threatening way
- what makes someone a good listener.

7. The storyboard might begin with the bullied student being reluctant to talk. Sheet 2.2c *Recognising When Someone Needs Support* gives instructions for the activity. Students can be asked to think about:
 - how the bullied person might avoid admitting the problem
 - clues that they are being bullied
 - how they eventually express how they feel and what encourages them to do this
 - the body language of the person being bullied, as they discuss their experiences, and how this might change
 - the thoughts of both the bullied person and the person who has been selected to help
 - how the selected person can help the bullied individual explain the situation in a non-threatening way
 - what makes someone a good listener.

Plenary

8. If time, students should show their presentations. They should:
 - discuss how they have included evidence that the individual is being bullied
 - compare how the selected person is able to support
 - explore the sorts of techniques that seem to help someone who is bullied express their feelings, for example:
 - maintaining eye contact
 - finding a safe environment in which the individual feels comfortable
 - paying full attention to what the person is saying
 - restating some of their words, such as, 'You're saying that ...'
 - asking open questions then leaving plenty of time for the person to think and speak
 - taking the person seriously and considering the feelings behind what they are saying.

Homework/ Extension

9. Students could write their own fictional letter in which they:
 - explain what they have noticed that suggests a family member or friend is being bullied (this will show that they have grasped the possible signs of bullying)
 - seek appropriate help for this person.
10. They can then e-mail this letter to another student who could answer and return it.

Student Notes

Unit 2: Activity 2 What are the Signs of Bullying?

Objectives

During this activity you will consider the types of evidence that suggest someone is being bullied and think about the sorts of ways that can be used for encouraging individuals to talk about their problems.

Outcomes

By working through this activity you will:

- identify the sorts of clues that suggest that someone might be being bullied
- practise encouraging someone who feels they are being bullied to talk
- consider the skills of a good listener.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 2.2a *Evidence of Possible Bullying*

Sheet 2.2b *Letters to an Agony Aunt*

Sheet 2.2c *Recognising When Someone Needs Support*


Activities


Introduction

1. With your partner, 'thought shower' what you think might be signs that someone you know is being bullied.
2. Having compiled a list, share these ideas in a small group.
3. Compare your group list with the evidence listed on Sheet 2.2a *Evidence of Possible Bullying* and discuss any your group may have overlooked and why.

Development


4. Pick one of the 'Agony Aunt' letters from the envelope. With a partner read out and discuss the nature of the bullying described along with the evidence that bullying is occurring.
5. Think of someone who might be able to help the bullied person.
6. Using Kar2ouche, create a new storyboard or complete one of the following starter storyboards to show the meeting between someone who is being bullied and a person who might be able to help.


[click here](#)  to open a **new** storyboard.

[click here](#)  to open **Scenario A Starter** storyboard.

Student Notes

click  here to open **Scenario B Starter** storyboard.

click  here to open **Scenario C Starter** storyboard.

click  here to open **Scenario D Starter** storyboard.

7. The situation might begin by the bullied person being reluctant to talk. Try to include some of the evidence of bullying you have already discussed.
8. Think about how the person who has been nominated to help might help the bullied individual express themselves. Where might the bullied person feel most at ease and safe? How might this person be encouraged to talk?
9. Use Kar2ouche to:
 - choose an appropriate situation for the conversation
 - select relevant characters and pose them so that the body language shows something about the relationship between the two and their feelings as the conversation progresses
 - include relevant thought bubbles
 - add your own audio track.

Development

10. If your teacher asks you, show your presentation. During this you should:
 - discuss how you have included evidence that the individual is being bullied
 - compare how the selected person is able to support
 - explore the sorts of techniques that seem to help someone who is bullied express their feelings, for example:
 - maintaining eye contact
 - finding a safe environment in which the individual feels comfortable
 - paying full attention to what the person is saying
 - restating some of their words, such as, 'You're saying that ...'
 - asking open questions then leaving plenty of time for the person to think and speak
 - taking the person seriously and considering the feelings behind what they are saying.

Homework/Extension

11. Write a fictional letter in which you explain what you have noticed that suggests a family member or friend is being bullied and how you seek appropriate help for this person.
12. E-mail this letter to another student so they can answer and return it.

Sheet 2.2a

Evidence of Possible Bullying

The following list shows the different signs that someone is being bullied. You may think of others. However, it is important to remember that they can also be signs of other problems.

Compare this list with the one you compiled. Discuss any differences.

1. Marks on the body (bruises, cuts etc)
2. Change in personality
3. Crying
4. Looking sad
5. Never wanting to be by themselves
6. Desperately clinging to one friend
7. Wanting to stay in safe areas, especially at break and lunch
8. Not wanting to go to school or specific lessons
9. Feeling ill at certain times every week
10. Losing money or valuable possessions
11. Having nightmares
12. Asking for extra money or stealing it
13. Hurting themselves or attempting suicide
14. Being afraid to walk to school
15. Damaged or destroyed equipment and/or clothes
16. Wanting a lift to school or taking a different route
17. A drop in performance at school
18. Refusing to explain any of the above problems
19. Telling obviously untrue stories to cover up problems

Sheet 2.2b

Letters to an Agony Aunt

Incidents out of school

A Dear Agony Aunt,
My brother has started to spend his evenings playing on his computer in his bedroom. He used to really enjoy going out on his bike and playing football. He never seems to go out and call for his friends any more. I'm worried that someone might be picking on him because twice I've caught him crying for no reason. Please help me.
From,
Anonymous, Plymouth.

B Dear Agony Aunt,
My sister is driving me mad. She used to go out to play different sports nearly every night of the week but lately she has only gone out when she's been with dad or me. She even walks to school with my friends and me now. Do you think there could be something wrong? She never used to be this clingy.
From,
A Reader in Crewe.

C Dear Agony Aunt,
I usually hang about in a park near my house after school. There's a boy there from another school who is always being pushed around and called names by some other boys. I have asked him if they are picking on him but he says it's just fun and he doesn't mind. I don't believe him because he looks very nervous and when they chase him he sometimes falls over and cuts himself. How can I help him?
FROM,
J. TOMPKIN, BELFAST.

Incidents in and around school

D Dear Agony Aunt,
My little brother has had a few scratches on him lately. He says he got them playing football but he doesn't have any friends with him when I see him at school; he is always sitting by himself. Do you think he is being bullied? If so, what should I do?
From,
A Worried Person.

E Dear Agony Aunt,
My sister always says she is ill on Wednesday mornings. Twice when my mum sent her to school anyway she was caught skiving. I've tried to talk to her but she just gets mad with me. What should I do I'm worried that someone might be picking on her.
From,
Concerned in Wantage.

F Dear Agony Aunt,
I walk to school with a girl in my year and although her mum gives her money to buy dinner I haven't seen her in the dinner queue for a long time now. She took her Walkman to school last week but on the way home she told me she had lost it. She looks pretty sad these days, how can I help her?
From,
Anxious of Liverpool.

Sheet 2.2c

Recognising When Someone Needs Support

Open Kar2ouche and use it to create a storyboard dramatising the potential meeting between someone who is being bullied and a person who might be able to help. You can use the audio provided as a starter (this is based on the scenarios in Unit 1) or create your own.

The situation might begin by the bullied person being reluctant to talk. Try to include some of the evidence of bullying you have already discussed.

Think about how the person who has been nominated to help might help the bullied individual express themselves.

Where might the bullied person feel most at ease and safe?

How might this person be encouraged to talk?

Use Kar2ouche to:

- choose an appropriate situation for the conversation
- select relevant characters and pose them so that the body language shows something about the relationship between the two and their feelings as the conversation progresses
- include relevant thought bubbles
- add your own audio track.



Unit 3 Cyber Bullying

Teacher Notes

Unit 3: Activity 1 What is Cyber-bullying?

Key Stage/Year	Key Stage 3/Years 7-9
Group Organisation	Start with small group work before moving into pairs and with some class discussion.
Suggested Timing	One 60-minute lesson

Overview of Task

In this activity students consider the issue of cyber-bullying before investigating one form of this bullying by completing a Kar2ouche storyboard. They decide on a definition of cyber-bullying, before researching the prevalence of cyber-bullying in the United Kingdom.

Objectives

All students will: understand what constitutes cyber-bullying.

Most students will: understand that there are different forms of cyber-bullying.

Some students will: identify which form of cyber-bullying is most prevalent in the UK.

Outcomes

By the end of this activity, students will have

- considered the different forms of cyber-bullying
- defined cyber-bullying
- investigated how common cyber-bullying is in the UK.

Resources

Kar2ouche *Bullying (2)*

- **Mobile** storyboard
- **Text** storyboard
- **E-Mail** storyboard
- **Mobile Starter** storyboard

Sheet 3.1 *Forms of Cyber-bullying*

Key words

Cyber-bullying, text, e-mail, mobile, chat-room, website, instant messaging, social software site

Introduction

1. Write the words cyber-bullying on the board. In small groups, students 'thought shower' different types of this modern form of bullying.
2. Groups feed back so a class list can be written on the board.
3. Allocate each group one type of cyber-bullying, so students can research specific examples.
4. As part of a class discussion students complete Sheet 3.1 *Forms of Cyber-bullying* filling in the examples column for each type of cyber-bullying listed.



Development

5. Working in pairs, students open either the **Mobile, Text** or **E-Mail** storyboards. The first frame has been completed in each of these storyboards.



Content of the Mobile storyboard

First frame: Composition window – Bedroom scene. No characters.

Instructions in caption window – Add a character and some props to the room. Use a speech bubble to show the beginning of the phone call.

Second frame: Instructions in caption window – Add a character who has answered their phone. Continue the storyboard for another 5/6 frames using speech bubbles to show your script.

Content of the Text storyboard

First frame: Composition window – Bedroom scene with a close up of a mobile phone screen.

Instructions in caption window – Type in a pretend abusive text message to send to another person.

Second frame: Instructions in caption window – Show a person reading the text message. Use a thought bubble to show what the person who has received the message may be thinking.

Content of the E-mail storyboard

First frame: Composition window – Bedroom scene with a close up of a computer screen.

Instructions in caption window – Type in a pretend abusive e-mail to send to another person.

Second frame: Instructions in caption window – Show a person reading the e-mail. Use the thought bubble to show what the person who has received the e-mail may be thinking.

6. Their task is to complete the storyboard by writing an appropriate script before adding characters, backgrounds and props.
7. Students who need more help with this task should be directed to open the partially completed **Mobile Starter** storyboard. It starts with a girl receiving an abusive phone call on her mobile phone.



Content of the Mobile Starter storyboard

Introductory frame: To complete this storyboard, click on the next thumbnail and follow the instructions. If you wish extra help a pre-recorded script can be found in the text/audio screen under Unit 3: Activity 2. Mobile Bullying.

First frame: Composition window – Girl in her bedroom answering her phone. Girl says, 'Hello' to the unknown caller.

Second frame: Composition window – Blank frame.

Instructions in caption window – Add an appropriate background and the character who is making the call. Continue the storyboard for another 5/6 frames using speech bubbles for your script or by adding the pre-recorded script from the text/audio screen.

8. Students can add sound by recording their own voices or by using the pre-recorded **Mobile Bullying** storyboard script from the text/audio window.
9. Show the class some of the students completed storyboards and discuss ensuring that the students understand the differences between the different types.

Plenary

10. As a class, decide on a definition of cyber-bullying. It might look something like this:

"Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself."

Department for Children, Schools and Families

**Extension/
Homework**

11. Students carry out research to find out the extent of cyber-bullying in this country and which of the forms are most prevalent.

Student Notes

Unit 3: Activity 1 What is Cyber-bullying?

Objectives

In this activity you will consider the different forms that cyber-bullying takes before completing a Kar2ouche storyboard on the same subject. You will decide on a definition of cyber-bullying before researching how common cyber-bullying is in the United Kingdom.

Outcomes

By working through this activity you will:

- consider the different forms of cyber-bullying
- define cyber-bullying
- investigate how common cyber-bullying is in the UK.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 3.1 *Forms of Cyber-bullying*

Activities

Introduction

1. In your group, 'thought shower' different types of cyber-bullying.
2. Share your ideas with the whole class.
3. Carry out research on one type of cyber-bullying.
4. Take part in a class discussion on your research and then complete Sheet 3.1 *Forms of Cyber-bullying* filling in the examples column.

Development

5. At this point in the lesson, your teacher will either ask you to follow either instruction six or instruction eight.
6. Working with a partner, open one of the starter, **Mobile**, **Text** or **E-Mail** storyboards. The first frame has been completed in each of these storyboards.
7. Your task is to complete the storyboard by writing an appropriate script before adding characters, backgrounds and props in order to produce a 5/6 frame storyboard.

click  here to open **Mobile** storyboard.

click  here to open **Text** storyboard.

click  here to open **E-Mail** storyboard.

Student Notes

8. If instructed, open the partially completed **Mobile Starter** storyboard. It starts with a girl receiving an abusive phone call on her mobile phone.

click here  to open **Mobile Starter** storyboard.

9. You should add a soundtrack by recording your own voice or use the pre-recorded **Mobile Bullying** script from the text/audio window.
10. Show the class some of the students completed storyboards and discuss ensuring that the students understand the differences between the different types.

Plenary

11. With your class, decide on a definition of cyber-bullying.

Homework/Extension

12. Carry out research to find out the extent of cyber-bullying in this country and which of the forms are most commonly used.

Sheet 3.1

Forms of Cyber-bullying

Forms	Examples
Mobile phone call	
Text message	
E-mail	
Picture/video-clip	
Chat room	
Via websites	
Instant messaging (IM)	
Social Software Site	
Other	



Teacher Notes

Unit 3: Activity 2 How to Protect Yourself

Key Stage/Year	Key Stage 3/Years 7-9
Group Organisation	Lesson begins with a class discussion before moving into mainly paired work for the rest of the activity.
Suggested Timing	One 60-minute lesson

Overview of Task

In this activity students investigate the ways in which you can deal with cyber-bullying. They watch a short Kar2ouche storyboard about mobile phone bullying before discussing the main issues in the story and suggesting possible methods of dealing with this form of cyber-bullying.

Objectives

All students will: understand that there are things they can do to protect themselves when dealing from cyber-bullying.

Most students will: be able to suggest the best way to deal with a particular form of cyber-bullying.

Some students will: understand why cyber-bullying has increased over recent years.

Outcomes

By the end of this activity, students will have:

- understood that there are ways to protect themselves from cyber bullies
- understood that different forms of cyber-bullying require different responses.

Resources

Kar2ouche *Bullying (2)*

- **Mobile Bullying**

Sheet 3.2a *Cyber-bullying Information*

Sheet 3.2b *How to Protect Yourself*

Sheet 3.2c *Cyber-bullying Stories*

Key words

Protect, prevent, response, appropriate

Activities

Introduction

1. Begin lesson with a discussion about the prevalence of cyber-bullying in the UK based on the student's research at the end of the last lesson. For *Teacher information* refer to Sheet 3.2a *Cyber-bullying Information*.

Development



2. Show students the **Mobile Bullying** storyboard. It shows a teenage girl receiving an abusive phone call, from an unknown man, to her mobile phone. In small groups or pairs, students discuss the main issues raised in the story.

Content of the Mobile Bullying storyboard

Introductory frame: Composition window – Girl in her bedroom.
Instructions in caption window – Click play to watch this storyboard all the way through.

Subsequent frames: Shows a bullying situation where the girl receives an abusive mobile phone call from an unknown boy.

Note: Story script is available in Appendix 1 under Unit 3: Activity 2 *How to Protect Yourself*, **Mobile Bullying** storyboard.

Last frame: Composition screen – Girl crying with a thought bubble saying, 'What am I going to do?'
Instructions in caption window – Join in with a discussion on how you would deal with this type of bullying. You may wish to refer to Sheet 3.2b *How to Protect Yourself*. When you have decided, continue the storyboard for another few frames to show what you would do.

3. With a partner, ask students to discuss how they would deal with this type of bullying.
4. Students refer to Sheet 3.2b *How to Protect Yourself* and look at how cyber-bullying could be prevented from happening.
5. In pairs, students open the **Mobile Bullying** storyboard and add a few more frames showing how they would now deal with this type of cyber-bullying.
6. If there is time, students open their completed Kar2ouche storyboards in the previous Unit 3, Activity 1 and complete as in instruction 5 above.



Plenary

7. Ask students to read the stories on Sheet 3.2c *Cyber-bullying Stories*.
8. Hold a class discussion on the best way to deal with each of the situations.

**Extension/
Homework**

9. Students produce a Kar2ouche storyboard illustrating one of the scenarios from Sheet 3.2c *Cyber-bullying Stories* showing the cyber-bullying and the best way it would be resolved.

Student Notes

Unit 3: Activity 2 How to Protect Yourself

Objectives

During this activity you will have the opportunity to investigate the ways in which you can deal with cyber-bullying. After watching a Kar2ouche storyboard about mobile phone bullying you will discuss the main issues in the story and suggest possible methods of dealing with this form of bullying.

Outcomes

By working through this activity you will:

- understand that there are ways to protect yourself from cyber bullies
- understand that different forms of cyber-bullying require different responses.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 3.2a *Cyber-bullying Information*

Sheet 3.2b *How to Protect Yourself*

Sheet 3.2c *Cyber-bullying Stories*

Activities

Introduction

1. Join in with a class discussion about the amount of cyber-bullying in the UK. Make sure you have your research information to hand.

Development

2. Watch the **Mobile Bullying** storyboard. In your group, talk about the main issues raised in the story.
3. Decide how you would deal with this type of bullying.
4. Read through Sheet 3.2b *How to Protect Yourself* to see how cyber-bullying could be prevented from happening.
5. With a partner, open the **Mobile Bullying** storyboard and add a few more frames showing how you would now deal with this type of cyber-bullying.

click  here to open **Mobile Bullying** storyboard.

6. If you have time, open your completed Kar2ouche storyboard from the previous activity 3.1 and complete as for instruction 5 above.

Student Notes**Plenary**

7. Read the stories on Sheet 3.2c *Cyber-bullying Stories*.
8. Join in a class discussion on the best way to deal with each of the situations described.

Homework/Extension

9. Produce a Kar2ouche storyboard illustrating one of the stories from Sheet 3.2c *Cyber-bullying Stories* showing the bullying and the best way it would be resolved.

click  here to open **new** storyboard.

Sheet 3.2a

Cyber-bullying Information

The Report to the Anti-Bullying Alliance by Goldsmiths College, University of London (July 2006) found that:

Between a fifth and a quarter of students had been cyber-bullied at least once over the previous few months.

Phone calls, text messages and email were the most common.

There was more cyber-bullying outside school than in.

Girls are more likely than boys to be involved in cyber-bullying in school, usually by phone.

For boys, text messaging is the most usual form, followed by picture/video clip or website bullying.

Picture/video clip and phone call bullying were perceived as most harmful.

Website and text bullying were equated in impact to other forms of bullying.

Around a third of those bullied told no one about the bullying.***MSM Cyber report on Blogging, Instant Messaging and Email (2007) found that:***

11% of UK teenagers have experienced cyber-bullying

13% say that cyber-bullying is worse than physical bullying

74% did not go to anyone for advice when cyber-bullied

Girls are twice as likely as boys to know someone who's been cyber-bullied; 34% as opposed to 17%

48% of UK parents are unaware of cyber-bullying.

Sheet 3.2b

How to protect Yourself

Look at the following suggestions and discuss why they are sensible.

Be very careful who you give your mobile phone number to.
Never give your phone number, or other contact details, to a stranger via an internet chat room.
Tell your friends that they must not give your number to other people without your permission.
Don't give a friend's mobile number out without checking that it's OK to do so.
Don't lend your phone to strangers.
Don't leave your phone lying around.
Have a password to protect access to your phone.
Never give information about yourself unless you know the caller.
Do not have contact details on your mailbox greeting.
Don't answer your phone if you do not recognise the caller's name or number. Allow the caller to divert to your voicemail and listen to the message to see if you know the person.
If you do receive an abusive call, try to stay calm and do not show the caller/bully that you are upset, angry or frightened.
Make a note of the times, dates and, if possible, phone number of abusive or unpleasant calls.
If calls persist pass on all the information you have to the police.
Inform a responsible adult, parent or teacher, if you receive offensive calls.
If your mobile allows you to record, record abusive calls.
If the problem persists, ask your mobile phone contract supplier to change your phone number.
If you receive abusive or silent phone calls, don't hang up straight away. Put the phone down and walk away for a few minutes before hanging up.
Don't give out your name when you answer a call; just say hello.
If the caller asks you to confirm your number, do not tell them. Ask them what number they were calling and then tell them if they've got the correct one or not.
Get an adult to record your voicemail greeting.

Sheet 3.2c

Cyber-bullying Stories

Helen's Story:

I'm 15. I'm not being bullied in school but I am getting threats from a girl who goes to my school. I used to be really friendly with her, but we fell out over a boy and, since then, she has sent nasty text messages to my mobile phone. We shared our numbers when we were friends, now I wish I had not given her it. She is making my life a misery and I don't know what to do to make it stop.

Andy's Story:

I am in Year 9 at my local secondary school and, until recently, things were fine at school. However, a couple of weeks ago, people started to laugh and point at me when I walked past them in the corridor or in the playground. I couldn't work out why, until one of my friends showed me a website. When I opened the site I discovered that people had been posting insulting messages about me. It included lots of horrible and untrue things about me and gave my name, school and the year I'm in. Someone had even pasted a picture of my face onto the body of an alien! I hate going to school now but I don't know what to do. Help.

Mary's Story:

One day I was walking home from school when I received a text message on my mobile phone. I opened it, even though I did not recognise the number. It read:

"I M goin 2 git U, disfigure U, hurt U. I knO yor skul & whr U live. ther iz n escape."

I was really scared. The threatening messages continued for several weeks. I have since worked out why I was been threatened, but not the bully's identity. I remembered that I had formed a relationship with another girl through an internet chat-room a few weeks ago. I had given her my mobile number, but did not get one back in return. However, our relationship soured and the girl started to send me abusive emails. I was able to change my email address but then the abusive and threatening text-messages on my phone started. I'm sure it's her, but I don't know what to do next.

Unit 4 Bullying Indicators

Teacher Notes

Unit 4: Activity 1 What Can You Do?

Key Stage/Year	Key Stage 3/Years 7-9
Group Organisation	Mainly working in pairs but with the opportunity for individual work and class discussion.
Suggested Timing	One 60-minute lesson

Overview of Task

Students are asked to consider ways of dealing with bullies and the types of behaviour that might discourage bullying. They will discuss the types of strategy appropriate in a range of circumstances.

Objectives

All students will: rehearse using strategies that deal with bullies.

Most students will: explore the impact of different strategies and techniques for coping with bullying.

Some students will: evaluate the available solutions to bullying and suggest some of their own.

Outcomes

By the end of the activities in Unit 4, students will have:

- identified some techniques for dealing with bullies
- discussed the range of strategies available
- evaluated which strategies might work best in different situations.

Resources

Kar2ouche *Bullying (2)*

- **Tackling Bullying** storyboard

Sheet 4.1 *Dealing with Bullies*

Key words

Strategies, solutions, techniques, fogging, assertive, evaluate

Activities

Introduction



1. In pairs, students need to reload the **Scenario A, B, C or D** storyboards they created in Unit 1: Activity 1: What is Bullying? They should remind themselves of the scene they created.
2. Explain to students that they are going to continue the storyboard, looking at how individuals can help themselves in a bullying situation.

Development



3. For those students with no previous storyboard, or for those who might find it difficult to imagine an incident, there is an incomplete **Tackling Bullying** storyboard.

Content of the Tackling Bullying storyboard

Introductory frames: Composition windows – Images of two girls in a school playground. One, the bully, is dressed casually while the other girl, the bullied, is dressed in her school uniform. Storyboard includes a soundtrack of the ‘conversation’ the bully is having with the bullied girl.

Note: Story script is available in Appendix 1 under Unit 4: Activity 1 *What Can You Do?*, **Tackling Bullying** storyboard.

Last frame: Instructions in composition window – After reading the strategy Sheet 4.1 *Dealing with Bullies*, consider which of these would work in this situation. Complete the storyboard showing how this strategy may work. If you have any other ideas you could use them instead.



4. Students should focus on the possible techniques for solving the particular situation. Potential strategies are outlined briefly on Sheet 4.1 *Dealing with Bullies*. Ask students to consider which of these would be most appropriate in the situation they have created. They should also consider any alternative suggestions. They might like to research these on the Web, for instance, at www.bullying.co.uk

Plenary

5. Choose storyboards that illustrate the varying techniques and show to the class. This should lead to a discussion on the likely impact of the various techniques and strategies that are available to a person who feels they are being bullied.
 - **No blame approach:** The bully and victim meet with a third person and each says how they feel after the incident and discuss the best ways forward; but no one is actually blamed.

- **Fogging:** The victim tries to play down insults by responding with comments like, 'I can see why you think that' or 'If you say so'. By not aggressively responding to the bully's insults the victim can avoid confrontation and reduce the possibility of future nasty comments.
- **Assertiveness:** Confident body language, eye contact plus firm verbal responses, can reduce the bully's power over an individual. Those who are being bullied can try to:
 - stand or sit up tall, with straight shoulders and back
 - talk in a normal, confident voice
 - look directly at the person in a non-confrontational way
 - be honest, use the word 'No' and mean it, even repeat it if necessary.
- **Negative Enquiry:** The victim attempts to change the tone of the comments from insults into reasonable conversation by asking questions like 'What do you mean by that?' or 'Why do you say that?' This can give some power back to the individual and reduce the dominance of the bully.
- **Others:** Ensure that alternative approaches are included in the plenary discussion, such as:
 - walking away or ignoring insults
 - examining the consequences and explaining action to be taken
 - telling others, friends, teachers, siblings, parents etc.

Homework/ Extension

6. Students choose a different scenario to the one they considered during the lesson and write up how that incident could be resolved by the individuals involved. If they have access to Kar2ouche they could design a new response storyboard.
7. Students choose someone else's original storyboard for this activity, create a resolution and compare their suggestions with the original author's.

Student Notes

Unit 4: Activity 1 What Can You Do?

Objectives

During this activity you will be considering ways of dealing with bullies and the types of behaviour that might discourage bullying. You will discuss the types of strategies appropriate to a range of circumstances.

Outcomes

By working through this activity you will:

- identify some techniques for dealing with bullies
- discuss the range of strategies available
- evaluate which strategies might work best in different situations.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 4.1 *Dealing with Bullies*


Activities

Introduction

1. In your group consider the work you have done so far on bullying and think of five situations where bullying situations arise. Write down your ideas on a large piece of paper, for display on the wall.
2. Your next task is to start a new storyboard or continue a previous storyboard, looking at how individuals can help themselves in a bullying situation.

Development

3. Open a new storyboard or continue the one you started in Unit 1: Activity 1. If it's a new one, it needs to include a brief explanation of the incident.

[click here](#)  to open a **new** storyboard.

4. If the teacher asks you to, work through the incomplete **Tackling Bullying** storyboard.

[click here](#)  to open **Tackling Bullying** storyboard.

5. Think about the possible ways or techniques for solving that particular situation. Use Sheet 4.1 *Dealing with Bullies* if you need some help or ideas. Consider which of these would be most appropriate in the situation you have created but also consider any other suggestions.

Student Notes**Plenary**

6. Your teacher will show some of the classes storyboards to help with a class discussion on the likely impact of the various techniques and strategies that are available to a person who feels they are being bullied.

Homework/Extension

7. Choose a different scenario to the one you considered during the lesson and write up how that incident could be resolved by the individuals involved. If you have access to Kar2ouche you could design a new response storyboard.
8. Choose someone else's storyboard from Activity 1, create a resolution and compare your suggestions with the original author's.

Sheet 4.1

Dealing with Bullies

There are a number of tried and tested techniques and strategies for dealing with bullies. A few of these are listed below. Consider these, and add any others you think might be effective.

<p>No blame approach: The bully and victim meet with a third person and each says how they feel after the incident and discuss the best way forward; no one is actually blamed.</p>
<p>Fogging: The victim tries to play down insults by responding with comments like 'I can see why you think that' or 'If you say so'. By not aggressively responding to the bully's insults the victim can avoid confrontation and reduce the possibility of future nasty comments.</p>
<p>Assertiveness: Through body language, eye contact and by firmly saying 'No!' and meaning it. These can reduce the bully's power over a victim.</p>
<p>Negative Enquiry: The victim attempts to change the tone of the comments from insults into reasonable conversation by asking questions like 'What do you mean by that?' or 'Why do you say that?' This can give some power back to the victim.</p>
<p>Other:</p>
<p>Other:</p>

Teacher Notes

Unit 4: Activity 2 Kelly Bullies Nita

Key Stage/Year Key Stage 3/Years 7-9

Group Organisation Mainly working in pairs with some class discussion.

Suggested Timing One 60-minute lesson

Overview of Task

Students will have the opportunity to consider different strategies when dealing with one form of bullying and the possible outcomes. Students will work through a multi-threaded storyboard for this activity as well as completing a storyboard of their own.

Objectives

All students will: consider strategies for addressing a particular type of bullying.

Most students will: understand that some strategies work better than others.

Some students will: develop their own strategy and support this idea in discussion.

Outcomes

By the end of this activity, students will have:

- considered one particular bullying situation and how to solve it
- used a multi-threaded storyboard to explore various strategies to solve the bullying problem
- completed a storyboard by adding sound effects and speech.

Resources

Kar2ouche *Bullying (2)*

- **Kelly Bullies Nita** storyboard
- **Starter** storyboard

Key words

Strategies, consequences, outcomes

Activities

Introduction

1. Explain to the students that they are going to look at a typical bullying incident. They should discuss the situation with a partner and decide upon different methods or strategies that they think would work to solve the problem.
2. Describe the incident to the class.
Every time Nita meets Kelly on the playground at school Kelly calls Nita names and sometimes pushes her around. This has been happening over a period of a few weeks and therefore has developed from verbal and physical abuse into full-blown bullying!
3. Give the students a few minutes to decide what they would do if they were Nita then discuss the possible strategies.

Development



4. Working in their pairs, using Kar2ouche, the students need to open up the **Kelly Bullies Nita** interactive storyboard showing what happens and different possible solutions.

Content of the Kelly Bullies Nita storyboard

Introductory frame: Composition window – Nita and another girl, Marcia in a classroom with their teacher. Teacher says, 'Nita you look unhappy. Is there a problem?'

Subsequent frames: Composition windows – contains images and written script of the conversation between Nita, Marcia and Nita on why Nita appears to be unhappy.

Nita: Suppose so, but I don't know what to do about it.

Teacher: Well try sharing it. Tell me and I'll see what I can do.

Nita: Well, this girl's bullying me and I want her to stop!

Teacher: What does she do to you?

Nita: Every day she comes up to me in the playground, calls me names and pushes me around. What am I going to do Miss?

Teacher: There are quite a few things you could try - some are better than others.

Marcia: Yeh!

Nita: That's great. What are they? I'll give them a try.

Nita's teacher and her classmate now suggest four methods of dealing with a bully in this type of situation. You need to look through the four suggestions and choose one option. You will then see what may have happened if Nita had chosen this method to deal with the bully.

Students are now asked to 'Click here to see the 4 different suggestions.' and this takes them to a frame which gives them the following choices.

Method 1: Teacher states, The next time this girl pushes you, or calls you names, then just ignore her and walk away.

Method 2: Marcia states, If I were you, I'd get a group of mates to sort her out!

Method 3: Teacher states, When the bully next has a go, ask her how she would you feel being pushed and called names.

Method 4: Marcia states, Nah, when you next meet this girl in the playground, go up to her first and punch her on the nose! That'll sort her out!

If the students click **Method 1** they see the following incident in a school playground:

Bully: Hey ugly! I see you're dressed in those awful clothes again.

Nita: (thinks) I'll ignore her and walk away

Bully: Hey, you! Where do you think you're going? Come back here.

Nita: (thinks) Cool, its working. She does not know how to react.

Bully: I can't be bothered chasing after her. She's not worth it!

Nita: (thinks) That worked quite well; I got away lightly today.

At this point students can return back to the methods choice frame

If the students click **Method 2** they see the following incident in a school playground:

Bully: Hey ugly! I see you're dressed in those awful clothes again.

Nita: I'm fed up with your bullying. I'm going to get my mates to beat you up!

Bully: Don't make me laugh. My gang's harder than your feeble mates. We'll beat you all up.

Bully hits Nita

Nita: (thinks) My threat's not working. In fact it seems to be making matters worse. She's getting even more angry.

Nita: Ouch, that hurt!

Bully: Take that you wimp. You threaten me again and I'll really hurt you and your mates.

Nita: (thinks) I'll not do that again, that's for sure!

At this point students can return back to the methods choice frame.

If the students click **Method 3** they see the following incident in a school playground:

Bully: Hey ugly! I see you're dressed in those awful clothes again.

Nita: I think my clothes are fine! Anyhow, how would you feel if someone called you names and pushed around every day?

Bully: Ummm, I don't think I'd like it. You're right I'd probably get annoyed and fed up.

Nita: Well that's the way I feel. So, the next time you think about bullying someone, stop and think about their feelings!

Bully: (thinks) I never thought about it like that before. She has a good point. What an idiot I've been!

Nita: (thinks as she walks away) Maybe now she'll think about the effect her bullying has on other people. Perhaps she'll think twice before doing it again - and at least I can have peace and quiet.

At this point students can return back to the methods choice frame.

If the students click **Method 4** see the following incident in a school playground:

Nita: Before you open your mouth have some of your own medicine!

Nita hits the bully.

Bully: What do you think you're doing? Take that you ugly cow!

Bully hits Nita and they start fighting.

Children in playground: Look out there's a fight starting. Fight, fight.

Teacher: Stop this fighting at once. Nita and Kelly you're both in big trouble!

Teacher: Let's see what the Headteacher is going to say about your behaviour.

Nita: Oops that didn't work. In fact it only made matters worse. Goodness knows what Kelly will do the next time she sees me! And I'll probably get suspended by the Head!

At this point students can return back to the methods choice frame.

5. At the point where the storyboard stops they need to make a choice from the options available and click on the appropriate suggestion. The storyboard will then continue showing the possible consequences of their decision.
6. Having explored one solution, they can return to the option board and try one of the other available solutions. They need to continue this process until they have tried all four.
7. Now, with their partners, the students need to decide how far they agree with the outcome and which of the four possible strategies would work best and why.

Plenary

8. Hold a class discussion deciding on the best strategy for solving the bullying and compare the strategies available on the storyboard to the ideas the students discussed at the start of the activity. Did the students come up with a better strategy and if so what was it and why was it better?

**Extension/
Homework**

9. Each pair of students loads the **Starter** storyboard and then completes the scene using a different intervention strategy that they or the class came up with.



Content of the Starter storyboard

Starter frames: These are the same as for the **Kelly Bullies Nita** storyboard, including script and characters.

Last frame: Composition screen – Nita meets the bully in the playground.

Instructions in the caption window – Kelly is about to bully Nita again!
 Decide on a way that Nita could handle this situation and complete a storyboard showing the possible outcome of her method.

Student Notes

Unit 4: Activity 2 Kelly Bullies Nita

Objectives

In this activity you are going to consider one typical bullying situation between two girls, Kelly and Nita, and look at different strategies to stop the bullying. To do this you will have the chance to use a multi-threaded storyboard (a story that has different endings depending on the choices you make). This will give you some possible strategies. You will also have the opportunity to complete the storyboard based on any different ideas you may have.

Outcomes

By working through this activity you will:

- decide on a strategy you think might work to stop the bullying
- discover that different reactions to a situation will have different results and therefore consequences
- work through a multi-threaded storyboard to help you consider the consequences of different strategies that may be tried in an attempt to stop bullying.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Activities

Introduction

1. You need to consider a typical bullying situation between two girls, Kelly and Nita.
2. Every time Nita meets Kelly on the playground at school Kelly calls Nita names and sometimes pushes her around. This has been happening over a period of a few weeks and therefore has developed from verbal and physical abuse into full-blown bullying!
3. With a partner think of some things that Nita could do to deal with the bullying situation the next time it happens. What could she say or do to try to stop the bullying?
4. Discuss with your class the strategies you consider might be most effective in stopping the bullying.

Development

5. Working with your partner open the **Kelly Bullies Nita** multi-threaded storyboard. This will show you the bullying incident between Nita and Kelly. At the point when it pauses, look at the four possible options and click on the one you think would work best.



to open the **Kelly Bullies Nita** storyboard.

6. Watch the completion of the storyboard to see what might happen next.

Student Notes

7. Return to the Option frame by clicking on the yellow text box and try the other strategies available.
8. Decide, with your partner, which of the four options you think would work best and why.
9. In your class, discuss which of the choices was the best and compare it to the strategies you came up with at the start of the lesson. Think about whether your ideas are better than those suggested on the storyboard and why.

Extension/Homework

10. You and your partner can load the bullying scene again by clicking on the **Starter** storyboard. Continue the story using a different strategy that you think would work in this situation.



Click here to open the **Starter** storyboard.

Plenary

11. In your class, discuss which of the choices was the best and compare it to the strategies you came up with at the start of the lesson. Think about whether your ideas are better than those suggested on the storyboard and why.

Extension/Homework

12. You and your partner can load the bullying scene again by clicking on the **Starter** storyboard. Continue the story using a different strategy that you think would work in this situation.



to open the **Starter** storyboard.

Unit 5 Understanding Bullying

Teacher Notes

Unit 5: Activity 1 Making Sense of Bullying

Key Stage/Year	Key Stage 3/Years 7-9
Group Organisation	Students begin this activity in small groups before completing in pairs or individually.
Suggested Timing	One to two 60-minute lessons

Overview of Task

This unit enables students to consolidate their ideas about bullying: the different situations where bullying occurs, why and possible strategies to deal with it.

Objectives

All students will: be able to recognise different bullying situations and discuss possible solutions.

Most students will: draw together their learning about bullying and understand what they can do in bullying situations.

Some students will: have empathised with all those involved and think of their own solutions to bullying.

Outcomes

By the end of the activities in Unit 5, students will have:

- recognised bullying situations
- identified what they can do in bullying situations
- suggested solutions to prevent or stop bullying.

Resources

Kar2ouche *Bullying (2)*

- **Hand Them Over** storyboard
- **Truant or Not** storyboard

Sheet 5.1a *What Do You Do?*

Sheet 5.1b *Possible Solutions to Bullying Situations*

Sheet 5.1c *Teen Magazine Advice*

Key words

Ignore, inform, discuss, domestic, solution

Activities

Introduction

1. In small groups students consider the work they have done so far on bullying and think of five situations where bullying situations arise. These may have been missed in the work they have done so far, for instance, domestic bullying. They should record their ideas on a large piece of paper, which they display on the wall to share with the rest of the group. These will form the basis of a scenario to be built.
2. Working in pairs, or individually, students should work through Sheet 5.1a *What Do You Do?* and choose the solution that they think might stop the bullying. The situations are grouped under three headings:
 - in school
 - around school
 - at home.
3. There are often no right answers, but through discussion students could be led to the best solution to the various situations using Sheet 5.1b *Possible Solutions to Bullying Situations*. These should be a combination of the strategies explored.

Development

4. Having worked through the multiple-choice suggestions, students look at their lists of situations where bullying might occur and come up with their own solutions.
5. Pairs of students should take one of these situations each, and use it to create a Kar2ouche storyboard that shows where the bullying takes place; what is happening and how it could be resolved. Those who need help could select either the incomplete **Hand Them Over** storyboard or **Truant or Not** storyboard.

Content of the Hand Them Over storyboard

Overview: A couple of boys approach and demand a mobile phone and money from a schoolboy. They also state that they want more money off him the next day.

Frame 1: Composition window – Boy 1 says to the schoolboy, ‘Give that here.’ (*referring to his mobile*)

Questions in caption window – What is going on here? Is it bullying?

Frame 2: Composition window – Schoolboy replies, ‘No. I’m phoning home.’

Questions in caption window – Is this a reasonable response? What else could he say or do?

Frame 3: Composition window – Boy 2 adds, ‘You’d better do as you’re told, if you don’t want trouble.’ (*Schoolboy has an empty thought bubble*)

Questions in caption window – What do you think the boy who is being threatened should do now? What is he thinking? Type his thoughts in the blank bubble.

Frame 4: Composition window – Boy 1 continues, ‘Yeh. Just hand it over.’ (*referring to his mobile*)

Question in caption window – What should he say and do?

Frame 5: Composition window – Images of the three boys thinking.

Question in caption window – How do the three boys feel at this point?

A Blazer (*schoolboy*): B Red T-shirt (*boy 2*): C Brown T-shirt (*boy 1*)

Frame 6: Composition window – Boy 2 to schoolboy, ‘Give us your money too. Empty your pockets and bag, let’s see what else you’ve got.’

Caption window – If you were in this situation, what would you do?

Frame 7: Composition window – Options in text box.

- 1 Give them the phone and money each day
- 2 Tell them no, then try to run off
- 3 Shout for help
- 4 Tell a teacher as soon as possible
- 5 Other

Question/instruction in caption window – What happens next? How could this situation be solved? Create a series of frames to tell the story.

Content of the Truant or Not storyboard

Overview: Every week on the way to school, some girls try to persuade another schoolgirl to truant. They threaten to beat her up if she doesn't.

Frame 1: Composition window – Girl 1 says, 'Come on, let's go into town; it's only boring old maths.'

Question in caption window – What is the situation here?

Frame 2: Composition window – Schoolgirl replies, 'No. I like maths.'

Questions in caption window – Is this the right response? How could she be more forceful?

Frame 3: Composition window – Girl 2 adds, 'Swot – come on, if we go now we can be back in time for lunch.'

Questions in caption window – Is this bullying? What pressure is being used?

Frame 4: Composition window – Schoolgirl replies, 'No we've got a test next week. I want to make sure I've covered all the topics.'

Questions in caption window – Is this a reasonable response? Why?

Frame 5: Composition window – Girl 1 responds, 'Pack it in and come into town with us - you're such a drag.'

Questions in caption window – What persuasive techniques are being used here? How should the student who doesn't want to bunk off respond? Add a speech bubble.

Frame 6: Composition window – Girl 2 adds, 'I'm going to do you. If you wimp out.'

Questions in caption window – Is this bullying? How would you respond?

Frame 7: Composition window – Options in text box.

- 1 Go to school and risk being hit
- 2 Truant
- 3 Walk a different way to school
- 4 Tell a parent/teacher
- 5 Other

Question/instruction in caption window – How should this be resolved? Create some frames to show what the girl who wants to go to maths should do.

Plenary

6. Students show their scenarios and as a group discuss other possible solutions to the situation. If time they should reflect on what they have found out about bullying in terms of what it is like to be bullied, how a serious and protracted situation can be avoided and ways of offering support.

**Homework/
Extension**



- Students write down a list of eight possible techniques that may work when solving bullying situations. Using Kar2ouche they create ten frames with a commentary in the caption box. These should be printed as a double page spread in a teenage magazine. See Sheet 5.1c *Teen Magazine Advice*.



Student Notes

Unit 5: Activity 1 Making Sense of Bullying?

Objectives

During this activity you will have the opportunity to reinforce your ideas about bullying: the different situations where bullying occurs, why it happens and possible strategies to deal with it.

Outcomes

By working through this activity you will:

- learn to recognise bullying situations
- identify what they can do in bullying situations
- suggest solutions to stop bullying.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 5.1a *What Do You Do?*

Sheet 5.1b *Possible Solutions to Bullying Situations*

Sheet 5.1c *Teen Magazine Advice*


Activities

Introduction

1. Think of five different situations where bullying situations arise. E.g. at home. Record your ideas on a large piece of paper for wall display.
2. With a partner work through Sheet 5.1a *What Do You Do?* and choose the best solution that you think might stop the bullying.
3. Find out the best way to deal with bullying in different situations by going through Sheet 5.1b *Possible Solutions to Bullying Situations*.

Development

4. Having worked through the multiple-choice suggestions, look at your list of bullying situations and come up with your own solution.
5. Your teacher will allocate you a bullying situation. With a partner, use it to create a Kar2ouche storyboard that shows where the bullying takes place; what is happening and how it could be resolved.

[click here](#)  to open a **new** storyboard.

Student Notes

6. If you think you need help some help with this task then open and complete either the **Hand Them Over** storyboard or **Truant or Not** storyboard.

[click here](#)  to open the **Hand Them Over** storyboard.

[click here](#)  to open the **Truant or Not** storyboard.

Plenary

7. Watch some of the class's completed bullying scenarios and join in with a discussion on other possible solutions to the situations.

Homework/Extension

8. Write down a list of ten possible techniques that may work when solving bullying situations. Using Kar2ouche create ten frames with a commentary in the caption box. These should be printed on a double page spread as in a teenage magazine. Use Sheet 5.1c *Teen Magazine Advice* for help with this task.

Sheet 5.1a

What Do You Do?

Below are situations that you may find yourself in during your everyday life. The situations have been placed in three different areas: in school, around school and near home. So what would you do if they happened to you? Choose one solution that you think would work at the time and hopefully stop the same situation happening again.

In school

a. *In the same lesson every week another student always makes nasty comments to you. What do you do?*

1. Ignore the person
2. Make nasty comments back
3. Hit them
4. Tell your teacher
5. Other



b. *Every day the same person trips you up when you are walking up the corridor. What do you do?*

1. Avoid the corridor
2. Try to trip the person up first
3. Get some friends to sort the person out
4. Tell your form teacher
5. Other

c. *You are in the changing rooms and an older student, who you know, comes in and hits you and says not to tell anyone or he will do it again. What do you do?*

1. Fight back
2. Run away
3. Agree not to tell
4. Tell a teacher
5. Other

d. *In the playground a group of students approach you and demand your mobile phone and money and say they want more money tomorrow. What do you do?*

1. Give them the phone and money each day
2. Tell them no, then try to run off
3. Shout for help
4. Tell a teacher as soon as possible
5. Other



Around school

e. Every week on the way to school a group of students tell you to truant or they will beat you up. What do you do?

1. Go to school and risk being hit
2. Truant
3. Walk a different way to school
4. Tell a parent/teacher
5. Other

f. Your so-called "friends" ask you to steal some cigarettes from a shop near school and if you do not they will not be your friends. What do you do?

1. Steal the cigarettes
2. Say no and find new friends
3. Tell an adult
4. Run off
5. Other

g. Getting off the school bus another student often uses rude hand gestures at you. What do you do?

1. Ignore them
2. Sit as far as possible away from them
3. Tell the bus driver or other adult
4. Miss the bus and walk to school
5. Other

h. At the shops near school your "gang" tell you to smoke or you will be thrown out of the gang. What do you do?

1. Refuse and say your health is important
2. Go straight to school avoiding the shops
3. Start to smoke
4. Tell a parent/teacher
5. Other

Near home

i. Your younger brother tells you that he is being bullied by someone living in your street but asks you not to tell anyone. What do you do?

1. Tell your parents
2. Confront the bully
3. Get your mates to sort the bully out
4. Tell your brother to handle it himself
5. Other



j. You find out your best friend is a bully and often bullies young children in your estate. What do you do?

1. Bully him/her
2. Ask them why they bully people
3. Join in
4. Be a good friend and set a good example
5. Other

k. An adult is bullying you when you walk to the shops or go out to play. What do you do?

1. Stay in
2. Say nothing
3. Get some friends to tell the bully to stop
4. Tell another adult you trust
5. Other

l. Your best friend starts to physically hit you every day and makes you do things you do not want to, making you feel very unhappy. What do you do?

1. Try to find a new best friend
2. Tell the person you will not be their friend if they do not stop
3. Do nothing
4. Tell your parents
5. Other

Sheet 5.1b

Possible Solutions to Bullying Situations

In school

1. Try to ignore the other students, but if the comments persist you need to inform your teacher.
2. You may be able to go to your lesson a different way or you need to tell someone like your form teacher.
3. You should not be physically attacked by anyone and the bully was wrong to hit you. You must tell a teacher because, if you do not, the chances are that the bully will hit you again. They are also likely to hit other people.
4. Give them your phone and money as your safety is more important than your possessions. You also need to report this robbery to a teacher as soon as you can.
5. Discuss other options with your teacher.

Around school

1. Do not truant and tell a teacher/parent about their threats.
2. If these are real friends they would not want you to get in trouble so say "no" and find yourself new friends.
3. Ignore them and sit away from them but if the bully persists inform the driver.
4. Avoid hanging around the shops and go straight to school.
5. Discuss other options with your teacher.

Near home

1. If your brother could handle the situation then he would not have told you. Try and get your brother to go with you and tell your parents together.
2. If the bully listens to you then try to be a good friend. Talk to the bully because he/she may not even realise what they are doing is wrong or they may just be very unhappy.
3. In this case you must tell an adult you can trust as soon as this happens as this could develop into a very serious situation.
4. Tell the person that you will break off the friendship if they continue to bully you. If their behaviour does not change then find another friend.
5. Discuss other options with your teacher.

Sheet 5.1c

Teen Magazine Advice

You have been commissioned to write a double page spread on bullying for a teen magazine. In it you are to offer advice on tackling bullying. Thought shower with a partner eight techniques for tackling bullying – a sort of what to do if you are being bullied. Make a note of them below.

1
2
3
4
5
6
7
8
9
10

- Open Kar2ouche and create a title frame. Using the text box give your magazine story a title and add your own name(s).
- In the second frame create a picture of a bullying incident and in the caption window explain what bullying is and why it occurs.
- Next, for each technique you listed above, create a single storyboard frame. Write a commentary in the caption window explaining the benefits of the technique; then in the composition window create the accompanying illustration.
- Go to the Utilities tab on the bottom right of the screen, select the print icon and the page with four storyboard frames. Drag your frames onto two pages to make a double page spread.
- Print out and display.

Teacher Notes

Unit 5: Activity 2 Bullying Presentation

Key Stage/Year Key Stage 3/Years 7-9

Group Organisation Mainly working in pairs with some class discussion.

Suggested Timing One to two 60-minute lessons

Overview of Task

In this activity students will produce presentation material in the form of posters or leaflets about bullying, aimed at either parents or children. This activity could be completed at the end of the bullying module as it gives the students the opportunity to show their understanding of the topic.

Objectives

All students will: show their understanding of the issues around bullying.

Most students will: understand that there are different ways of getting their message across.

Some students will: understand that some presentation techniques are more effective than others.

Outcomes

By the end of this activity, students will have:

- produced presentation material about bullying issues aimed at a particular audience
- considered the different methods and techniques used for presentations
- communicated their thoughts, knowledge and ideas to others using appropriate techniques for the intended audience.

Resources

Kar2ouche *Bullying (2)*

- Previously saved storyboards (optional)
- Copies of your school's bullying policy

Sheet 5.2 *Poem*

Key words

Presentation, techniques, material

Activities

Introduction

1. Inform students that around four out of ten children will be bullied at some time in their lives and therefore it is an issue about which we all need to be concerned. Tell them that during this activity they will get the opportunity to make a presentation about the issue of bullying based on the knowledge they have gained during their work on the topic. The presentation will be in the form of posters or leaflets and will be aimed either at school age children or at parents.
2. The students should work in pairs and decide first at which one of the two audiences they will aim their presentations.
3. They need to decide what information they need to include but should be told that it must contain:
 1. a definition of bullying
 2. signs to look out for in children who are being bullied
 3. suggestions describing what people can do to help.

Development



4. Working in their pairs, using Kar2ouche, ask students to create either a series of 'posters' or a six-frame 'leaflet' in which they convey their messages about bullying to their chosen audience.
5. Students can create their frames from scratch, they can import frames from previously prepared and saved work, or do a bit of both!
6. You may want to remind students how to retrieve saved work.
7. The final frame of the 'leaflet' or the last 'poster' should include a statement about bullying to summarise their ideas.
8. For students using the 'leaflet' style presentation, instruct them to go to the print screen and click on the six-frame template. If they have time, they could use the blank template to design their own leaflet.
9. For students creating a 'poster', instruct them to go to the print screen and click on the single frame template. Again, if there is time, they may wish to use the blank template that allows for more flexible design.

Plenary

10. Ask the students to share their work with the rest of the class and discuss the information presented and the techniques used for the 'posters' and 'leaflets'. Students completed presentations could be put on notice boards for display.

11. Hold a final discussion on bullying and remind students that the school has an 'anti-bullying' policy and that they should follow the policy if they become involved in bullying in any form.

**Extension/
Homework**

12. Students could use the blank template and frame shapes to create a teenage comic page.

13. Ask students to compose a poem or write a one-week diary on the thoughts of someone who is being bullied.

14. Using a digital projector, display Sheet 5.2 *The Bully Asleep*. (**Note:** You may want to cover up the title of the poem at this point.) Read through the complete poem with the students. A recording of the poem is available in the Text/Audio window.

15. If the students have access to Kar2ouche, students produce a storyboard by adding characters, backgrounds and props.

16. Using the caption windows they explain their understanding of the poem. They also need to decide on a title for their storyboard which would help other people to understand what the poem is about.

17. If Kar2ouche is unavailable, students can write a summary of the poem, again coming up with their title for the poem.

18. Discuss the relationship between title and poem, paying attention to the reasons that the title highlights something that the author wants readers to know or come to understand about the poem.

Student Notes

Unit 5: Activity 2 Bullying Presentation

Objectives

During this activity you will prepare material for a presentation about bullying aimed at either children or parents. The presentation will be in the form of a series of posters, or an information leaflet and it will give you an opportunity to show your understanding of the issues involved.

Outcomes

By working through this activity you will:

- produce posters or leaflets about bullying
- show that there are different ways of getting your message across
- understand that presentation techniques change according to the intended audience.

Resources

To complete the activity you will need access to:

Kar2ouche *Bullying (2)*

Sheet 5.2 *Poem*


Activities

Introduction

1. During this activity you will be required to produce presentation material for either children or parents in a series of posters, or as a leaflet.
2. You need to find a partner you are happy to work with and then decide whether you are going to aim your presentation at children or parents.
3. Next, put together any information you need to include in your work. Make sure it includes the following:
 - what bullying is
 - signs to look for in children who are being bullied
 - what people can do to help.

Development

4. Decide which type of presentation you intend to use: posters or a leaflet.
5. Using Kar2ouche, start to create either a series of 'posters' or a six frame 'leaflet' in order to get your message about bullying across to your chosen audience.
6. You can create your frames from scratch, you can import previously prepared or saved frames or a mixture of both! To do this you need to go to the utilities screen and open a new storyboard or click on the load storyboard icon and locate the saved storyboard you want to use.

click  here to open a **new** storyboard.

Student Notes

7. The final frame of your 'posters' or 'leaflet' should include a general or summary statement, about bullying, to complete your presentation.
8. If you are using the 'leaflet' style of presentation and you have completed the six frames you need to click on the print screen. At this point choose the six frame template and drag your frames into the appropriate boxes or click on the 'Fill Template' icon.
9. Print your work and then staple your 'leaflet' together.
10. If you are using the 'poster' style presentation and you have completed your frames you need to click on the print screen. At this point choose the single frame template and drag your first frame into the box and print your poster. You need to repeat this process with all your 'poster' frames.

Plenary

11. When your work is complete you will have the opportunity to show your presentation to the rest of the class and to watch presentations from other pairs and discuss the information displayed as well as the techniques used.
12. Take part in a discussion about the school's anti-bullying policy and how it could help if you became involved in bullying.

Extension/Homework

13. Use the blank template and frame shapes to create a teenage comic page.
14. Imagine that you are being bullied. Compose a poem or write a one-week diary on how you feel.
15. Read through the complete poem on Sheet 5.2 *Poem*. If you have access to Kar2ouche produce a storyboard by adding characters, backgrounds and props. Use the caption windows to explain what is happening in the poem.
16. Decide on a title for your storyboard which would help other people to understand what it is about.
17. If you have not got Kar2ouche, write a summary of the poem, again giving it a title.
18. Join in with a class discussion about the poem.

Sheet 5.2**Poem****The Bully Asleep**

This afternoon, when grassy
Scents through the classroom crept
Bill Craddock laid his head
Down on his desk, and slept.

The children came round him:
Jimmy, Roger, and Jane;
They lifted his head timidly
And let it sink again.

'Look, he's sound asleep, Miss,'
Said Jimmy Adair;
'He stays up all night, you see;
His mother doesn't care.'

'Stand away from him children.'
Miss Andrews stopped to see.
'Yes, he's asleep; go on
With your writing, and let him be.'

'Now's a good chance!' whispered Jimmy,
And he snatched Bill's pen and hid it.
'Kick him under the desk, hard;
He won't know who did it.'

'Fill all his pockets with rubbish –
Paper, apple-cores, chalk.'
So they plotted, while Jane
Sat wide-eyed at their talk.

Not caring, not hearing,
Bill Craddock he slept on;
Lips parted, eyes closed –
Their cruelty gone.

'Stick him with pins!' muttered Roger.
'Ink down his neck!' said Jim.
But Jane, tearful and foolish,
Wanted to comfort him

John Walsh

Appendices

Appendix 1

Text and Audio Files

The following texts are what students will find inside the application. The accents have been varied to avoid students developing stereotypical views about particular regions. There are, however, insufficient scenarios to cover all possible accents. Other accents will be represented in subsequent PSHE/Citizenship Content Libraries.

Unit 1: Bullying

Unit 1: Activity 1 What is Bullying?

Scenario A storyboard

Girls - Scottish

Girl 1 What have you been saying about me?
Girl 2 I didn't say anything!
Girl 1 Yes you have, your best mate told me.
Girl 2 Told you what?
Girl 1 What you said at the disco.

Scenario B storyboard

Boy' and girls' voices - North East

Girl 1 Are you on your own again?
Boy I'm just reading.
Girl 2 Give it here "Billy No Mates".
Girl 1 You're a right Boffin.
Boy It's just my homework.
Girls (laughter)

Scenario C storyboard

Boys - South-East

Boy 1 What are you looking at?
Boy 2 Nothing.
Boy 1 You were staring at me.
Boy 2 No I wasn't.
Boy 1 You're always staring at me.
Boy 2 No, I'm not.

**Scenario D
storyboard****Boy and girl - Liverpool**

Girl Sorry, didn't mean to.
Boy Yes, you did!
Girl It was an accident.
Boy No it wasn't, you're always in the way.
Girl You always blame me.
Boy Well stay out of my bloody way then.

Unit 2: Who Bullies Who?**Unit 2: Activity 1 Who Bullies, Who is Bullied and Why?****Host a Chat
Show storyboard**

Host Hello and welcome to this morning's edition of "Schools Today". Today on our panel of guests we have one student who has recently been the victim of bullying. One young student who admits that they have been involved in bullying also joins us.

Host Carl, I understand that you have been a victim of bullying.

Host So, perhaps you would like to tell us how you were bullied.

Carl I was beaten up by a gang at school. They said they were going to kick my head in 'cos I liked doing maths

Carl They wanted me to go into town, but I didn't want to. I just wanted to be left alone to do my maths.

Asif Come on, let's go into town; it's only boring old maths!

Carl No, I like maths.

Kelly Swot -come on, if we go now we can be back in time for lunch.

Carl No, we've got a test next week. I want to be sure that I've covered all the topics.

Asif Pack it in and come into town with us - you're such a drag.

Kelly I'm going to do you, if you wimp out.

Carl No, I won't come...go away.

Host So how did you feel at the time?

Carl I was upset, felt like running away from school and NEVER coming back.

Host Were you afraid that it might happen again?

- Carl** Yeah...and sometimes I started skipping school because of it.
- Host** Thanks Carl for sharing your experiences, I know it must have been very hard for you.
- Host** We also have a guest today, Kelly, who admits to being part of the gang who were intimidating Carl.
- Host** Hello Kelly, why didn't you just let Carl get on with his maths?
- Kelly** Well, he was the only one not joining in and, well (chuckles) everyone knows that he's a just a GEEK!
- Host** So if you were Carl, how do you think you would have felt? Do you only do things because your friends do?
- Kelly** Well...no, my friends like started it off...so I just joined in...and...
- Host** But how do you think YOU'D feel if you were being ganged up on?
- Kelly** Well, I guess I'd feel scared - I've never really thought about it before - I didn't mean any harm, we were just having a bit of fun.
- Host** Well, I think we've all learnt that being bullied is not a pleasant experience and being a bully makes other people's lives miserable. Thanks again to our two guests.

Chat Show storyboard

Host Introduction:

Hello and welcome to this morning's edition of *Schools' Today*. Today on our panel of guests we have two students who have recently been the victims of bullying. Two young people who admit that they have been involved in bullying also join us.

Both are very brave in agreeing to discuss their experiences openly on national TV.

As usual we will begin with our guests' accounts of what happened to them. We will then allow our audience to ask questions.

Host Questions:

So, perhaps you would like to tell us how you were bullied.

Why do you think you were picked on?

In retrospect, do you think you could have talked to someone about this?

What do you think you could have done to avoid this situation?

How did the situation end?

What would you like to say to the person who bullied you?
 Now would you like to tell us who you bullied and what happened?
 Why did you feel the need to bully this person?
 How do you feel about the incident now?
 What could the person who you bullied have done or said to make you stop?
 What would you like to say to the person now?

Unit 2: Activity 2 What are the Signs of Bullying?

Scenario A Starter storyboard

Based on Unit 1: Activity 1 Scenario A (2 teachers)

Two adult voices: one Scottish and one RP/Middle England

Teacher Have you noticed Kelly recently?

Tutor No, is something wrong?

Teacher Well I'm not sure, but she seems really low and she doesn't hang around with any of her friends any more, and at the end of lessons she hangs around until all the others have left.

Tutor Hmm, I know she fell out with her best friend recently, but they've done it before and they'll sort it out.

Teacher I guess so, but she does seem to be avoiding the girls in your form and yesterday I had to intervene when I caught one of them pushing her.

Tutor Now you mention it, I think she'd been crying at break yesterday.

Teacher Yes that was it.

Tutor Thanks for letting me know, I'll have a word.

Scenario B Starter storyboard

Based on Unit 1: Activity 1 Scenario B (2 male students)

Male voices - North-East

Student 1 Did you hear those two girls going on at Ben?

Student 2 Yes. They're really spiteful aren't they?

Student 1 I wonder how long it's been going on.

Student 2 I don't know. He doesn't seem to have many friends.

Student 1 Perhaps that's why they pick on him.

Student 2 What do you mean?

Student 1 Well he's got no one to stick up for him, has he?

Student 2 Perhaps we should be his friends. If we sit with him at lunch and break time they might leave him alone.

Student 1 Let's go and talk to him. He might tell us what's been going on.

**Scenario C
Starter
storyboard**

Based on Unit 1: Activity 1 Scenario C (Male relation father or grandfather)

Student plus male adult voice - South-East

Adult Wow that's a great bruise. How did you get it?

Student Oh, I can't remember. I must have fallen. Perhaps it was at football.

Adult You've stopped going to football. Are you sure everything is okay?

Student Yes, why shouldn't it be?

Adult Nothing, it's just you hardly ever go out any more.
[Cajoling] Are you sure everything is okay?

Student [upset] Leave me alone.

Adult Come on you trust me don't you? Let me help.

Student There's nothing you can do.

Adult How do you know unless you tell me?

Student Well, okay ...

**Scenario D
Starter
storyboard**

Based on Unit 1: Activity 1 Scenario D (2 female students)

Student plus additional female voice - Liverpool

Student 1 I'm really fed up with this. He bumps into me and I say sorry. [upset]

Student 2 How long has it been going on?

Student 1 All this term.

Student 2 Why?

Student 1 I don't know.

Student 2 Well how did it start? Can you remember?

Student 1 I think it was when I was getting off the school bus.

Student 2 And ...?

Unit 3: Cyber-bullying

Unit 3: Activity 2 How to Protect Yourself

Mobile Bullying storyboard

Girl Hello.

Bully Hi.

Girl Who is this?

Bully Wouldn't you like to know.

Girl How did you get my number?

Bully Like I'm telling you.

Girl Why are you calling me?

Bully Oh no reason... just saying hi, and if you plan go to school tomorrow, well I wouldn't if I were in your shoes.

Girl Are you threatening me?

Bully Trust me don't go to school tomorrow.

Girl Wh...why are you doing this?

Bully Getting worried are we...?

Girl I don't even know who you are, and you're already threatening me!

Bully Well are you going to listen to my advice or not?

Girl I still don't know why you're doing this!

Bully Look! Don't go to school tomorrow, or you will be hurt.

Girl Do you even know what school I go to?

Bully Maybe...

Girl I bet you don't do you?!

Bully Do you want to take that risk?

Girl Look, if you carry on doing this I will tell my parents, or even go to the police.

Bully If you tell anyone the situation will get a lot worse! Bye or now, I will talk to you again soon.

Text/audio for Unit 4

Unit 4: Activity 1 What Can You Do?

Tackling Bullying storyboard	<i>Irish accent female and then repeated with male voice</i>
Bully	Look at you with your nose in the air.
Bully	So you reckon you're tougher than me do you?
Bully	You keep telling everyone you're better than me. I've been told.
Bully	You think you're so superior, but you're just a teacher's pet.
Bully	You're such a snob.
Bully	I hate the way you keep making me look so small.
Bully	I'm going to teach you a lesson.
Bully	You're such a stuck-up pig.
Bully	Just because you've got loads of money you think you can lord it all over the place.
Bully	You're a show off.
Bully	Get lost creep.

Text/audio for Unit 5

Unit 5: Activity 1 Making Sense of Bullying

Hand Them Over storyboard	<i>Welsh Accents - boys</i>
Student 1	Give that here.
Student 2	No. I'm phoning home.
Student 3	You'd better do as you're told, if you don't want trouble
Student 1	Yeh. Just hand it over.
Students 1&3	[Laughter]
Student 3	Give us your money too. Empty your pockets and bag, let's see what else you've got.

Truant or Not storyboard	<i>Middle Class Accents - girls</i>
Student 1	Come on, let's go into town; it's only boring old maths.
Student 2	No, I like maths.
Student 3	Swot - come on, if we go now we can be back in time for lunch.
Student 2	No, we've got a test next week. I want to make sure I've covered all the topics.

Student 1 Pack it in and come into town with us – you're such a drag.

Student 3 I'm going to do you, if you wimp out.

Unit 5: Activity 2 Bullying Presentation

The Bully Asleep storyboard

Narrator The Bully Asleep

Narrator This afternoon, when grassy
Scents through the classroom crept
Bill Craddock laid his head
Down on his desk, and slept.

Narrator The children came round him:
Jimmy, Roger, and Jane;
They lifted his head timidly
And let it sink again.

Jimmy 'Look, he's sound asleep, Miss,'
Said Jimmy Adair;

Narrator 'He stays up all night, you see;
His mother doesn't care.'

Teacher 'Stand away from him children.'
Miss Andrews stopped to see.

Narrator Yes, he's asleep; go on
With your writing, and let him be.'

Jimmy 'Now's a good chance!' whispered Jimmy,

Narrator And he snatched Bill's pen and hid it.

Jimmy 'Kick him under the desk, hard;
He won't know who did it.'

Roger 'Fill all his pockets with rubbish -
Paper, apple-cores, chalk.'

Narrator So they plotted, while Jane
Sat wide-eyed at their talk.

Narrator Not caring, not hearing,
Bill Craddock he slept on;
Lips parted, eyes closed -
Their cruelty gone.

Roger 'Stick him with pins!' muttered Roger.

Jimmy 'Ink down his neck!' said Jim.

Narrator But Jane, tearful and foolish,
Wanted to comfort him.

Appendix 2

National Curriculum References (pre 2007/08)

KS3 Citizenship	<p>1 Knowledge and understanding about becoming informed citizens</p> <p>g the importance of resolving conflict fairly</p> <p>2 Developing skills of enquiry and communication</p> <p>c contribute to group and exploratory class discussions, and take part in debates</p> <p>3 Developing skills of participation and responsible action</p> <p>a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own</p> <p>QCA Unit 13 in suggested schemes of work, 'How do we deal with conflict?'</p>
KS3 PSHE	<p>3 Developing good relationships and respecting the difference between people</p> <p>a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively</p> <p>c about the nature of friendship and how to make and keep friends</p> <p>i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises</p>
KS3 English EN3 Writing	<p>1 Writing to inform, explain, describe</p> <p>g consider what the reader needs to know and include relevant detail</p> <p>h present material clearly, using appropriate layout, illustrations and organisation</p>
English	<p>1 Speaking</p> <p>To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, students should be taught to:</p> <p>a structure their talk clearly, using markers so that their listeners can follow the line of thought</p>

- b use illustrations, evidence and anecdote to enrich and explain their ideas
- c use gesture, tone, pace and rhetorical devices for emphasis
- d use visual aids and images to enhance communication
- e vary word choices, including technical vocabulary, and sentence structure for different audiences
- f use spoken standard English fluently in different contexts
- g evaluate the effectiveness of their speech and consider how to adapt it to a range of situations.

2 Listening

To listen, understand and respond critically to others, students should be taught to:

- a concentrate on and recall the main features of a talk, reading, radio or television programme
- b identify the major elements of what is being said both explicitly and implicitly
- c distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case
- d distinguish tone, undertone, implications and other signs of a speaker's intentions
- e recognise when a speaker is being ambiguous or deliberately vague, glosses over points, uses and abuses evidence and makes unsubstantiated statements
- f ask questions and give relevant and helpful comments.

3 Group discussion and interaction

To participate effectively as members of different groups, students should be taught to:

- a make different types of contributions to groups, adapting their speech to their listeners and the activity
- b take different views into account and modify their own views in the light of what others say
- c sift, summarise and use the most important points
- d take different roles in the organisation, planning and sustaining of groups
- e help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising others' ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ.

Cross curricular links

RE

This can link with work on different cultures, prejudice, suspicion and the causes of conflict.

ICT

2 Developing ideas and making things happen

Students should be taught:

- a to develop and explore information, solve problems and derive new information for particular purposes.

3 Exchanging and sharing information

Students should be taught:

- a how to interpret information and to reorganise and present it in a variety of forms that are fit for purpose
- b to use a range of ICT tools efficiently to draft, bring together and refine information and create good quality presentations in a form that is sensitive to the needs of particular audiences and suits the information content.

4 Reviewing, modifying and evaluating work as it progresses

Students should be taught to:

- a reflect critically on their own and others' use of ICT to help them develop and improve their ideas and the quality of their work.

Appendix 3

Thinking Skills

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how as well as what.

Information-processing skills

Using Kar2ouche students can be encouraged to:

- identify key images, text, ideas – extract what is essential
- sort the relevant from the irrelevant
- organise and where necessary prioritise ideas
- sequence events
- compare and contrast their work with the work of others
- analyse the relationship between characters
- develop cultural awareness.

Reasoning skills

Using Kar2ouche students can be encouraged to:

- justify decisions using evidence
- make informed choices
- work out sub-texts
- consider alternative perspectives/interpretations
- articulate ideas.

Enquiry skills

Using Kar2ouche students can be encouraged to:

- work collaboratively to question text
- observe events and predict subsequent action
- consider consequences
- reflect critically on written text, their own work and the work of peers.

Creative thinking skills

Using Kar2ouche students can be encouraged to:

- offer interpretations of texts/situations
- create multi-media texts
- respond imaginatively to texts/situations.

Evaluation skills

Using Kar2ouche students can be encouraged to:

- engage in collaborative working and dialogue
- review, modify and evaluate work produced.

Communication

Using Kar2ouche students can be encouraged to:

- engage in group discussion
- present ideas to a group
- use visual aids and images to enhance communication
- listen, understand and respond critically to others
- read for meaning
 - extract meaning beyond the literal
 - analyse and discuss alternative interpretations, ambiguity and allusion
 - explore how ideas, values and emotions are portrayed
 - consider how meanings are changed when texts are adapted to different media.

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Appendix 4

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on students’ autonomy in learning. The project found that students not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multi-media products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often under-developed. In Kar2ouche all of the text is provided with a sound file so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way

that increases their confidence. 'Nothing motivates children with special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The sound files and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The sound files also help these children. Likewise the brief sound-clips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded sound files, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.