



Stop and Think Words Can Hurt – Post Workshop Lesson Plan for Years 3-6 (60 minute activity)

Learning objectives:

The aim of the lesson is for the children to further explore ways of resolving bullying issues in a safe and controlled environment, using drama role-play activities and group discussion.

Introduction: (10 minutes)

The lesson begins with a short discussion about the 'Stop and Think – Words Can Hurt' workshop, so that the children have the opportunity to re-cap on what they did in their workshop and what they have already learnt about anti-bullying.

Key points that were discussed in the workshop:

- An agreed definition of bullying.
- An agreed definition of verbal bullying
- What a child can do if they are being bullied.

First activity: Rehearsing the drama scenes created in the Stop and Think – Words Can Hurt workshop. (15 minutes)

Years 4-6 (created role-plays)

The children in Years 4-6 have ten minutes to practice their drama role play scenes that they created in the Stop and Think – Words Can Hurt workshop; based on the poem, 'Billy Doesn't Like School Really' By Paul Cookson. Each scene starts with a freeze frame, ends with a freeze frame and includes the motto, 'Stop and Think – Words Can Hurt.'

Year 3 (created freeze frames)

The children in Year 3 created a freeze frame in their workshop based on the poem 'Billy Doesn't Like School Really.' In each group one child is playing Billy, there are three bullies, a teacher and Billy's friend. Each child has one line to say that describes how their character feels or what their character is thinking about the bullying.

Second activity: Presenting the drama scenes created in the Stop and Think – words can hurt workshop. (15 minutes)

Each group of children presents their scene to the rest of the class.



Main activity: Discuss and create resolution to bullying scenes and present to the class (20 minutes)

The teacher then suggests the following resolutions to Billy's situation or asks the class to brainstorm possible ways that Billy can resolve his or her situation.

Possible resolutions for Billy:

1. Billy could stand up for himself/herself (discuss the best way to do this – the difference between assertive and aggressive behaviour.)
2. Billy could ignore the bullying and walk away.
3. Billy could ask his or her friend for help (the friend could offer advice and or some practical help)
4. Billy could write a note to his or her teacher, explaining the situation and asking for help.
5. Billy could talk to his or her teacher who helps resolve the problem.

The teacher could then ask the class which resolution they would use and why. The children then go back into their groups and act out one of the resolutions. There are five possibilities (above) in this lesson plan but the children may be able to think of more. There may also be preferred resolutions that the children have already agreed to, that are in line with the school's anti-bullying policies. If this is the case, the children can be reminded what they are at this time. The purpose of 'acting out' the resolutions is that this provides the children with ways of tackling this issue in a safe and controlled environment and any questions or concerns they may have can be addressed in the lesson.

Review (5 minutes)

The teacher then talks to the class about what they have learnt from their drama role-play activities and reminds them of the methods they could employ to resolve bullying issues, if they experience them.

Extension activities: Forum Theatre

This method of exploring conflict resolution is called Forum Theatre. This method was originally devised by theatre director, writer and politician Augusto Boal. A recommended book for further extended work in this area is 'Games for Actors and Non-Actors' by Augusto Boal. (ISBN – 10: 0145467080 or ISBN – 13: 978-0145267083)