

WICKED ACTIVE LEARNING

Teachers' Guide to Delivering the Anti-Bullying Lesson Plan KS2-4

Developed in partnership with



You Will Need

- ☒ Wicked Active Learning Anti-Bullying Resource
- ☒ Wicked Active Learning Storyboard Resource

Guidance

The Wicked Active Learning Anti-Bullying Resource supports the following PSHE learning opportunities in the Key Stage 2 curriculum:

- ☒ Inclusion
- ☒ Diversity
- ☒ Mental Health
- ☒ Personal Identity
- ☒ Relationships
- ☒ Bullying

Guidance

Delivering these materials to students will involve careful planning.

As the adult delivering the session:

- Consider any students who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session.
- Be aware of any changes in student behaviour during the session as this may highlight a bullying-related issue.
- Ensure students do not disclose personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards.
- During the session, make sure students are taught:
 - how to report bullying
 - the language to talk to a trusted adult about their experiences and feelings
 - when and how to ask for help and make sure they are listened to
 - that there are people who care and can help if they are struggling with a bullying-related issue
 - the school's Anti-Bullying Policy.

PSHE Association - programme of study KS2 learning outcomes.

See below for how this lesson links to the Mental Health, Friendships and Safe Relationships learning opportunities in the KS2 curriculum.

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

Find the full programme [here](#).

Lesson Objective

Use the story of **Wicked** to:

- understand different types of bullying
- explore why people bully
- discuss what to do if you see bullying at your school

Introduction

Slides 1 - 3

Introduce the lesson and the objectives.

Briefly explore the story of **Wicked**, and it's relevance to the lesson.

Define Bullying

Slides 4 - 5

Through class or group discussion, pupils should define bullying and begin to explore why people bully each other, using characters from **Wicked** as the starting point for this discussion.

Popularity. Power. Difference.

Slides 6 - 7

Again, through discussion in pairs, examine each of these words and try to define what they mean to students.

Ask students to write their first impressions of Elphaba and Glinda, and then discuss.

'... so what?'

Relating the emotion to ourselves.

Slide 8

Working on their own, this is an opportunity for students to reflect on their own experiences. You may want to invite students to write, draw or act out their personal experience.

Being 'different'

Slide 9 - 10

Using the character of Elphaba, a green witch who is different from her peers, this is a chance to explore how students are different, or the same, from each other and celebrate that difference.

GAME: Stand Up Sit Down

Take care to select statements with sensitivity and with the class group in mind. You might want to let students know that they need not stand up if they feel uncomfortable.

Begin with statements that are safe and impersonal, e.g. 'I walk to school/travel by bus to school'.

Progress to statements that are more personal, e.g. 'I am an only child'.

'I go to Church/Mosque/a place of worship'.

Popularity and Power

Slide 11 - 12

Using the character of the ever-popular Glinda, students can explore what being popular in their school means, and whether or not this is important. If so, how?

In the discussion, you may want to use examples such as ‘Amelia is tall and strong – how could she use this for good or bad?’ ‘Malik is the best football player in the school – how could he use this to his advantage, or are there any negatives?’

Role Play 1

Slide 13

Use the storyboard on the slide to examine the story of Wicked and remind students of the characters.

Divide the class into groups for 5 minutes. They should quickly role play the first scene where Elphaba and Glinda meet in **Wicked**.

In the show, we see everyone reacting to Elphaba as different, they are scared of her and mock her. She turns from feeling hopeful to feeling alone. Glinda is at the heart of the group, and mocks Elphaba.

As you watch the scenes, you can pause the action at any time to direct the scene or ask what characters are feeling. You should call out ‘freeze’ to pause the action. When they are frozen, the audience should discuss how they think selected characters feel at that moment.

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

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

Role Play 2 – Online bullying

Slide 15

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

Plenary: what have we learnt?

Slide 16

An opportunity to reflect on the key messages of the lesson in groups. Examples might include: reporting nasty comments online, don’t “like” hurtful comments on social media, stick up for others, put a reporting box in the classroom etc.

Slide 17

Always finish a session that relates to bullying by reminding students who they can talk to in the school if they have concerns about bullying – and remind them of the Childline service.

There is also a reminder and link to the Anti-Bullying Alliance resources linked to Anti-Bullying Week.