

Poem 1 – The Bully and the Bullied

Subject:		Resource:		
PSHE (Personal, Social, Health and Economic Education)		BOOK (Poetry for PSHE by Jay Clarke)		
Teacher:		Date:		Group size:

Direction

Topic: Bullying and remedies	
<p>This is a dual poem, “The Bully and the Bullied”, intended to be read by two people. In this scenario-based activity, the class should be divided into two groups, with one student from each group being called to read out aloud. One side should take the part of the bully and, the other, the bullied</p> <p>The dual poem will be introduced and a “virtual” fight of words will take place. At the end of the session, the class will vote on who took the moral high ground and who won or lost the battle of words.</p>	
Lesson Aims:	
To introduce the idea that disputes can be resolved by words, rather than violence or threats. To encourage debate about the effects of bullying and the futility of it. To try to understand the reason why the bully in the poem did what he did.	
Generic learning outcomes: <i>By the end of the session, learners will be able to-</i>	Differentiated learning outcomes: <i>Learners with more advanced current skills will be able to-</i>
Identify the reasons behind some forms of bullying. Apportion responsibility. Suggest resolution methods.	Analyse the underlying problems that some bullies are trying to mask. Give help and advice to those being bullied.

Key Skills Development

<p>Communication / Literacy / Reading</p> <p>All class will be required to read at least one half of the poem.</p>	<p>Wider Key Skills</p> <p>Dispute resolution. Decision-making, discussing options.</p>
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Time	Teacher activity	Student activity	
2.30-2.45	Hand out the dual poem and divide the class into two groups: one representing the bully, the other the bullied. Ask one student from each side to volunteer to role-play/ read out their half of the poem and the responses.	After reviewing the poem(s) on an overhead projector or whiteboard, each volunteer student will read out his section of poetry, interleaving it with his or her opposing player/reader.	Book of poetry, projector and/or
2.45 – 3.05	Ask questions of the students, including which “side” they agree with, and why. Ask the students who appears to “win” the battle of words, based solely on the poem.	Students engage in a group discussion about the exchanges between the two students in the poem and whether they could have used different expressions to get their points across.	Students
3.05 – 3.15	Ask students to write short (four line) poem, imagining themselves as a mediator, giving advice to the bully and their victim.	Students are asked to write at least four lines of poetry, to be completed within 10 minutes.	Pen and paper or writing book.
3.15 – 3.30	Introduce group discussion.	Discuss what they have learned about bullying and how they would handle a bullying situation.	Students

Session Evaluation: *Consider what went well, areas for improvement, points to take forward*

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