

Bullying of those with disabilities or learning disabilities Lesson Plan

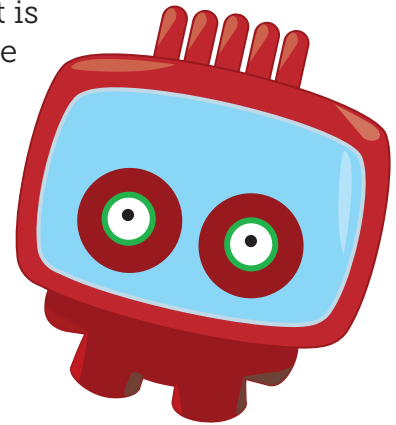


Background and Overview

Everyone has the right to learn and enjoy life. To help schools address the issue of disability and bullying, we've created the following lesson plan. It is most suited to fit the learning outcomes in PSHE and Citizenship in Key Stages 2-4, but it is useful for all young people, and easily adaptable to meet the needs and abilities of your class.

The lesson plan is suitable for use on its own or within a wider project looking at disability. It will take approximately one, 45 minute lesson. As this is a good opportunity to broach the subject of disability and bullying, it can be extended further, or used as part of the wider curriculum.

This activity is also a great opportunity for schools to discuss their own measures in place to promote equality and anti-bullying policies. The 'body map' created as part of the lesson would be great to use as a poster or part of a display for the school.



Learning outcomes will include:

- Increased understanding and awareness of the different types of disabilities and learning disabilities
- Increased understanding and recognition of disablist bullying: how, where and why it happens and its consequences
- Active and inclusive participation and communication
- Group discussion about disability and the pressures and difficulties faced by young people with disabilities.

Requirements:

- Classroom large enough for students to sit in a circle
- Whiteboard/flipchart
- Marker pens
- Paper and coloured pens

Ice-Breaker - Sun Shines On



This is a good warm-up game to get the students talking and you can bring in bullying as a topic to start them thinking about the topic in general.

Arrange the chairs in a circle with one person (and you can join in!) in the middle. That person says:

"Hi, my name is Joe and the sun shines on...anyone wearing shoes!"

Anyone wearing shoes has to move and get another seat, without going to either of the chairs next to them, or returning to the same chair. One person is left in the middle and says the same statement, changing the end part to get people moving. This can be about anything – TV programmes you watch, music you listen to, pets etc. Once this has got them moving around for a few minutes, you ask them to start focusing on bullying.

"Hi, my name is Jane and the sun shines on...anyone who has ever witnessed bullying."

You can then play this for a maximum of 10 minutes, until you feel they are warmed up.

Myths and Truths Disability Quiz



In this part of the lesson, you can give out the following questions or put them up on the board and get the students to write down their answers. They can then switch with the person next to them when you reveal the answers at the end.

1. How many people in the UK have a disability?

830,000 // 8,300,000 // 83,000

Answer:

2. What percentage of disabled people are born with their disability?

1% // 8% // 92%

Answer:

3. Guide dogs are trained to read the destination on the front of buses so they can get their owners home safely.

This statement is: True // False

Answer:

4. What does BSL stand for?

British Sign Language // British School of Linguists //

The British Society of Lawyers // The British Society for Learning

Answer:

5. At the 2004 Paralympics, where did team GB finish in the medals table?

74th place, just behind the Faroe Islands // 5th Place, just below the USA // 2nd Place, with only China ahead of them

Answer:

Group Discussion

Now they are beginning to think about bullying and disability you can start to get the students to think about when and how people are bullied because of disability. This is a short group discussion, which can then be delved into more in the next activities, but a good way of sharing ideas as a group.

Ask the students as a group:

1. What types of disabilities do people get bullied about?

Discussion points: language we use about disability, different forms of disability – visible (e.g physical) and those that aren't so clearly identifiable (e.g. learning disabilities)

2. How do people get bullied because of disability?

Explore the forms of bullying: verbal, physical, mental/emotional and cyber



Mind Mapping



Split the group into two and give each a piece of flipchart (or you could use ICT if this is preferable). Explain the ideas they come up with could be used to show in an assembly or other classes to share what they have done. The groups can use pictures and words to get as many ideas down about the following:

- Why people with disabilities might get bullied?
- Because they look or act differently etc.
- Who gets bullied due to disability and how?
- Students with disabilities, people whose relatives have disabilities, people who act differently – they may not be disabled – but called disablist names.

Effect on those getting bullied



Here you can get the students to explore the effect that bullying someone due to a disability can have on that person and those around them. This will help the students, especially those who may not have any experience of it, empathise with people who have been affected.

Divide the class into small groups of around 4-6. Using a large flipchart or A3 print out (see end template)– one for each subgroup. Draw an outline of a person (whole body) and bubbles coming out of left side from head with title 'thoughts' and from the heart with title 'feelings' and another saying 'actions'.

On the right-hand side of the outline there are spaces for verbal, mental/emotional and physical. Ask each group to fill these in with as many ideas as they can come up with, and they can include pictures. This could be used as a poster, or part of a display for the school, if you wish.

Ideas - effects on person bullied:

Thoughts:

I'm different
I'm not as good as others
There's something wrong with me

Feelings:

Low self esteem
Low confidence
Worthless
Lonely

Actions:

Withdrawn
Bully others
Get angry
Take it out on others
Crying
Depressed
Self harm

Ideas: The bullying:**Verbal:**

Names – spaz etc
Rumours – about family/others

Mental/emotional/cyber:

Left out of things
Ignored
Patronised – good discussion point – is this bullying?
Sent pictures that mock
Doctoring photos

Physical:

Punching, kicking etc
Damaging property – e.g. wheelchair
Taking belongings – e.g. money, phone, crutches
Intimidating physically

Closing session

If you have time you can go around the whole group, otherwise ask for hands up and get some feedback on:

- What have they learnt from the lesson?
- What will they take away with them/do differently?

**Activity 6**

Thoughts of
person being bullied

Verbal Bullying

Feelings of
person being bullied

Mental / Emotional
Bullying

Actions of
person being bullied

Physical
Bullying

