

Episode 2.

Aims:

This episode builds on student knowledge and understanding of the Crime and Disorder Act and the concept of anti-social behaviour such as bullying. It requires the students to assess and redraft a microcosmic or local version of an anti-social policy: the school bullying policy. It also requires students to interrogate media-based gender stereotypes and reflect on the construction of their own identities.

Activities:

- 1.) Students to listen to Episode 2 of The Manor.
- 2.) Students to work through interactive web-site Why Are You Being So Pushy?
- 3.) Students to click on the link **Act More Like A Boy** and to consider the question of how they might help someone who was being bullied.
- 4.) Students to click on the link for **Girls are Gentle Creatures** and should be encouraged to submit a response to the piece.
 - **At this point break for a class discussion on whether society expects boys and girls to behave in particular ways and whether it can be painful for people who do not always conform to these stereotypes.**
 - **Students should consider the kind of verbal abuse that is often directed at these students.**
- 5.) Students to click on the link for the **BBC Video Nation** and to submit a response about their thoughts on the video which is about talking to your parents about bullying.
- 6.) Students to click on the link **Don't Suffer In Silence**.
- 7.) Students to click on the link for the DFES bullying video.
 - **Class Discussion on whether or not the school has a Bullying Policy and whether the students know what it is.**
 - **Assessment of Bullying Policy. Students to draft a class Bullying Policy and consider the implications of how the Policy could be enforced.**

Differentiated Activities:

- 8.) Extension Activities for G&T students: to conduct research on the internet looking for examples of how gender stereotypes are constructed by the media. Prepare a presentation for the rest of the class using a flipchart on Active Studio Interactive White-boards.
- 9.) Other students to conduct the quiz on **Resolving Conflict for Girls** or **The Battle of the Sexes Gender Lab**.

Citizenship, KS3.

Knowledge and understanding.

1c) central and local government, the public services they offer and how they are financed, and the opportunities to contribute.

1f) the work of community-based, national and international voluntary groups.

1g) the importance of resolving conflict fairly.

1h) the significance of the media in society.

Skills of enquiry and communication

2a) think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.

2b) justify and defend orally and in writing a personal opinion about such issues, problems or events.

2c) Contribute to group and exploratory class discussion, and take part in debates.

Skills of participation and responsible action.

3a) Pupils use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

3b) negotiate, decide and take part responsibly in both school and community- based activities.

3c) reflect on the process of participating.

Citizenship, KS4.

Knowledge and understanding.

1f) the opportunities for individuals and voluntary groups to bring about social change locally, nationally, in Europe and internationally.

1g) the importance of a free press, and the media's role in society, including the internet, in providing information and affecting opinion.

Skills of enquiry and communication

2a) research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICT- based sources, showing an awareness of the use and abuse of statistics.

2b) express, justify and defend orally and in writing a personal opinion about such issues, problems or events.

2c) Contribute to group and exploratory class discussion, and take part in formal debates.

Skills of participation and responsible action.

3a) Pupils use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

3b) negotiate, decide and take part responsibly in both school and community- based activities.

3c) reflect on the process of participating.

Suggested Activities:

- 1.) Students to listen to the feature on what it is like to be a Muslim girl on ***Blaze Radio***.

Click onto the BBC Website Cool Edit Pro 01: The Basics
<http://www.bbctraining.com/onlineCourse.asp?tID=2292&cat=2772>

Cool Edit Pro 02: The Editing Process
<http://www.bbctraining.com/onlineCourse.asp?tID=2264&cat=2772> for guidance on how to create a radio feature.

Cool Edit Pro 03: Multitrack Packaging
<http://www.bbctraining.com/onlineCourse.asp?tID=2301&cat=2772>

- 2.) Students to create their own radio feature on *The Experience of Being Bullied* in schools today.

Additional Curriculum Coverage.

Citizenship KS3

Knowledge and understanding.

1b) the diversity of national, regional, religious and ethnic identities in the united kingdom and the need for mutual respect and understanding.

Citizenship, KS4.

Knowledge and understanding.

1b) the origins and implications of the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Drama and Citizenship

Sheriff

Sheriff is a game that explores the theme of violence. It resonates with familiar TV and film formats, providing an opportunity for your group to engage physically and emotionally with a hot topic, within the safety of a game.

The group stands in a circle with one player, the sheriff, in the middle. The sheriff mimes shooting at someone in the circle and shouts 'bang!' That person then ducks and the players either side mime shooting at each other whilst shouting 'bang!'. The sheriff decides whose reactions were the quickest and they are declared the winner. The loser sits down and is now 'out'. The game continues in this vein until there are only two players left. They then stand back to back, as if it were an old-fashioned duel. The sheriff then starts to count, deliberately missing out a number ('one. two.. three.. five!'). This is the signal for the two remaining players to turn and mime shooting. The sheriff declares the quickest player as the winner who then becomes the sheriff for the next round.

Following a lively game of Sheriff, the leader asks the group to describe their feelings during the game:

'I wasn't concentrating, so I was out early. It was a real shock!'

‘I was angry, because I thought I’d won. But the sheriff made me sit down!’

‘I was really aware, on my toes, so that I felt I could beat anyone on either side.’

‘I loved being the sheriff. Real power!’

‘I didn’t like being the sheriff. I didn’t want to make a decision to have someone out of the game.’

Leader: ‘Was this similar to any real violent situations?’

‘That feeling that anything could happen, it’s a bit like that just walking across the park, even if nothing happens to you, you’re worried something might.’

‘You have to be really aware that people can attack you in certain situations.’

‘And some people are like the sheriff., the police., the army... They have to make life and death decisions.’

‘And sometimes it’s like the person being shot at. If you avoid the violence, your mate gets it.’

‘Yeah... and it can be really embarrassing being the victim of violence. You can look really weak.’

Follow-on sequence

Already the group has offered fragments of narrative. These can now be the starting points for further drama.

Recap on the dramatic situations discussed at the end of the game (e.g. walking late at night through the park, being embarrassed by being the victim of violence, being the person making a life and death decision).

Ask them to prepare, in small groups, a short scene with one of these situations as a starting point. Their task is to focus on one central character. The scene is to be performed without dialogue, focusing on body language and expression. The only words to be used are those that track the thoughts of the central character.

Share the scenes and discuss. Could this scene occur anywhere in the world? Are some places and societies less violent than others? Could these conflicts be resolved or managed better? What can governments do to reduce these violent situations?

