

Standing against bullying

Teacher's notes

Upper-intermediate to Advanced



Task 1. Warm-up and lead-in

Printable page

- ~5 minutes

Instructions

It is an open-class discussion with a teacher-fronted interaction. You can print out several stickers with words or write them on the board. Let students ignore the words they don't know for now, or replace them with simpler words (if you want to give this material to a lower-level class).

The purpose of this exercise

This exercise is suggested to introduce the topic to the students. Since the topic is rather sensitive, react carefully to your students' answers, and guide them to the correct answer.

Correct answers

There could be variations, such as:

- bullying, bullying at school, bullying on the basis of ethnicity or race;
- nationality-based discrimination, causes of discrimination;
- how to react to bullying.

'Bullying' and 'discrimination' might be conceptually difficult to your students, so it's safer to paraphrase them or give a definition, especially if your students struggle interpreting the meaning of those words.

Task 2. Discussion

Printable page

- ~10-15 minutes

Instructions

Instruct your students to discuss the questions in pairs or in groups of three. As an extension idea, you may want each pair or group to compare their opinions to those of another pair or group. Try to keep it short: a post-reading discussion will serve as a consolidating speaking exercise, and you will need more time for it. You need to hold the role of a mediator in this situation and make sure that your students express their opinions in a polite way.

The purpose of this exercise

This discussion is aimed at activating your students' schemata and preparing them to read a text. They will find all answers to those questions in the text itself.

Correct answers

Your students are going to check their answers while reading the text.

Task 3. Reading

Printable page

- 2-3 minutes for reading
- 5-10 minutes for a teacher-fronted discussion

Instructions

This is a mere skimming exercise, so you should instruct your students to ignore any words they may not know and focus only on understanding the whole idea of a text and finding the arguments in it. The reading time must be limited in this case, and you are expected to control the time.

The purpose of this exercise

Depending on what your students know about the topic, they will either learn reasonable verbalised arguments against these forms of discrimination or solidify their opinion.

Task 4. Post-reading vocabulary

Printable page

- 2-3 minutes for filling in the diagram
- 5-7 minutes for mingling
- 5 minutes for checking in class

Instructions

Have your students fill in the diagram by themselves and then either work in pairs or groups.

The purpose of this exercise

Depending on what your students know about the topic, they will either learn reasonable verbalised arguments against these forms of discrimination or solidify their opinion.

Task 5. Discussion

Printable page

- ~10-12 minutes

Instructions

Divide your students in pairs or groups, preferably with different peers in one pair/group.

The purpose of this exercise

This final discussion is aimed at rounding up the whole topic and helping students activate the vocabulary that they've picked up from the text.

Cool-down

Instructions

Follow the usual cool-down routine you do in class. Focus on your students' reflections and make sure you ask about their feelings and opinions about the lesson.

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