

Прізвище, ім'я автора розробки	
Федірко Світлана Іванівна	
Повна назва закладу освіти	
Пирятинський ліцей №6 Пирятинської міської ради Полтавської області	
Посада	
учитель англійської мови,	
Номінація	
іноземні мови (іноземні мови)	
ТЕМА УРОКУ	
Anti-Bullying. Wellbeing at school. /Антибулінг. Добробут у школі.	
Клас	Тип уроку
9	комбінований
Перелік ключових компетентностей	
Соціальна та громадянська компетентність: повага до людської гідності та прав людини. Інформаційно-цифрова компетентність: формулює правила безпеки онлайн спілкування	
Цифрові інструменти\сервіси\ресурси	Базові поняття і терміни
Анімаційний фільм https://www.youtube.com/watch?v=ffzlhWoi5ac , лексика на ресурсі: https://wordart.com/edit/fpenljaukr1e ; лексична гра на ресурсі Quizlet (https://quizlet.com/ua/962551141/bullying-flash-cards/?funnelUUID=a41d204d-5ad1-4cc3-af70-5650d4aa85be) та релаксація на ресурсі Wordwall https://wordwall.net/resource/29650009/pshe-anti-bullying-week-quiz , тестові матеріали на ресурсі Kahoot (https://create.kahoot.it/details/021459d0-3457-4a42-9802-6fbf8cae5352) та Google form https://forms.gle/qbDAZVvTrhmTzCVJ7 , Jamboard (для демонстрації продукту міні-проєкту); Презентація уроку на ресурсі Genially : https://view.genially.com/671e0188acd5536c1f1b9621/interactive-content-bullying	Victim, bully, bystander, witness, attitude, to tease
Використані джерела	
https://learnenglishteens.britishcouncil.org/ https://wordwall.net/en-gb/community/bullying	
Очікувані результати навчання	
на кінець уроку учні зможуть : <ul style="list-style-type: none"> • назвати види прояву булінгу, його ознаки; • зрозуміти, скільки він триває; 	

- розповісти про те, як правильно реагувати на випадки цькування: назвати алгоритм дій;

В уроці зібрано ключову інформацію про прояви булінгу серед школярів; основні його види та ознаки; як не стати жертвою та способи протидії. Ці знання можуть врятувати не тільки від тілесних чи моральних травм, а й життя учнів в цілому.

Topic/Тема : Anti-Bullying. Wellbeing at school. /Антибулінг. Добробут у школі.

Клас: 9 клас

Тип уроку: комбінований

Цифрові інструменти\сервіси\ресурси:

анімаційний фільм <https://www.youtube.com/watch?v=ffzIhWoi5ac> , лексика на

ресурсі: <https://wordart.com/edit/fpenljaukr1e>; лексична гра на ресурсі Quizlet

([https://quizlet.com/ua/962551141/bullying-flash-cards/?funnelUUID=a41d204d-](https://quizlet.com/ua/962551141/bullying-flash-cards/?funnelUUID=a41d204d-5ad1-4cc3-af70-5650d4aa85be)

[5ad1-4cc3-af70-5650d4aa85be](https://quizlet.com/ua/962551141/bullying-flash-cards/?funnelUUID=a41d204d-5ad1-4cc3-af70-5650d4aa85be)) та релаксація на ресурсі Wordwall

<https://wordwall.net/resource/29650009/pshe-anti-bullying-week-quiz> , тестові

матеріали на ресурсі Kahoot ([https://create.kahoot.it/details/021459d0-3457-4a42-](https://create.kahoot.it/details/021459d0-3457-4a42-9802-6fbf8cae5352)

[9802-6fbf8cae5352](https://create.kahoot.it/details/021459d0-3457-4a42-9802-6fbf8cae5352)) та в Google form <https://forms.gle/qbDAZVvTrhmTzCVJ7> ,

Jamboard (для демонстрації продукту міні-проєкту);

Презентація уроку на ресурсі Genially:

<https://view.genially.com/671e0188acd5536c1f1b9621/interactive-content-bullying>

Очікувані результати навчання: на кінець уроку учні зможуть :

- назвати види прояву булінгу, його ознаки;
- зрозуміти, скільки він триває;
- розповісти про те, як правильно реагувати на випадки цькування: назвати алгоритм дій;

В уроці зібрано ключову інформацію про прояви булінгу серед школярів; основні його види та ознаки; як не стати жертвою та способи протидії. Ці знання можуть врятувати не тільки від тілесних чи моральних травм, а й життя учнів в цілому.

ПЛАН УРОКУ

I. Підготовка до сприйняття іншомовного мовлення.

1) **Greeting. Привітання.** (1 хв)

Good morning, students! How are you today? Raise both hands if you're great and say «Hooray». Cross your hands if you are so-so. Hide your hands behind your back if you feel sad. На цьому етапі важливо поспілкуватися з дітьми і заохотити їх поділитися своїми відчуттями. Можливо, потрібно буде когось підтримати або підбадьорити (в обов'язковому порядку, якщо є діти - вимушені переселенці)

2) **Повідомлення теми та мети уроку.** (час: 2 хв)

- Write the following words on the board: hurt, tease, call names, kick, hit, victim, bystander.

- Explain that these words are all related to today's lesson theme. Ask students to guess the theme. If necessary, help students with unknown vocabulary (but don't say the words 'bully' or 'bullying'!).

- Students make suggestions about the theme of the lesson. The theme is bullying. Elicit or explain the meaning of bullying (bullying = something mean or hurtful that people do on purpose, again and again, by someone who uses power unfairly). (slide 2)

So, today you will get some information how to behave at school, learn about the problem of bullies and how to behave if you are a bystander and by the end of the lesson you will be able to name the main rules how to prevent bullying.

II. Основна частина

2.1. **Вступне слово** (час: 2-3 хв) (slide 3-4)

English Teacher:

Bullying is a subcategory of aggressive behavior that is characterised by hostile intent, imbalance of power (real or perceived power inequality between bully and victim), and repetition over a period of time. More ordinary types of student conflicts, which are sometimes part of everyday school life, are not associated with an imbalance of power. In contrast to more ordinary conflicts, school bullying can severely harm

victimized students. By definition, bullying involves an imbalance of power. A bully has power over another student because of factors such as size, gender, age, standing among peers, and/or assistance by other students. Among boys, bullying tends to involve differences in strength; among girls, bullying is more focused on differences in physical appearance, emotional life, and/or academic status.

2.2. Presenting Vocabulary (час: 3 хв)

Find the words, which are connected with our topic and make up your own sentences. (slide 5) <https://wordart.com/edit/fpenljaukr1e>

2.3. Listening/Аудіювання.

2.3.1. Pre - Listening Task. Етап підготовки до сприйняття інформації на слух. (час:2 хв)

Гра Quizlet <https://quizlet.com/ua/962551141/bullying-flash-cards/?funnelUUID=a41d204d-5ad1-4cc3-af70-5650d4aa85be>

Поділіться лінком та проведіть гру, не забудьте привітати переможців та підбадьорити кому не все вдалося. (slide 6)

2.3.2. Listening. Етап перегляду анімаційного ролика. (slide 7)

<https://www.youtube.com/watch?v=ffzlhWoi5ac> (час: 8 хв)

2.3.3. After- Listening Task. Перевірка розуміння матеріалу. (slide 8) (час: 4 хв)

(Учні реєструються на гру Kahoot та виконують завдання. <https://create.kahoot.it/details/021459d0-3457-4a42-9802-6fbf8cae5352>

2.4. Discussion. (час: 5 хв) (slide 9)

•Give each pair or small group of students a copy of the questionnaire (Worksheet A). Read the instructions aloud and point out (a) the expressions on giving opinions/ agreeing and disagreeing at the top of the page, and (b) the vocabulary box at the bottom of the page. Model the first one as an example with the class, but don't comment on their opinions. Accept all views.

• Explain that while students discuss their beliefs about bullying and bullies, they should write honest answers: yes/no. (Remind students there is no right/wrong answer at this stage!) Set a time limit.

2.5. Reading/ Читання

Divide learners into pairs (B and C) and give each learner the appropriate worksheet (Bullying worksheet B or Bullying worksheet C). Explain that they have different texts. They read their text and answer the questions at the top of the page. They can work with another person who has the same worksheet. Explain that they need to understand it well, because after reading they will share their information with another person.

2.5.1. Pre-reading (час: 1 хв) (slide 10)

Look at the titles and say what you expect to read about?

2.5.2. While- Reading: read the text and answer the questions) (час: 4 хв)
Worksheet B/ (Додаток В) / Worksheet C/ (Додаток С) (slide 11)

2.5.3. Post-Reading: (час: 2 хв) (slide 12)

Tell students to break into groups of four (each group should contain a mix of Student B and Student C students). Tell groups to explain the key points of their text to each other. If helpful, write on the board: ‘What did you learn about bullies/bystanders? Share the main information you learned.

2.5.4. Answer the questions (час:2 хв) (slide 12)

Учні відповідають на тест в Google Form

<https://forms.gle/qbDAZVvTrhmTzCVJ7>

1. What are the three kinds of bullying?

2. What is emotional bullying?

a) Bullies don't touch the other person

b) They play with people's feelings

c) They hit, push or kick others

3. Why do people bully?

a) They have no friends and feel lonely.

- b) They are victims of bullying at home or outside school. Many bullies are bullied.
- c) It's a kind of game.
- d) They need attention.

4. In what ways do bystanders help bullies?

- a) Join the bully
- b) Ignore the bullying
- c) Stop it

5. What can bystanders do to stop the bullying?

- a) Not to take part in bullying
- b) Not to spread rumors
- c) Call the police if it is dangerous
- d) Laugh when the bully does something mean

6. What is bullying?

2.6. Relaxation / Релаксація. Онлайн гра (час: 2 хв) (slide 13)

<https://wordwall.net/resource/29650009/pshe-anti-bullying-week-quiz>

2.7. Mini- Projects / Робота над міні-проектами (час: 5 хв) (slide 14)

1) Підготовка. Вчитель повідомляє завдання та проводить мозковий штурм щодо інформації про поведінку дітей в школі та про запобігання булінгу.

2) Учні працюють у групах використовуючи дошку Jamboard (за потреби вчитель змінює склад груп). Завдання для груп:

Group 1: What should you do to prevent bullying?

Answers:

1. Tell an adult what is happening.
2. If you don't receive help from the first person address to another trusted one.
3. Call the policy.

Group 2: Make up advices how to respond to a bully?

Answers:

1. Say “STOP!”
2. Do not retaliate – walk away from any situations if possible.
3. If the bullying is online, do not respond.
4. Spend your time with people that make you feel good.
5. Stay with a group; there is safety in numbers.

Group 3: What are the basic rules at school?

Answers:

1. Treat others with respect at all times..
2. Follow the teacher's directions the first time they are given.
3. Be polite to the teacher and your classmates.

2.8. Обговорення та аналіз результатів. (час: 1 хв)

Вчитель заохочує учнів висловитись стосовно проектів однокласників за планом:

- 1) Whose project do you like?
- 2) What would you like to change?
- 3) What do you like most of all in their project?

Speaking blank:

- You should always
- People shouldn't
- The most important thing is
- Always remember

III. Заключна частина (час: 2 хв)

3. 1. Підсумки. Метод Квінтіліана «Хто? Що? Коли? Навіщо? Де? Як?»

1. Що? Що ми робили сьогодні на уроці? / What did we do during our lesson?
2. Хто? Хто з вас виконав усі завдання правильно?/ Who did all tasks properly?
3. Коли? Коли можуть знадобитися ці знання?/ When will you need this knowledge?

4. Навіщо? Для чого нам потрібні ці знання? What is this knowledge for?

5. Де? У яких галузях застосовуються ці знання? Where is this knowledge used?

6. Як? Як ці знання можна застосувати у житті? How can you use this knowledge?

3. 2. Домашнє завдання.

Divide pupils into small groups. Their task will be: to make anti-bullying poster in Canva.

3.3. Оцінювання

По результатам тестової роботи(Google form) та гри Kahoot

Презентація уроку:

<https://view.genially.com/671e0188acd5536c1f1b9621/interactive-content-bullying>

Questionnaire: Beliefs about bullying

Read the sentences 1–6 below. Decide if you agree or disagree with each one. In the space before each sentence write **A** if you agree or **D** if you disagree.

Share your opinions with a partner. Use the expressions in the box below to help you.

Give an opinion	Agree	Disagree
I think ...	I agree.	Sorry, I don't agree.
In my opinion ...	I totally agree.	No way!
To be honest, I think ...	Exactly!	That's true, but ...
I believe that ...	You're right.	On the other hand, ...

1. ____ People often **spread rumours** about each other or say mean things **behind each other's back**. It's normal. It's part of growing up.
2. ____ Calling someone names or **teasing** them is not bullying. It's just a bit of fun.
3. ____ One day the bully will get bored and stop bullying.
4. ____ People bully because they were born that way.
5. ____ It's best to stay friends with bullies so that they don't **pick on** you.
6. ____ Bullies are scary people. **Bystanders** should **ignore** them and stay safe.

Read the article and answer the questions.

What are the three kinds of bullying? Is one type more serious than another?

Why do people bully?

What did you learn from the text that was interesting? Which information surprised you?

READING A: Bullies

A bully is someone who hurts others. Bullies usually hurt the same person, again and again, on purpose. There is no typical bully. Bullies can be boys, girls or adults.

There are three kinds of bullying. Young bullies usually use words (verbal bullying). They call people ugly names and tease their victims. Older bullies often use physical bullying – they hit, push, kick and so on. Teenagers often use the third kind, called emotional bullying. This means that bullies don't touch the other person but they play with people's feelings. For example, bullies spread false rumours about someone in class. They ignore people or laugh at them behind their back to make the victims feel like they don't belong to the group. Or they may use cyberbullying, which is becoming more and more common. For example, they post photos on the internet.

Let's be clear about three things: (1) bullying is not 'normal' – it's not a part of growing up; (2) one type of bullying is not better than another – bullying is bullying; and (3) all bullying is wrong.

Here are some reasons why people bully:

- They don't feel very important. Bullying makes them feel more important.
- They have no friends and feel lonely. Many bullies don't know how to make friends because no one taught them how.
- They feel bad about themselves. They want to make other people feel bad too.
- They are victims of bullying at home or outside school. Many bullies are bullied.
- They are angry people. When they bully, they let out their anger.
- They need attention. Sometimes they don't get much attention at home – or people only pay attention to them when they are bad.
- They don't think about people's feelings.

Bullies are not born that way. They learn the habit. They are often sad, angry and lonely people.

Read the article and answer the questions.

In what ways do bystanders help bullies?

What can bystanders do to stop the bullying?

What did you learn from the text that was interesting? Which information in the text surprised you?

READING B: The bystander

Bullies don't bully in private. Someone always sees it or knows about it. These people are called bystanders. Bystanders can choose to: (a) join the bully, (b) ignore the bullying or (c) stop it.

Bystanders who join the bully are as bad as the bully, because they help the bully. They laugh when the bully does something mean, so the bully thinks he/she is cool or popular. If bystanders 'like' the bully's internet posts, the bully posts more. These people make the problem worse.

Some bystanders do nothing. They are afraid that if they say something, the bully will hurt them too. This makes sense. But bystanders who do nothing are saying that 'bullying is OK'.

Bystanders need to stop helping bullies. Here are some reasons why:

- They are not victims today, but they can become victims in the future!
- Bullying can get worse. Victims get ill, hurt and sometimes they even die. Did you know that about 60 per cent of boys who bully in middle school become criminals later in life?
- Other bullies copy. Young people think that bullying is cool and they begin to bully.
- No one wins. With bullying, everyone in the group feels scared and nervous.

So how can bystanders help? Bystanders can do small things. For example, they can tell their friends: 'I'm not going to take part in bullying any more. I'm not going to spread rumours, ignore people or "like" mean posts. So please don't include me in bullying or post mean photos to me.' Bystanders can also stop laughing at the bully, because the bully will think he/she is popular.

What else? Bystanders can:

- **say something.** Tell the bully to stop.
- **do something.** Get help. Tell an adult (a parent or a teacher). Call the police if it looks dangerous. Help the victim.

Finally, bystanders should always stay safe. The best way to be safe is to act as a group. Together, the group can make it clear that the bullying is not OK. Stand up together!