



# Why do some people bully others?



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## Lesson Objectives

- + To learn how to define bullying and religious bullying
- + To understand the factors that might lead some people to bully others
- + To reflect on their own beliefs on why religious bullying occurs

## What you need for this lesson

- + 12 copies printed of the dartboard
- + 12 sets of the dartboard cards printed and 2 sets of blank cards (print two copies of the dartboard cards as each page has 6 sets on it)
- + PowerPoint with starter quiz
- + 'Why do we bully?' film clip on Vimeo or YouTube links below
- + PowerPoint with Nelson Mandela quote



## Why do some people bully others?

- 1. Starter:** Quiz – true/false on religion and introduction to today's lesson objectives. (5 mins)
- 2. Ask** students to define bullying with a partner. Then display the Anti-bullying alliance (ABA) definition of bullying: **“It is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”**  
Ask students how similar or different this definition is to their definition? (6 mins)
- 3. Explain** to the class that we are going to focus today on religious bullying and explain what this is to the students. Child-line define it as “Being treated differently because of your religion, lack of religion or your beliefs.” (4 mins)
- 4. Introduce** the dartboard task to the class. Move students into groups of 3 to work on this task. Give them a copy of the dartboard and a set of printed cards, as well as at least two blank cards that students can write on. Explain to the students that this task is about identifying causes of religious bullying. Ask them to read through the printed cards and decide together what other reasons for religious bullying they can identify. They can write these new ideas on their blank cards. Next ask the students to place their cards onto their dartboard. They can only have one card on the bullseye, and one card on each ring. The students will need to decide which cards they leave off the dartboard and where they place the ones they think are the most important. Ask students to show on the dartboard which cards are the most important in answering the question ‘why do people get bullied because of their religion?’ (15 mins)
- 5. Bring** the class back together. Ask one group which card they placed on the bullseye and why. Then then ask if any other groups agree. If another group does agree, ask if they have any other reasons for why they placed that card on the bullseye. If they do, listen to their reason. If there are no extra reasons, move on to another group who have placed a different card on the bullseye and ask for their reasons. Carry on until you have discovered all the cards the pupils have placed on the bullseye. Note: when taking the feedback keep asking the class if they want or need to change their card in the middle in the light of what they are hearing. This helps to encourage deeper reflections and reasoning in the answers given. (10 mins)
- 6. Watch** the film from the faith leaders – defining bullying and explaining why people bully others. Ask students to watch it looking for any new information about why people might bully. (5 mins)  
**Why do we bully?** Student SACRE chair and vice-chair (Nawal and Noor) interview local religious leaders to find out the answer to this question from a religious perspective. [Vimeo link](#) (Password: StudentSacre2018)/ [YouTube link](#)
- 7. Ask** students to write into their books a definition of religious bullying and why some people bullying others for their religion (10 mins)
- 8. Plenary:** Display the quotation from Nelson Mandela *“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”*  
Ask pupils to stand on an imaginary line across the front of your classroom, to show how much they agree or disagree with Nelson’s quote. Explain to the students that next lesson we are going to unpack these ideas some more. (5 mins)