

WHAT'S NEW!

Communication Objectives:	Ss will: - use modifying words and phrases for expressing beliefs. - use bullying-related vocabulary, phrases and idioms.		
Educational Objectives:	Students will be able to understand the psychological, moral, social and legal implications of bullying.		
Connected Topics:	- Satire and difficult issues - Steroids and other illegal drugs - Workplace bullying - Social Darwinism	- Dynamics of power - Stanford Prison Experiment - Big versus small countries - Bullying and sports	
Grammar:	Word forms and modifying words		
Key Vocabulary:	anecdotal bullying cavort Class A drugs competition detention exclude harassment informant	irrefutable intemperate local education authority multifarious notorious passive-aggressive behaviour peremptorily precipitous psychopath	push-up reinstate sadistic sketchy survival of the fittest teasing truancy unsubstantiated

The BIG question: IS BULLYING JUST PART OF LIFE?

While the unit title is framed as the typical challenge of someone who is behaving in aggressive way, as if just looking is an aggressive act in itself, **The BIG question** asks whether bullying is inevitable.

VIEWPOINT

Facts: The information is from a survey by ChildLine, a leading UK children's charity, and the UK government's Department for Education and Skills. They interviewed over a thousand pupils in Years 5 and 8 from 12 different schools from across the UK.

Source:

www.childline.org.uk/pdfs/bullysum.pdf

More statistics:

Two-thirds of bullying victims say they are bullied every day.

Two-thirds of bullying victims say their schools do nothing to help.

More than a third of bullying victims say bullying stopped after they told someone.

Source:

CBBC

http://news.bbc.co.uk/cbbcnews/hi/uk/newsid_2516000/2516997.stm

EQ: *Why do you think there is a difference between the rate of bullying in primary and secondary schools?*

Quote: Jimmy Carter Jr. (b 1924) was the 39th president of the USA from 1977–81. His administration supported social inclusion, human rights, peace in the Middle East and nuclear disarmament. Nowadays he is better known for his human rights work.

EQ: *Do you agree with Jimmy Carter's quote? How would you assess your country's treatment of its weakest and most helpless members?*

Poster: This poster is from an Australian anti-bullying website - www.sangrea.nte/bully. The students should be encouraged to think about self-esteem.

1 WORD POWER

A asks students to consider different types of bullies. By associating bullying with different social

roles, students will begin to make the association of bullying and abuse of power.

B Students find antonyms in the articles to complete the activity.

1 WORD POWER B

Answers

2 c 3 b 4 e 5 d 6 a

C This activity gives practice in using vocabulary from **B** and the phrases from **Language Bank 4**.

D More practice in using vocabulary and **Language Bank 4** phrases while discussing the issue of bullying from different points of view.

ARTICLES

Leave the Poor Psychopath Alone

This *Guardian* editorial was written after an incident at the Glyn Technology School in Surrey, UK. Two 15-year-old boys were caught throwing stones at school windows and were given a detention by the Physical Education teacher, Steve Taverner. The boys then left 44 threatening messages on the teacher's answering machine and mobile phone, including: 'You are going to die soon. You are going to get stabbed in the back of the head.' and 'You have five days to live.' The school's headmaster and governors decided to exclude the boys. After an appeal by the boys' parents, the appeals panel of the Surrey Local Education Authority overturned the verdict. The panel members chose not to listen to the tapes of the threats. Mr Taverner took sick leave for stress. The teachers at the school threatened to strike if the boys were allowed back. The UK Education secretary finally stepped in and reversed the appeal decision, so the boys have not returned to the school. The article was written directly after the appeal panel made its decision.

EQ: *How could this sort of incident happen?*

Drug Warning as Bullied Children turn to Steroids

This article expands on the worrying trend among secondary school boys in the UK and elsewhere. Steroids are often thought of as a sports-related problem, but they appear to be a social one as well. Some effects of abusing anabolic-androgenic

steroids (male hormones) are: psychiatric effects (extreme mood swings, aggressive behaviour ('roid rage), extreme irritability, paranoia, delusions), high blood pressure / heart disease, liver damage / cancer, strokes / blood clots, stopping growth (adolescents), severe acne, baldness, nausea, insomnia. It also has effects on the reproductive system. Steroids can be taken orally or intravenously. Sharing needles when injecting can also increase the risk of HIV / AIDS and hepatitis.

EQ: *Is taking steroids as serious as taking other drugs like marijuana, LSD, cocaine or heroine?*

2 READING

B It might help to go through the article point by point. One key to understanding whether something is satirical is by deciding if the events can be taken seriously. You can get the students to discuss whether each of these events would ever happen.

The crime:

- Student killing a teacher.
- Mounting the head on 40-foot pole outside the teachers' room.
- Dancing around the pole naked, whooping and hollering and invoking the Antichrist.

Sample comment: *If it's a real crime, it would be one of the most bizarre and brutal this century.*

Reasons for committing the crime:

- Being punished: detention and exclusion
- According to Ms Bennett (Darren's mother): history of bullying by teacher for punishing Bennett for clear school and legal offences (truancy and possession of Class A drugs)

Sample comment: *These are rather absurd reasons to suggest that the murder was in any way justifiable.*

Response by the local school authority

- To overturn the exclusion because the threat of the student's rage was removed with the death of Mr McCreevey.
- To accept Ms Bennett's explanation and repeal the exclusion.

Sample comment: *The response of the local school authority in this fictional case is absurd and ridiculous. (The author is suggesting that the 'real' appeal verdict*

is similarly absurd and ridiculous.) It is against most normal ideas of justice.

EQ: Why do people use satire? Think of some news events (especially controversial / unpopular ones). How could you speak about them in a satirical way?

2 READING A, B

Answers

A 1 decapitate 2 repercussion 3 remonstrate
4 precipitous

B 1 First article satirical: Events that are extreme and exaggerated are described as if they are normal, for example Darren killed his teacher but this was apparently justified because the teacher punished Darren for truancy and having illegal drugs, although this was what a teacher should normally do.

B 1: It may help to discuss the effects of steroids on the human body. (See effects of steroid abuse above.)

EQ: Why do people take steroids (use and abuse)? What do they do? Should steroids be legal and easily obtainable? Would you take steroids if you were bullied?

2 READING C2

Answers

C 2 The students are getting steroids from drug dealers pushing other drugs because they want to be bigger as a way of dealing with bullies.

3 SPEAK YOUR MIND

This section covers: the frequency of bullying, how bullying changes over time, the use of technology for bullying, bullying and physical violence, and the attitude of society to bullying.

A EQ: How common is bullying in schools? Do schools take bullying seriously? How does / did your school deal with bullying?

B EQ: Do adults experience bullying too? If so, give examples. Is the type of bullying the same at different ages?

C EQ: Does the anonymity of an email or a mobile phone increase this kind of behaviour? How can it be dealt with?

D EQ: Is teasing just something harmless that everyone does?

E EQ: Would you defend someone from being bullied if it meant you might get injured? When should the authorities be brought in (for example: headmasters, police, employers)?

4 LISTEN

DVD

Although bullying is not new to the workplace, it seems to have increased recently. With less job security, workers often feel they cannot protect themselves from a bully who might have control over their job. The most important point to be taken from this audio clip is that the problem of bullying in the workplace is due to the poor enforcement of existing workplace harassment policies in many companies.

4 LISTEN B, C

Answers

B • Bullying can take the form of shouting, swearing, fighting, passive aggressiveness (not talking to colleagues, not returning phone calls), rudeness, or disrespect.

- Bullies are often people with a special status, who are high up on the corporate ladder, or who have a special skill and are allowed to get away with their bad behaviour.
- To solve the problem, companies need to enforce their anti-bullying rules and adopt a zero tolerance policy.

C 1 A 2 B

D Students might say that Roger's boss humiliated him.

E These questions will help students discuss how to deal with bullying.

5 TEAMWORK

Many of the victims of childhood and teenage bullying are targeted because of their physical appearance. The teenage years are often marked by trying to conform to social peers. While many personality traits can be adapted to 'fit in', differences in physical traits are not so easily changed. A study

in Canada found that overweight or obese children were much more likely to be bullied. Obese girls were 90 per cent more likely to suffer from bullying than other girls. The study also found that victims were more likely to become bullies themselves.

EQ: *Do you think discrimination or racism is a form of bullying?*

6 CONTROVERSY

This issue is controversial as it touches on many topics that some might find difficult to talk about, although some nationalities may still consider themselves superior to others either morally, historically, financially, intellectually or militarily. It is important to mention a few obvious points before you begin:

- 1 People may be different around the world, but all people should be considered equal (one group of people is not by nature or design better than another).
- 2 Nationalism is good, but it also has an ugly side (too much nationalism can produce racism, prejudice and ignorance).
- 3 This activity is NOT an opportunity to target and attack different groups.

Sources:

On the Origin of Species, Charles Darwin
Social Darwinism in European and American Thought, 1860–1945, Mike Hawkins
Maus: A Survivor's Tale, Art Spiegelman
Anne Frank: Diary of a Young Girl, Anne Frank
The Prize, Marilyn LaCourt
www.en.wikipedia.org/wiki/Social_Darwinism
www.royalinstitutephilosophy.org/articles/midgley_genes.htm
www.darwinmag.com/read/060102/process.html

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

www.education.guardian.co.uk/classroomviolence/story/0,12388,814816,00.html
www.news.bbc.co.uk/cbbcnews/hi/uk/newsid_2321000/2321379.stm
www.news.scotsman.com/topics.cfm?tid=572&id=1129982002

B Sources:

How to be a Superhero: Your Complete Guide to Finding a Secret Headquarters, Hiring a Sidekick, Thwarting the Forces of Evil, and Much More!!
 Doctor Metropolis
www.bbc.co.uk/science/hottopics/superheroes

8 PSYCHOLOGY in English [CLIL]

The Stanford prison experiment was conducted by Dr Phillip Zimbardo and his team of psychology researchers at Stanford University in 1971. Everyone involved became identified with their roles to the point where the line between reality and experiment began to blur. Researchers became wardens and parole board members. Volunteers became guards and prisoners.

Many 'prisoners' began to believe that the experimental 'prison' was a real prison and that their situation was hopeless. Although they were overseen by the warden-researchers, the guards were free to use their own set of rules for the prison, and they began to develop harsher and harsher methods of control. The experiment was originally to last two weeks but it was shut down on Day 6 after a colleague of Dr Zimbardo witnessed the brutality and complete personality change in one of the more sadistic guards. It left a lasting impression on most of the people involved; many of the volunteers began careers in psychology, law, law enforcement and prisoner rights. See www.prisonexp.org.

EQ: *Do you think prison naturally leads to these kinds of abuse? What rights do prisoners have?*

9 FURTHER DISCUSSION

This section covers: victims becoming bullies, bullying and sports, how bullying happens, popularity and status, and powerful versus weaker countries.

A Begin by discussing what emotions the victims might be going through and how they can deal with them.

EQ: *A US Secret Service report found bullying to be a major factor in school shootings. Who is to blame in these cases: shooters, bullies, parents, schools, society or something else?*

B Discuss what makes sports violent or aggressive. Some examples: boxing, martial arts, rugby, Australian Rules football.

EQ: *Do sports increase or decrease violence and aggression in society?*

C Discuss how people can be drawn into bullying.

EQ: *Do people get involved in bullying by doing something or doing nothing?*

D Ask students to think about how the search for popularity or social acceptance might be tied to bullying.

EQ: *Are popular people often bullies? Why / Why not?*

E This question will help students to think about bullying and relationships of power.

EQ: *Which countries do you think use their power to bully other countries?*

10 **Your answer:** IS BULLYING JUST PART OF LIFE?

This question relates to the issue of bullying in society. Is it just a phase of social development that we can't change, just part of our nature? You can get students to think about the nature of power and how it can be used and abused.

WORKBOOK

1 WORD POWER

This activity will give students the opportunity to review their understanding of key vocabulary found in the Student's Book. At the same time, students practise using modifying words.

1 WORD POWER Answers

1 The gang in Raul's neighborhood **really / certainly** *intimidated* him when they walked past him in the street.

2 It is **basically / really / essentially / naturally** the role of parents to stop older brothers and sisters from *picking on* younger ones in the family.

3 The teacher **actually / really / essentially** seemed to *blame* the victim rather than the bully.

4 Mitsuko's threatening behaviour **actually / certainly** became so bad that the head teacher wanted to *exclude her from* school.

5 Sophia felt she was weak and **really / quite** *helpless* because her father shouted at her all the time.

2 USE OF LANGUAGE: Word forms

This activity introduces an interesting aspect of bullying: that it can be as prevalent among girls as among boys. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the Certificate in Advanced English and Certificate of Proficiency in English.

2 USE OF LANGUAGE Answers

1 hidden **2** secretive **3** calling **4** understanding
5 actions **6** relationships **7** psychological
8 publicised

3 WRITING

A Sources:

www.bullying.org www.bullying.co.uk
www.nobully.org.nz www.antibullying.net

B Sources:

Taking The Bully By The Horns, Sam Horn
When You Work For A Bully: Assessing Your Options And Taking Action, Susan Futterman
www.bullyonline.org/workbully

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS Answers

1 *f played* **2** *a cross* **3** *d flogging*
4 *b driven* **5** *e went* **6** *c fight*

1 to play into someone's hands = to put yourself in a weak position **2** to cross swords = to provoke, argue with **3** to flog a dead horse = to do something that will have no effect **4** to drive someone over the edge = to push someone into doing something desperate **5** to go to great lengths = to make a lot of effort **6** to fight it out = to face someone about a problem

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *Would you try to avoid a bully or confront him / her?*
 - I would try to *fight it out*.
 - I wouldn't want to *play into his / her hands*. I would avoid the bully.
 - I wouldn't *cross swords with* a bully. I'd likely stay away from him.
- *How much effort does it take to stop a bully?*
 - You might have to *go to great lengths* to stop a bully.

- I imagine it might be like *flogging a dead horse* trying to get the school to take it seriously.
- *How might bullying affect someone emotionally?*
 - I would imagine it might *drive* some people *over the edge*.
 - I imagine always trying to avoid *crossing swords with* a bully would eventually leave someone feeling desperate and depressed.