

BANTER

VS

BULLYING

LESSON PLAN & POWERPOINT PRESENTATION_

YOUNG PEOPLE AGED 11+

DURATION: BETWEEN 25 - 30 MINS

WHEN: BEST FOR FORM TIME OR A PSHE LESSON

WHO: ANTI-BULLYING AMBASSADORS
DELIVERING TO THEIR PEER



FROM THE DIANA AWARD

INTRO

The Banter-saurus rex. The Banter-lope down at the watering hole. The Archbishop of Banter-bury. These memes are just the tip of the iceberg when it comes to all things 'banter'!

This fun session will encourage your peers to think about the difference between banter and bullying behaviour and to know how to offer support. We know that banter can form a part of some friendships and can be fun and light-hearted, but sometimes it can be used to excuse bullying behaviour so it's important to understand where the line is between the two.

Bullying behaviour is never 'just a joke' so it's important to recognise when things have gone too far and to know what support to offer.

MODULE LEARNING OBJECTIVES

- Students will be able to define bullying and banter
- Students will explore the difference between banter and bullying
- Students will know how to support themselves and their peers if they experience bullying behaviour

PREPARATION

THINGS YOU NEED TO DO TO GET READY BEFORE YOU RUN YOUR ACTIVITY

1. You'll need to find a time in the school day when you might be able to run this session – it will take around 30 minutes to deliver. This could be delivered in a form time or maybe during a PSHE lesson. Either way, you'll need to speak to your teachers and ask their permission to do this.
2. Once you've decided when you're going to deliver your session, ensure that you will have a staff member present in the room with you. We recommend including the staff member who came to your first training with you; they will be able to try to answer any questions you or your peers have with their anti-bullying knowledge.
3. Practice, practice, practice! Set aside some time in advance with everyone who is going to deliver the session so you can make sure that you know who is doing and saying what. By giving yourself time to do this, you're making sure that your session will go smoothly and that you will enjoy it too!
4. Time yourself when you practice so you know how long it's going to take to deliver the session.

MATERIALS_

- Print the agree/disagree signs (found on presentation slides 10 +11)
- Print the 'It's not banter if...' sheet, 1 sheet between 2 people (found on presentation slide 18)
- Blu-tac

ONE MINUTE TO SET THE SCENE_

Introduce yourselves as your school's Anti-Bullying Ambassadors and explain that today you are going to be leading a session with them that explores the difference between banter and bullying. It's going to be fun and fast-paced! Ready? Let's go...

TIME

ACTIVITY

(1 min)

AIMS

- **Show slide 2** – read the aims of the session from the slide.
- This is what you want every young person in the room to have achieved by the end of your session.

(2 mins)

ACTIVITY ONE: WHAT IS BULLYING?

- In this activity, you'll simply get the class to think about how they would define bullying behaviour.
- **Read** the instructions for this activity from the slide.
- You will need to make sure someone is timing this part and is ready to make the buzzer noise!
- Once the 30 seconds are finished, ask 2/3 pairs from around the room for their joint definition of bullying behaviour.

TIME**ACTIVITY****(2 mins)****DEFINITION OF BULLYING BEHAVIOUR**

- **Show slide 4** – The Diana Award’s definition of bullying behaviour.
- **Explain** that the definition has 3 key parts which are underlined (you’ll remember this from your training with us!) – the explanations for why these 3 parts are important are below:

1. Repeated

The action must happen more than once for it to be bullying behaviour. A one-off incident can still be serious and the person may need support, but it’s not bullying behaviour.

2. Negative Behaviour

The behaviour must be negative – let’s imagine that you love cupcakes and I keep giving you a cupcake (repeated) and I mean to do it (intended), well, that action still isn’t bullying behaviour. This demonstrates why it must also be negative.

2. Intended

The person must do what they are doing on purpose – they know the impact that their action will have and they do it regardless. The reason that this is important is because we don’t want to label people as bullies, especially if they aren’t aware of what they are doing. This is where being an Upstander plays an important part – you could be the one to make someone aware of the impact that their actions are having. This is one way you can be an Upstander to bullying behaviour.

(1 min)**SHOW SLIDE 5 – NEGATIVE BEHAVIOUR CAN TAKE MANY FORMS**

Verbal

Indirect

Physical

- **Remind** students that they can remember the different types by remembering the acronym V.I.P.
- **Ask** for some volunteers to give some examples for each. Here’s a suggested list below if they get stuck:

1. Verbal

Name-calling, swearing, discriminatory language (targeting someone based on a protected characteristic such as sexual orientation, disability, race etc.)

2. Indirect

(anything that isn’t said directly to someone and isn’t physical) Cyberbullying, spreading rumours, exclusion, damaging someone’s property etc.

3. Physical

Punching, kicking, shoving etc.

TIME**ACTIVITY****(1 min)**

- **Show slide 6** and read 'Banter. We've all heard of it, right? But can you define it?'
- **Give students 20 seconds** to turn to their neighbour and to discuss what they think a definition of banter is.
- **Then show and read** the definition of banter on slide 7: 'Banter is the playful and friendly exchange of teasing remarks. The person on the receiving end should be in on the joke.'

SAY

- Banter is when the person on the receiving end finds it equally as funny. It's equal which means that both people can respond in the same way. It's not hurtful or about things that someone might not feel very confident about.
- Banter isn't threatening or abusive and doesn't target a person's protected characteristics such as disability, race, religion, sexual orientation or nationality, for example.

(1 min)

- **Show slide 8**

SAY

- but sometimes banter gets used to excuse behaviour that could actually be bullying behaviour. It can sometimes be hard to tell the difference, right?

(8 mins)**ACTIVITY 2: AGREE/DISAGREE SPECTRUM**

- In this activity, you'll facilitate a discussion about the 'line' between banter and bullying. Students will be asked to stand up and move around the room in response to different statements on the screen.
- **Instruct** them that if they 100% agree with the statement, they are to move to the agree sign [stick this on one side of the room] and if they 100% disagree with the statement, they are to move to the disagree sign [stick this on the other side of the room].
- **Remind** them that they can stand anywhere between the signs – it's a spectrum of opinion.

TIME

ACTIVITY

- For each of the statements, give 20 seconds for them to move to a point. Once everyone has settled on a position, ask for a few people to tell the room why they hold that position. Then move onto the next statement.
- Once you've gone through all 4 statements, **show slide 16** and read 'But where is the line between banter and bullying? Does the line even exist? Do we need guidance on what is and what isn't banter?'

(1 min)

ACTIVITY 3: CHIEF OF BANTERVILLE

- **Explain** that, so far, we have looked at definitions of bullying behaviour and banter and we have considered different opinions regarding the line between banter and bullying through the agree/disagree spectrum activity.
- In this activity, we're going to bring this altogether to come up with some rules for when banter is no longer funny and is no longer banter.
- Bullying behaviour is never 'just a joke' so it's important to recognise when things have gone too far.
- **Hand out** the 'It's not banter if...' sheets 1 sheet between 2 people.
- **Show slide 17.**
- **Read out** the instructions for this activity from the screen.
- **Give everyone 3 minutes** to come up with three rules for when something is no longer banter and to write them on their sheets.
- Here's some suggestions if people get stuck –
'It's not banter if...'
"you know that you would take offence to the same comments, if the comment was said to you."
"they're not a close friend."
"they're no longer laughing."
- After 3 minutes, **show slide 18** and get 4/5 responses from the class.

Side note! You could run the 'Chief of Banterville' as a stand-alone activity. You could challenge different form groups to create posters about when they think banter goes too far using slide 18 as the template. The best posters could then be displayed on your Anti-Bullying Ambassador notice board in school.

TIME

ACTIVITY

(5 mins)

OUR TOP TIPS

SAY

- to end the session, we want to make sure that everyone knows how to challenge banter that's crossed the line, whether this is something you experience yourself or you see happening to someone else. Don't be a bystander - be an Upstander!

- Show slide 19.

Challenge banter that's crossed the line with humour, by being genuine and remaining calm – if someone doesn't realise that the banter has gone a bit far, give them the benefit of the doubt by calmly explaining the impact their words are now having. They will then have been made aware of this and can make a choice about their behaviour.

Screenshot/report/block if it's cyberbullying – if something is happening online or via messaging and it's repeated, negative behaviour that is intentional, this is cyberbullying behaviour. If you or a peer experience cyberbullying, screenshot for evidence, report the comments and block the person.

Offer or signpost support to the target – don't suffer in silence! Speak to someone, whether this is a friend, Anti-Bullying Ambassador or signpost support such as using The Diana Award Crisis Messenger service (more info on next slide of the presentation) or you could get in touch with Childline or the NSPCC.

Speak to a trusted adult – your school staff have a duty of care to ensure that you are kept safe, happy and can learn. If you are experiencing bullying behaviour, it's important that you speak to an adult in school. You could also speak to a parent/guardian about what's happening – they will be glad that you've spoken to them!

- **Remind** students of the power of the question "Are you ok?" – being an Upstander to bullying behaviour can be as simple as asking this question to someone and really being there to listen and offer support.

(1 min)

THE DIANA AWARD CRISIS MESSENGER

- Show slide 20.
- End the session by letting the students know that The Diana Award offers a free, 24/7 text support service that they can use if they are feeling upset or need someone to talk to – this could be about bullying, anxiety, mental health issues or anything that's causing a concern.

ASK

- if there are any questions. (Remember, you should have a staff member present to help answer any questions you might not know the answer to.)
- Thank the class! And give your team a high-five!

You've just delivered an impactful session that will have enabled your peers to think about banter and bullying and where the line is between the two. We're sure you'll have done an awesome job!

Did you know that we are giving trained Anti-Bullying Ambassadors the opportunity to earn extra badges to proudly wear around school? If you've just delivered this session to your peers, you have worked towards earning the Respect badge, as you are tackling bullying behaviour by focusing on the importance of respect in friendships.

For more information, please refer to your Campaign Pack (pages 5-8) or our webpage: diana-award.org.uk/aftercare-centre/earn-your-badges/

We're proud to be the only charity set up in memory of Diana, Princess of Wales and her belief that young people have the power to change the world. It's a big mission but there are two things within it that we focus our charity's efforts on – young people and change.

Throughout all of our programmes and initiatives, 'change' for and by young people is central, including our anti-bullying work which encourages change in attitudes and behaviours.

We hope you found this resource useful and wish you all the best in your anti-bullying journey.

If you would like to help us create more resources and train even more Anti-Bullying Ambassadors, you can make a £5 donation by texting CHANGE 5 to 70470 or visit diana-award.org.uk/donate.

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