

## *Will You Kill Me Now?* An Anti-Bullying Week Teaching Resource From The Diana Award Anti-Bullying Campaign



### **About this resource**

The Diana Award Anti-Bullying Campaign has designed this resource to encourage students to get involved with Anti-Bullying Week 2015.

*Will You Kill Me Now?* is a short film which explores the consequences of bullying in an imaginative and unexpected way. The film, which lasts for 43 minutes and is available for free on YouTube, is rated **12A** with instances of mild violence so would be appropriate for students in Years 9 and above.

The film provides an excellent opportunity to explore the topic of bullying with your class, and we have provided a number of options in this guide to help you to facilitate a conversation.

We welcome any feedback at [antibullying@diana-award.org.uk](mailto:antibullying@diana-award.org.uk). You can also find more resources on our website at [www.antibullyingpro.com](http://www.antibullyingpro.com).

### **Key Considerations**

Please be aware when teaching about bullying that this is a sensitive issue. Ensure that you:

- Signpost places where students can get extra support if they're concerned about bullying (see our website for more details)
- Take into account the needs of students who may be more vulnerable to bullying
- Explain ground rules before starting the session. For instance: Everyone has the right to 'pass' on a question if they don't want to answer; Everyone has the right to be listened to; Personal questions to individuals are not allowed; There should be no shouting out

## Running the Lesson

**Learning Objective:** Students will watch a video which explores the relationship between bully and victim; students will discuss the impact bullying can have on a young person's life

**Timings:** Approx. 1.5 hours

**Resources:** projector and screen to show the video; pens and paper; whiteboard or flipchart to write on

**Preparation:** load the film by clicking this link:

<https://www.youtube.com/watch?v=U4yebguAsKY>

### Starter (10 minutes)

- Ask students to spend 30 seconds with their partner answering the question 'what is bullying?' To prompt ask questions such as 'is it bullying if it's a one-off incident?' and 'what about if the person doesn't realise they're bullying someone?' Use the definition in the box to help you and write a definition the class has agreed on up on the board.
- Explain that in this lesson you will be watching a film which explores the impact that bullying can have. Ask students to think about the following: how could you recognise someone who's being bullied if they won't tell you? What are the physical signs to look out for and how might they behave? Students should work in groups of 3 or 4 to write down their thoughts on a large piece of paper. After 3 minutes ask one person from each group to give their ideas.

### Definition of Bullying

Bullying is any behaviour that makes someone feel upset, uncomfortable and unsafe. This is usually deliberate and repetitive and can take many forms such as Verbal, Indirect and Physical.

### Section 1 (20 minutes)

- Play the film and press STOP at the 10-minute mark when the screen goes black.
- First, get students' initial reactions: what do they think about what has happened in the film so far?
- Next, students should work in their groups of 3-4 to brainstorm ideas about the reasons why AJ is bullying Melvin. They should think about what might have happened to him in the past, what his home life might be like, etc. After 5 minutes ask groups to give their feedback. Do any of these potential reasons make the bullying acceptable?
- Students should then guess what happens next in the film. Write their ideas on the board and ask students to vote for which scenario they think is most likely to happen.

### Section 2 (50 minutes)

- Play the rest of the film. Give a prize to anyone who guessed correctly what was going to happen next!

- Ask students to reflect on what they thought about *Will You Kill Me Now*. What did the boys learn when they swapped bodies? What was the key message that students took from the film?
- Students will now imagine alternative endings to the film and act them out. Ask students to work in groups of 4-6 writing a 3-minute script of an alternative ending of the film. Give them 10 minutes of preparation time before asking for groups to act out in front of the class.

### **Reflection (10 minutes)**

Write the following sentence starters on the front board:

In my opinion...

I wonder why....

I noticed...

I believe/believed...

I feel/felt...

I predict...

I don't/didn't understand...

What if...

Instruct students to use a sentence starter to shape a reflection statement about the film and the activities you have conducted today.

Allow students a few minutes to think of what they would like to share using a sentence starter. Take a few answers from volunteers and write key statements up on the board. Take enough time for everyone to share their reflection statement.

<b>Optional Extra Activities</b>	
<p style="text-align: center;"><b>Outsider's Perspective</b></p> <p>Work in groups to write a scene of the film from the point of view of another character in the film (for instance, AJ's girlfriend or Melvin's sister) and act it out.</p>	<p style="text-align: center;"><b>Body Swap</b></p> <p>Put students into pairs – perhaps with someone they don't know very well – and ask them to 'swap' personalities. They should find out as much as they can about their partner's personality, such as interests, hobbies, qualities, and present these to the rest of the class.</p>