

WICKED

ACTIVE LEARNING



Wicked Anti-Bullying Video Teacher Notes

This on-demand workshop uses **Wicked** as a way of exploring the issue of bullying.

The on-demand workshop explores the themes of **Wicked** and anti-bullying to help participants gain an understanding of what bullying is. Using a range of carefully selected games and exercises, participants will be immersed in the story of **Wicked** to explore the topic of bullying further.

Participants will have a fun and engaging experience, coming away with some tools to deal with the bullying they may experience or witness in their own lives.

The interactive session has many direct links to the government's compulsory RSE curriculum, including about mental health and wellbeing, as well as Respectful relationships and caring friendships.

Why Wicked?

Wicked tells the incredible story of an unlikely friendship between two young women: the blonde and very popular Glinda... and a misunderstood green girl named Elphaba.

Glinda and Elphaba meet at Shiz University, and at first they are not friends. Elphaba has suffered prejudice and discriminatory/cruel behaviour all her life due to the colour of her skin, and this continues at school. Yet she aspires always to do good and, together with Glinda, embarks on a journey to meet the 'Wonderful Wizard' to win justice and freedom for the animals of Oz. What happens next has profound implications on the friends, and the world around them.

To find out more about the musical **Wicked** visit WickedTheMusical.co.uk

For education rate group tickets, free supporting resources, Q&As and workshops, please visit WickedActiveLearning.co.uk

Guidance

Anti-bullying sessions should be delivered sensitively, including careful planning and preparation.

Please consider the following:

- Are there any group members currently experiencing or witnessing bullying? If so, plan a strategy in advance of the session to manage their experience
- Look out for any changes in participant behaviour during the session as this may indicate a bullying-related issue
- Be mindful that participants do not disclose personal information or specific incidents during the session, but remind them to speak to an adult they trust following the session. Young people can also contact Childline if they have any concerns about bullying in their lives. Childline's details are shared at the end of the video.

During the session, make sure the group understand:

- How to report bullying they experience or witness in your group or organisation, and that participants understand any Anti-Bullying Policies that are in place
- That they can talk to a trusted adult about their experiences
- That there are people who care and can help if they are struggling with a bullying-related issue

Video exercises and timecodes

Section	Notes on the exercise	Timecode
Warm Up	Mirror the screen for a simple stretch and warm up.	00:26
Introduction to Wicked	Find out about Anti Bullying and the musical Wicked	01:22
What Is Bullying?	<p>The Anti-Bullying Alliance (ABA) define bullying as:</p> <p>‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.</p> <p>Play this interactive game to test your participant’s knowledge and understanding of bullying.</p>	02:30
Bullying In Action: Part 1	<p>In this scene we’ll meet Elphaba, her sister Nessarose and their Father.</p> <p>Elphaba and Nessarose arrive at Shiz University and Elphaba is met by stares from all the other students because of her green skin.</p>	06:55
Wellbeing / What Makes a Good Friend?	<p>Wellbeing is all about feeling happy and healthy in our body and mind. One of the things that makes us happy is our friends, and being a good friend.</p> <p>In this activity we reflect on what makes a good friend.</p> <p>We’ll then add all of these ingredients into a magical green elixir in this wellbeing-centric physical and vocal exercise.</p>	18:26
Mirroring	<p>Friendship involves listening to our friends.</p> <p>As friends in this exercise, we will each take turns to listen and watch as we both lead and follow one another.</p>	23:48
Bullying In Action: Part 3	In this scene we’ll see Elphaba arriving at the party wearing the hat Glinda has given her.	27:41

Section	Notes on the exercise	Timecode
Acts of Kindness	As the session concludes, we reflect: <ul style="list-style-type: none"> • What can we teach someone else to help stop bullying? • What can we do to help someone feel included? • How can we be a good friend? • What acts of kindness can we do in our school or community? 	30:20
Credits and further Information	Find out more about the video and our partners	31:11

What Is Bullying?

The Anti-Bullying Alliance’s (ABA) definition of bullying is:

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

Bullying is not just about hurtful words or actions, it has many forms that can affect a person’s quality of life.

These forms include:

- **Physical Bullying:** Direct physical actions such as hitting, pushing, or any form of physical harm.
- **Verbal Bullying:** Direct verbal actions that include name-calling, taunting, threatening, and any form of verbal abuse that belittles or intimidates the victim.
- **Psychological or emotional:** Indirect actions that include deliberately excluding someone, spreading rumours, or engaging in any activity that damages the victim’s social reputation or relationships.
- **Cyberbullying:** Directly attacking an individual online using technology to harass, intimidate, or humiliate through social media, direct messages, or online forums.

For further information, please visit the **Anti-Bullying Alliance** website.

What Is Bullying: Additional questions and discussion points

The following information should be used to support the content of the on-demand workshop.

Following the 'What Is Bullying' exercise, here are some questions that you may wish to ask your group to facilitate conversation. Please select the questions most appropriate to your group, and work in a way that best suits your environment and group size.

- What's the difference between bullying and teasing/ having a laugh between friends?
- Can you think about situations where bullying might happen?
- Who can get bullied?
- What is a bystander and what role might they have in bullying? What other roles might be involved in bullying?
- Why do you think bullying happens? (Appearance, gender, sexuality, ethnicity, religion, background, envy, etc)
- Is it easy to see when bullying happens? If not, why not?
- How can bullying affect people?

A note on power in bullying: An example of a power balance could be two people who respect each other, perhaps they are already good friends. An example of a power imbalance might be when someone asks someone else to stop doing something and they carry on, or could be when it's one person against a group of others. This often involves differences in age, status or group size.

Cross the Line: Supplementary Questions

Here are some questions that you may wish to ask your group to facilitate further conversation. Please select the questions most appropriate to your group, and work in a way that best suits your environment and group size.

- What kind of feelings did you have as you participated?
- How did you feel when there were very few of you on one side of the room? Did you find yourself making judgments of others?
- How did the movement of others influence you?
- What did you learn through this activity that can make our environment more welcoming?
- What did you learn through this activity that will make you a better person?

Bullying In Action 2: Supplementary Information - Understanding Roles Within Bullying

You can use this supplementary information to enhance the group's understanding of the various roles that can emerge in incidents of bullying. These roles play a part in this scene extract.

Individuals can play different roles when it comes to bullying.

There are several roles that contribute to the bullying cycle:

- The Target
- The Ringleader
- The Assistant
- The Reinforcer
- The Outsider

The Target and the Ringleader are what comes to mind when most people think of bullying. However, when it becomes a serious issue, bullying usually contains multiple roles, with others assisting and reinforcing the actions of the Ringleader.

One main objective in bullying awareness is to identify when these roles take place, and how not to be 'the outsider'. An Outsider witnesses bullying but, while they have the power to intervene, report, and support the victims, they are not sure how to get involved, and might not know the extent of the bullying that is taking place. We want to encourage 'the outsiders' to stand up against bullying and be an ally to those targeted, to create a positive and inclusive environment.

Bullying In Action: Part 3 : Supplementary Questions - Stepping Forward

Following the scene at the Ozdust Ballroom between Glinda and Elphaba, use the following questions to help the group reflect. Here, they are arranged into Key Stages, but feel free to use or adapt the questions best suited to your group.

Here are some further questions your group could discuss:

KEY STAGE 1+

- What happened when Glinda decided to step forward and dance with Elphaba?
- How does Glinda help Elphaba feel included?
- What ways did Glinda become a friend to Elphaba?
- What does it take to step forward and speak out against bullies?

KEY STAGE 2+

- Why was it effective for Glinda to step forward?
- What does being popular mean to you? What makes you feel popular?
- How does it feel to be the person dancing your own dance?
- Where can someone who is being bullied go for help?

KEY STAGE 3+

- Why does Glinda step forward and change the way Elphaba is treated?
- How does your online presence make you feel popular/unpopular?
- What does the amount of TikTok/Instagram followers actually mean to you?
- What is the difference between interacting with people online or in person?
- What are the positive and negative aspects of online relationships?
- How can you support someone that is being bullied whether face to face or online?
- Where can someone who is being bullied go for help?

Acts of Kindness : Suggested Activities

Ask your group to reflect on the following questions.

These ideas could be shared as posters, short videos, musical compositions, or art work, or your group could put together an assembly or presentation for their peers.

RSE Curriculum link: developing healthy, nurturing relationships of all kinds.

- What can we do to help someone feel included?
- How can we be a good friend?
- What acts of kindness can we do at school today?
- What acts of kindness can we do in our community?

Stealing Power : A Supplementary Exercise

This is an additional exercise, not included in the video. This game can help to further explore power dynamics, and can be used as a touch point for discussing control, balance and friendship.

In groups of three, assign someone **A**, **B** and **C**.

A asks **B** three questions, but **C** answers them all - and incorrectly! How did that make B feel?

Questions could include:

“What is your name?”, “How old are you?”, “Where Do You Live?” “Do you have any pets?”, “What is your favourite hobby?”

Swap which participants take on the roles of **A**, **B** and **C**.

Q: How did it feel for someone to answer for you? Who had the power in this exercise?

How might we shift that power imbalance?

What strategies could we use towards person C? E.g. B can try saying to C, “I don’t like it when you answer for me. Please stop.”

For more information and advice about bullying visit:

- [Anti-bullyingalliance.org.uk](https://www.anti-bullyingalliance.org.uk) - offers great resources on Education Anti-Bullying. Resources for students and teachers about support available and where to find it.
- [cybersmile.org](https://www.cybersmile.org)
- [Stonewall.org.uk](https://www.stonewall.org.uk)
- [Each.education](https://www.each.education)
- [nationalbullyinghelpline.co.uk](https://www.nationalbullyinghelpline.co.uk)
- To speak to someone in confidence, call Childline on 0800 1111

Tackling bullying together

Here are some hints and tips to address bullying effectively in your group or organisation:

- **Raise Awareness:** Start by educating yourself and others about what bullying is, its forms, and its consequences. The ABA offers free online training modules that anyone can complete.
- **Report Bullying:** If you witness or are aware of bullying, report it to the appropriate authorities, whether to a teacher, school counsellor, or a relevant authority figure.
- **Create a Safe Environment:** Foster a safe and supportive environment in your school, community or workplace where individuals feel comfortable reporting bullying without fear of retaliation.
- **Anti-Bullying Policies:** Support the implementation and enforcement of anti-bullying policies in schools, workplaces, and organisations. Advocate for clear consequences for bullying.
- **Cyberbullying Awareness:** Educate yourself and others about the dangers of cyberbullying and how to stay safe online. Report cyberbullying to the appropriate platforms.
- **Create Support Systems:** Encourage those who have experienced bullying to seek support from friends, family, or mental health professionals. Encourage inclusivity and acceptance of diversity in your community. Celebrate differences and actively discourage stereotypes and prejudice.

Remember that addressing bullying is an ongoing process that requires the commitment of individuals, communities, and institutions. By working together, we can create environments where bullying is less likely to occur, and its negative effects can be minimised.

Curriculum Links

PSHE Association - programme of study KS2 learning outcomes

See below for how this lesson links to the Mental Health, Friendships And Safe Relationships learning opportunities in the KS2 curriculum.

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background



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