



AN INTERVIEW WITH A VICTIM OF BULLYING - GUIDE

◆ **Domain:**

Presentation

◆ **Benchmark:**

React to the content of something you have heard

◆ **Description:**

The student listens to a radio interview in which Tom (not his real name), a teenager who was the victim of bullying, tells his story. The student is then required to write a letter to a friend with a description of Tom's story and his own personal reaction to it.

◆ **Rationale for choice of topic:**

Bullying is a serious problem in many schools, in many countries. It is thus assumed that the task holds intrinsic value for students. It is important to develop students' awareness of the problem and ways of coping. As educators it is important we find out students' attitudes to this phenomenon.

◆ **Suggestions for implementation (prior to and/or during):**

You may find it necessary to play the recorded interview twice. You should encourage students to take notes while they are listening. The students should read the task and be aware of what is expected of them before listening to the interview. The aim of the task is to allow them to focus on the relevant information from the interview.

◆ **Suggested time allotment:**

Double lesson

◆ **Prerequisites:**

- Awareness of the phenomenon of bullying and ways of dealing with it
- Ability to listen to an oral presentation and understand its content
- Ability to retell something heard
- Ability to suggest solutions for real-life problems

Name: _____

Class: _____

AN INTERVIEW WITH A VICTIM OF BULLYING - TASK

In this task you will be asked to listen to an interview and react to what you hear:

Bullying is a serious problem, especially among young teenagers. Many of them are *victims* of bullying and they do not tell anyone about their traumatic experiences. This is because they are afraid of the bullies. However, one teenager, Tom, wants to share his experiences and fears. He is going to talk about the problem on the radio.

You have an English friend who lives in London. Your friend, Jimmy, was a victim of bullying and you know he has a similar problem.

Write a letter to Jimmy and tell him Tom's story. You should include the following:

- a description of Tom's problem,
- your personal feelings, ideas, attitudes,
- advice for your friend and suggestions for solving the problem.

(Write at least 80 words.)



Note:

Read the checklist before you start working and **fill** it in when you finish.

bullying - בריונות - بَطْحَانَة
victim - קרבן - ضَحِيَّة

AN INTERVIEW WITH A VICTIM OF BULLYING - CHECKLIST

What to check	✓
I described Tom's problem in detail.	
I included accurate and relevant details in my description.	
I organized my ideas logically.	
I described my reaction to the interview – my feelings and thoughts.	
I made suggestions for how to solve the problem.	
I used appropriate and rich vocabulary.	
I used connecting words.	
I checked my grammar.	
I checked my spelling.	

AN INTERVIEW WITH A VICTIM OF BULLYING

Dimension Assessed by	Content	Discourse & Organization	Vocabulary	Language Usage & Conventions
Teacher				
Self				
Peer				

Transcript of the audio cassette:

An Interview with a Victim of Bullying

An Interview by Guy Laromme

Guy: Good afternoon listeners. Guy Laromme here. Welcome, once again, to TEENS TODAY, your favorite radio program. Today, Tom is here with us in the radio studio. He is going to share his experience as a victim of bullying. He suffered bullying and now he wants to help others. Tom, please tell us about your experience.

Tom: Well, every Friday three pupils waited for me in the schoolyard.

Guy: Why you?

Tom: I think because my teachers like me. Or, maybe because I do well at school.

Guy: What did they want from you?

Tom: They wanted money from me.

Guy: Money? And did you give them money every week?

Tom: Yes, I did.

Guy: Why did you give them money every week?

Tom: In the beginning, the first time, they asked for money but I said I wouldn't give it to them. I just refused. So, they beat me up. It was terrible. This happened twice. I was really afraid and I thought that if I gave them money they would leave me alone.

Guy: Did you think they would stop if you gave them money?

Tom: Yes, I did. I really thought that if I gave them the money once they would stop and leave me alone.

Guy: I know this is difficult, but please tell us about the beating.

Tom: Well, it was terrible. The three boys hit me and I fell to the ground. Then they kicked me in my back and stomach. When they stopped kicking me, I tried to get up but they knocked me down again. They said they would stop kicking me when I gave them the money.

Guy: So you gave them the money?

Tom: The first time I gave them money. The second week they came and wanted more money. I said no - I just refused so they beat me up again.

Guy: How many times did they beat you up?

Tom: They beat me up four times. After that I just gave them money every week.

Guy: Why didn't you tell anyone?

Tom: They warned me not to tell anyone. I was so afraid I decided not to tell anyone.

Guy: And you kept giving them money every week?

Tom: Yes. I didn't think I had any other choice.

Guy: What happened to make you change your mind?

Tom: One Friday, my best friend saw me giving money to some guys - you know, pay the bullies. He asked me what happened. I couldn't keep what was happening a secret anymore. I broke down and told him everything. I even started to cry. So my friend went with me to tell the school counselor. I know now that keeping it a secret was the worst thing I could do and there are always people who can help.

Guy: I know this was difficult for you, but it is important that other teenagers hear your story. Thank you very much for sharing with us. It is important that all those who suffer tell someone who can help them. By keeping it a secret the problem will never be solved.

AN INTERVIEW WITH A VICTIM OF BULLYING - RUBRIC

Dimension	Content	Discourse & Organization	Vocabulary	Language Usage and Conventions
Criteria	<i>Description complete and true to source</i>	<i>Clarity</i>	<i>Appropriacy to topic</i>	<i>Grammar, spelling and punctuation</i>
Grade Level	<i>Reaction(s) to problem</i>	<i>Flow</i>	<i>Range</i>	
On Target 5	Description of Tom's experience is complete and true to the source, and gives reader an understanding of Tom's problem. Reaction(s) to problem and suggestions for solution relate to general problem and not just to Tom's specific case.	Whole message is completely clear. Logical flow of ideas throughout whole text.	Vocabulary is appropriate to topic and genre. Vocabulary is rich and varied.	Generally tenses for sequence of events are correct, both in form and use. Mostly correct spelling. Correct punctuation throughout.
4				
On Your Way 3	Description of Tom's experience is based on what Tom said in interview and gives reader some understanding of Tom's problem. Reaction(s) to problem and suggestions for solution relate mainly to Tom's case and not to general problem.	Most of message is clear. Flow of ideas in some parts of text.	Vocabulary is usually appropriate to topic and genre. Range of vocabulary is adequate.	Some mistakes in use and/or form of tenses for sequence of events. Spelling mistakes detract from meaning or reader's understanding. Aware of need to punctuate by making some use of punctuation marks.
2				
Starting Out 1	Description does not give reader an understanding of Tom's experience. Lacks personal reaction or reaction is inappropriate.	No attention paid to clarity. Text lacks flow of ideas.	Vocabulary is inappropriate to topic and/or genre. Vocabulary is poor and limited.	No sense of understanding use of tenses for sequence of events; mistakes in form detract from reader's understanding. Poor spelling makes it impossible to understand. No sense of understanding the use of punctuation.

AN INTERVIEW WITH A VICTIM OF BULLYING

A Letter

22.3.2001

Dear Jimmy,

Listen! I want to tell you a story of a poor boy, name Tom. I heard his story on a program on the radio.

Tom is a victim of bullying, and he keep his secret for a long time. I know that you have a similar problem and I just wanted to share with you that story.

Tom is a victim of bullying, in his school there is a bullies who forcing him to give them money.

The poor boy can't get away from them. When he refuses to give them the money they beating him terribly. They warned him to not tell anyone.

To tell you the truth. I think that Tom should tell his Teacher about his problem Tom shudent afraid and keep his secret he defenethly needs help. I think that the situation here is really serious. I think that Tom did well when he intervied to the radio.

yours,

David Stewart

Content	Discourse & Organization	Vocabulary	Language Usage & Conventions
3	3	3	3

AN INTERVIEW WITH A VICTIM OF BULLYING

A Letter

Thursday 22nd March

Dear Colby

I heard about your problem. That you are a victim of bullying. I just heard now in the radio a teenager that told his bullies. He said the 3 other people bullied him and beat him once until he gave them what they wanted (money).

The bullies beat him every week at Friday 4 times and after it the boy (Tom) just gave them the money until his friend saw Tom giving them money and then Tom confess.

Tom said that he thinks they bullied him because the teacher liked him.

I think you need to tell someone grown up and everything will be O.K.

I'll be there for you
Yours

Content	Discourse & Organization	Vocabulary	Language Usage & Conventions
3	3	3	4

Bullying

שאלון לתלמיד המבצע משימה

שלום תלמידים,

זה עתה סיימתם לעבוד על המשימה באנגלית. אתם מעוניינים ללמוד על ההתנסות שעברתם על מנת לשפר את המשימה. על כן אתם מבקשים שתקדישו מספר דקות כדי לענות על השאלות המצורפות כאן (ענו בעברית). תודה לכם מראש על שיתוף הפעולה.

- האם התנסיתם במהלך לימודיכם בחסיבות הביניים (כל מקצועות הלימוד) במשימות מן הסוג הזה? כן / לא (הקיפו את התשובה המתאימה).
- מה במיוחד אהבתם במשימה ומה לא אהבתם? פרטו.

אסתי אהבתי ללמוד לרכיב אחר מניק אסתי אהבתי ללמוד
אם אהבתי את הניקוף של הניקוף אסתי אהבתי ללמוד
אסתי אהבתי ללמוד יום אסתי אהבתי ללמוד

- מה היו הקשיים בביצוע המשימה? פרטו (אם היו מספר שאלות במשימה, אל תשכחו לציין את מספר השאלה שאליה אתם מתייחסים).

הקשיים והמתנה היו לרכיב אחרים אסתי אהבתי ללמוד
אסתי אהבתי ללמוד אסתי אהבתי ללמוד
היו קשיים אסתי אהבתי ללמוד אסתי אהבתי ללמוד

the task was changed as a result of this comment

- מה הייתם משנים במשימה? פרטו.

הייתי ממשיכה אסתי אהבתי ללמוד
הקשיים היו אסתי אהבתי ללמוד אסתי אהבתי ללמוד

- מה הייתם משנים ב-checklist? פרטו.

הייתי ממשיכה אסתי אהבתי ללמוד
אסתי אהבתי ללמוד אסתי אהבתי ללמוד
אסתי אהבתי ללמוד אסתי אהבתי ללמוד

- האם יש עוד הערות/הארות/רעיונות שהייתם רוצים לחלוק אתנו? פרטו.

הייתי ממשיכה אסתי אהבתי ללמוד
אסתי אהבתי ללמוד אסתי אהבתי ללמוד