

## ISPCC Shield Campaign

**L'école Saint Mary a été récemment récompensée, et ce pour deux ans, par la campagne anti-harcèlement *ISPCC Shield Campaign*. En effet, les élèves et leurs professeurs se sont engagés dans la lutte contre tous les types de harcèlement.**

### Transcript

**Schoolgirl:** Bullying makes people feel isolated.

**Schoolgirl:** Bullying makes people feel helpless.

**Schoolgirl:** Bullying makes people feel worthless.

**All three schoolgirls:** Say "no" to bullying!

**Tommy Meskill, journalist:** It's not nice, it's not fair and comes in many different forms: bullying. It can happen to anyone through no fault of their own and without warning.

**Helen Mortimer, anti-bullying co-ordinator, ISPCC:** I'm here this morning because you've been awarded the shield flag.

**Tommy Meskill, journalist:** This is Saint Mary's Girls National School in Lucan. And since last year, they've been proudly flying their shield flag, a symbol of their efforts to stamp out bullying. They achieved it by taking part in the ISPCC's Shield Program.

**Marliatou Bah, schoolgirl:** We did many things, like friendship week. We did "friend-velopes" and we also did online so, where you can go onto our school website and you can find a button, that will, that you can automatically send an email to a teacher telling them what's going on, if you were a bystander or you were getting bullied.

**Tommy Meskill, journalist:** Because a big problem nowadays is cyberbullying.

**Schoolgirls (acting out a sketch):**

"Bethany, you have some dirt on your nose."

"– Oh! Is it gone?"

"– Yeah."

**Tommy Meskill, journalist:** Sixth-class students at Saint Mary wrote a short play to show how cyberbullying can so easily happen.

**Helen Mortimer, anti-bullying co-ordinator, ISPCC:** We award the flag for two years and after that, we review it and see if the school is still worthy to hold the flag. But having the shield flag outside the school is a huge compliment to the school, it tells the community and the students that this school is doing all they can to stand up against bullying.

**Tommy Meskill, journalist:** For more information, why not visit their website [ISPCC.ie](http://ISPCC.ie).

# Objectifs et démarche pédagogique

## Liens avec les programmes

- Cycle 3 ➤ La vie quotidienne et le cadre de vie ➤ L'école, les codes socio-culturels, l'entraide
- Cycle 4 ➤ École et société ➤ La vie de la classe, la lutte contre le harcèlement

## CECRL

Peut comprendre des mots familiers et des expressions très courantes au sujet de l'environnement concret et immédiat, si les gens parlent lentement et distinctement. – **Écouter, A1**

Peut identifier l'élément principal de nouvelles télévisées sur un événement, un accident, etc., si le commentaire est accompagné d'un support visuel. – **Écouter, A2**

Peut produire des expressions simples isolées sur les gens et les choses. – **Parler (EOC), A1**

Peut faire un bref exposé préparé sur un sujet relatif à sa vie quotidienne, donner brièvement des justifications et des explications pour ses opinions, ses projets et ses actes. – **Parler (EOC), A2**




Peut répondre à des questions simples et en poser. – **Parler (EOI), A1**

Peut communiquer dans le cadre d'une tâche simple et courante ne demandant qu'un échange d'information simple et direct sur des sujets familiers relatifs au travail et aux loisirs. – **Parler (EOI), A2**

Peut écrire des expressions et des phrases simples isolées. – **Écrire, A1**

Peut écrire un message bref et simple. – **Écrire, A2**

## Missions possibles

	A1/A2 – Choisis une des formes de harcèlement et explique-la sous forme de poster.
	A1/A2 – Présente les conséquences du harcèlement.
	A2 – Comme les jeunes filles, crée et joue un sketch illustrant une forme de harcèlement.

## Contenu linguistique

### ➤ Contenu lexical

- Le harcèlement : *bullying, bystander, getting bullied, cyberbullying, etc.*
- Les activités anti-harcèlement : *stamp out bullying, friendship week, stand up, short plays, etc.*
- Les sentiments : *isolated, helpless, worthless, not fair, etc.*

### ➤ Contenu grammatical

- *Make somebody feel + adjective*
- Le présent simple

## Contenu culturel

- Le cyber-harcèlement
- Le harcèlement
- Les campagnes anti-harcèlement à l'école

## Démarche proposée

### PHASE 1 : ANTICIPATION / MOTIVATION

- L'utilisation de l'image fixe permet aux élèves de découvrir le thème général : le harcèlement. Les élèves pourront s'appuyer sur les uniformes des élèves pour déterminer le lieu de la vidéo. De plus, la scène jouée par les jeunes filles permet de dégager le problème principal soulevé par le reportage : le harcèlement à l'école. Le professeur pourra noter toutes les hypothèses, sans les discriminer.
- Le professeur veillera alors à ce que les mots *girls, school, bullying, etc.*, apparaissent au tableau.

### PHASE 2 : CONSTRUCTION

#### A. Focalisation sur le contexte

- Pour éviter que les élèves détiennent trop d'informations sur la compréhension du sujet, l'activité A peut être reproduite au tableau ou projetée avec un logiciel de traitement de texte. La fiche d'activités pourra être distribuée ensuite. Pour compléter cette activité, le professeur peut décider de ne passer que la première partie de la vidéo. À la fin de l'activité A, la vidéo pourra être visionnée en entier. Quelques nouveaux mots de lexique comme *shield, stand up, feel bad, etc.*, pourront être notés au tableau.

#### B. Focalisation du message

- Cette étape permet aux élèves de rentrer dans les détails du document. Le professeur pourra faire des arrêts pour que les élèves puissent repérer les informations et noter leurs réponses.

#### C. Focalisation sur la langue

- L'activité « *focus on language* » permet aux élèves de travailler sur les points linguistiques abordés dans les exercices précédents. Ces points serviront pour les tâches de production. Dans la première fiche d'activités proposée, l'exercice a pour but d'approfondir le thème du harcèlement en abordant les différents types de harcèlement et les différents adjectifs qui traduiraient les conséquences émotionnelles et psychologiques ; dans la fiche d'activités visant le niveau A2, nous nous intéressons plus particulièrement à l'utilisation de *make somebody feel + adjective* pour souligner l'action du harceleur sur le harcelé.

### PHASE 3 : PRÉPARATION ET PRODUCTION

- À l'aide des points grammaticaux et lexicaux abordés dans la vidéo et la fiche d'activités, les élèves pourront préparer seuls ou en groupe (*pairwork* ou îlots) les tâches proposées en fin de document.
- Sous l'étayage du professeur, les élèves dégagent les critères d'évaluation et les descripteurs de réussite de la tâche.

## Compléments

### Internet

- <https://cyberbullying.org/>
- <https://www.ispcc.ie/shield>
- <https://www.childline.ie/index.php/support/bullying/ispcc-shield-campaign-2015--protect-children-from-bullying/173142>
- [http://www.dlrsportspartnership.ie/images/ISPCC\\_-\\_Shield\\_My\\_Club\\_Toolkit\\_Presentation.pdf](http://www.dlrsportspartnership.ie/images/ISPCC_-_Shield_My_Club_Toolkit_Presentation.pdf)

### Images

- <https://pixabay.com/en/people-man-woman-child-boy-girl-1886412/>
- <https://pixabay.com/fr/le-bras-ami-amiti%C3%A9-geste-2025687/>
- <https://pixabay.com/fr/enveloppe-ic%C3%B4ne-coeur-black-amour-2445096/>
- <https://pixabay.com/en/desperate-stress-stressed-problem-2676556/>
- <https://pixabay.com/fr/messagerie-ic%C3%B4ne-marketing-march%C3%A9-1346077/>
- <https://pixabay.com/fr/l-intimidation-exclusion-vorurteile-2171865/>
- <https://pixabay.com/fr/boxe-lutte-contre-le-pi%C3%A9tons-1295890/>

# Corrigé des activités – A1

## STAGE 1: ANTICIPATION

Look at the first image of the video and describe it.

**Les élèves répondent brièvement et spontanément à l'oral.**

## STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context: what is it about?

Watch the beginning of the video and tick the right answers.

This document is about **bullying** in **schools**.

B. Understand the message: an unfair situation.

1. How does bullying make you feel? Write down the three adjectives used by the girls.

1. **isolated**                      2. **helpless**                      3. **worthless**

2. The award. Listen to the journalist and Helen Mortimer and tick the right answer(s).

- a) Helen Mortimer gives the school a...  rag                       bag                       **flag**.
- b) We can see a...                       field                       **shield**                       yield                      on it.
- c) It is a symbol of their efforts to...                       stand out                       **stamp out**                       stand up                      bullying.
- d) It is part of the...                       **ISPCC's**                       ICPSA's                       ESPCC's                      Shield program.

3. What did they do to stand out against bullying? Listen to Marliatou, the schoolgirl, and fill in the list.

Actions:

- a) **Friendship** week
- b) "**friend-velopes**"
- c) You can **send** an **email** to teachers.

4. Who are the people involved in bullying? Listen to Marliatou and watch the girls' show and fill in the blanks.



**bullied**



**bystander**



**bully**

C. Focus on language: bullying.

1. There are 4 different types of bullying. Can you name them?



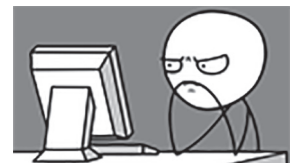
**verbal bullying**



**physical bullying**



**psychological bullying**



**cyberbullying**

2. How does bullying make people feel? Try to find at least five different adjectives.

**Les réponses peuvent varier. Voici quelques propositions :**

**bad – sad – hurt – lonely – scared – down – depressed – angry – frustrated – upset – worried, etc.**

# Corrigé des activités – A2

## STAGE 1: ANTICIPATION

Look at the first image of the video and describe it.

*Les élèves répondent brièvement et spontanément à l'oral.*

## STAGE 2: BUILD UP KNOWLEDGE

A. Focus on the context: what is it about?

Watch the beginning of the video and briefly answer the following questions.

Main theme? **Bullying**

Place? **School**

People? **Teachers and students**

B. Understand the message: an unfair situation.

1. How does bullying make you feel? Complete the following sentences.

a) Bullying makes people feel **isolated**.

b) Bullying **makes people feel helpless**.

c) **Bullying makes people feel worthless**.

2. The award. Listen to the journalist and Helen Mortimer and tick the right answer(s).

a) Helen Mortimer gives the school a **flag**.

b) We can see a **shield** on it.

c) It is a symbol of their efforts to **stamp out** bullying.

d) It is part of the **ISPCC's Shield** program.

3. What did they do to stamp out bullying? Listen to Marliatou, the schoolgirl, and label the pictures.



**Friend-velopes**



**Friendship week**



**Send emails to teachers**

4. Who are the people involved in bullying? Listen to Marliatou, watch the girls' show and fill in the blanks.



**bullied**



**bystander**



**bully**

5. Listen to the last interview of Helen Mortimer and answer the following questions.

a) How long is the school awarded the flag? They are awarded the flag for **two years**.

b) Is it a compliment to the school? **Yes, it is**.

c) Why? It tells the community that students are doing **all they can** to stand up against **bullying**.

C. Focus on language: bullying.

1. There are 4 different types of bullying. Can you name them?



**verbal bullying**



**physical bullying**



**psychological bullying**



**cyberbullying**

2. Translate.

a) *Le cyber-harcèlement rend les gens tristes.*

**Cyberbullying makes people feel sad.**

b) *Le harcèlement psychologique rend les gens anxieux et déprimés (depressed).*

**Psychological bullying makes people feel worried and depressed.**

c) *Le harcèlement verbal et le harcèlement physique rendent les adolescents solitaires.*

**Verbal bullying and physical bullying make teenagers feel lonely.**

<b>Nom :</b>	<b>Classe :</b>	<b>Date :</b>
--------------	-----------------	---------------

**STAGE 1: ANTICIPATION.**

Look at the first image of the video and describe it.

**STAGE 2: BUILD UP KNOWLEDGE.**

**A. Focus on the context: what is it about?**

Watch the beginning of the video and tick the right answers.

- This document is about
- |                                   |    |                                   |
|-----------------------------------|----|-----------------------------------|
| <input type="checkbox"/> bowling  | in | <input type="checkbox"/> schools. |
| <input type="checkbox"/> bullying |    | <input type="checkbox"/> films.   |
| <input type="checkbox"/> boarding |    | <input type="checkbox"/> books.   |

**B. Understand the message: an unfair situation.**

1. How does bullying make you feel? Write down the three adjectives used by the girls.

.....



.....

2. The award. Listen to the journalist and Helen Mortimer and tick the right answer(s).

- a) Helen Mortimer gives the school a...  rag  bag  flag.
- b) We can see a...  field  shield  yield on it.
- c) It is a symbol of their efforts to...  stand out  stamp out  stand up bullying.
- d) It is part of the...  ISPCC's  ICPSA's  ESPCC's Shield program.

3. What did they do to stand out against bullying? Listen to Marliatou, the schoolgirl, and fill in the list.

Actions:

- a) ..... week
- b) .....
- c) You can ..... an ..... to teachers.

4. Who are the people involved in bullying? Listen to Marliatou and watch the girls' show and fill in the blanks.



.....



.....



.....

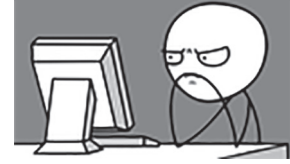
Nom :

Classe :

Date :

**C. Focus on language: bullying.**

1. There are 4 different types of bullying. Can you name them?



.....

.....

2. How does bullying make people feel? Try to find at least five different adjectives.

**STAGE 3: PRODUCE**

	Choose one form of bullying and give it a definition.
	What are the consequences of bullying? Present your own ideas to the class.



<b>Nom :</b>	<b>Classe :</b>	<b>Date :</b>
--------------	-----------------	---------------

**STAGE 1: ANTICIPATION.**

Look at the first image of the video and describe it.

**STAGE 2: BUILD UP KNOWLEDGE.**

**A. Focus on the context: what is it about?**

Watch the beginning of the video and briefly answer the following questions.

Main theme? .....

Place? .....

People? .....

**B. Understand the message: an unfair situation.**

1. How does bullying make you feel? Complete the following sentences.

a) Bullying makes people feel .....

b) Bullying .....

c) .....



2. The award. Listen to the journalist and Helen Mortimer and answer the following questions.

a) What does Helen Mortimer give to the school?

Helen Mortimer gives the school a .....

b) What's on it?

We can see a ..... on it.

c) Why?

It is a symbol of their efforts to ..... bullying.

d) What program is it part of?

It is part of the ..... 's ..... program.

3. What did they do to stamp out bullying? Listen to Marliatou, the schoolgirl, and label the pictures.



.....

4. Who are the people involved in bullying? Listen to Marliatou, watch the girls' show and fill in the blanks.



↑

.....



↑

.....



↑

.....

<b>Nom :</b>	<b>Classe :</b>	<b>Date :</b>
--------------	-----------------	---------------

5. Listen to the last interview of Helen Mortimer and answer the following questions.

a) How long is the school awarded the flag?

They are awarded the flag for .....

b) Is it a compliment to the school?

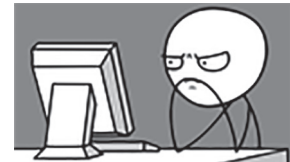
.....

c) Why?

It tells the community that students are doing ..... to stand up against .....

**C. Focus on language: bullying.**

1. There are 4 different types of bullying. Can you name them?



.....

.....

2. Translate.

a) *Le cyber-harcèlement rend les gens tristes.*

.....

b) *Le harcèlement psychologique rend les gens anxieux et déprimés (depressed).*

.....

c) *Le harcèlement verbal et le harcèlement physique rendent les adolescents solitaires.*

.....

**STAGE 3: PRODUCE**

		Choose one form of bullying and give it a definition.
		What are the consequences of bullying? Present your own ideas to the class.
		Act out a sketch about (cyber)bullying.