

STAND STRONG

Student Portfolio



Student Name:

Class and Teacher:

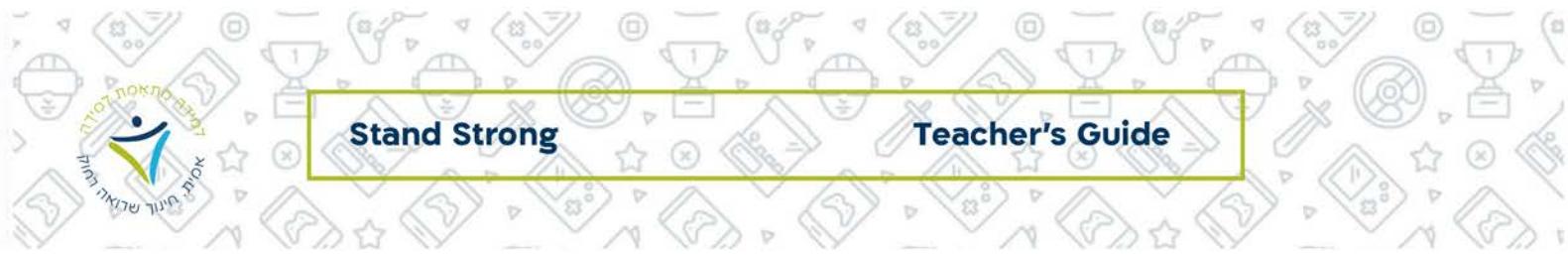
STAND STRONG


INTRODUCTION:

Let's dive into the important topic of bullying! In this unit, you'll learn how to recognize, prevent, and stand up to bullying through fun activities, readings, and discussions. We'll explore different types—like physical, verbal, emotional, and online bullying—and understand why it's harmful. You'll also create anti-bullying posters and come up with ideas to make our school a kinder place. By the end, you'll feel ready to combat bullying and support your friends while sharpening your language and social skills. Let's make a difference together!

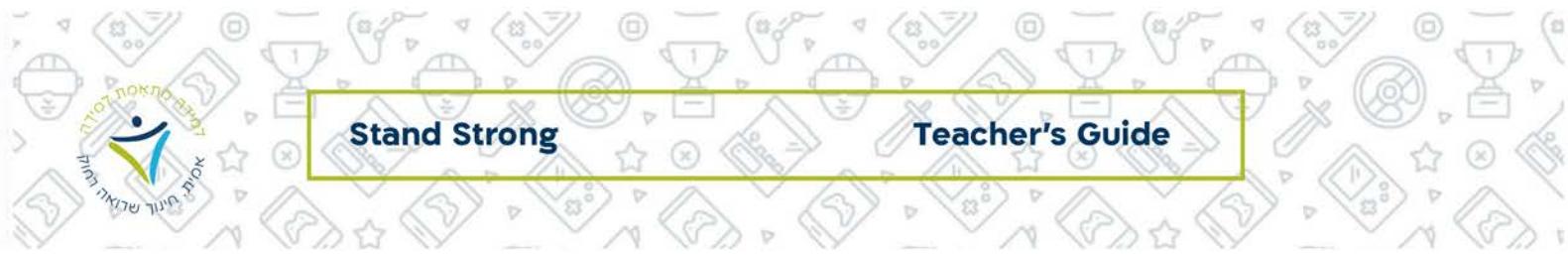
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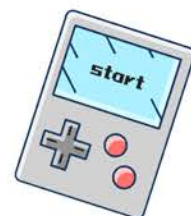




Stand Strong **Teacher's Guide**



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PART I- INTRODUCTION TO THE UNIT

💡 This part of the unit contains two lessons. You will learn about concepts of harmful behaviour, and specifically, bullying. You will also meet Adiel and Shira who will guide you through the unit undersading bullying, its characteristics and finally the strategies of dealing with bullying.

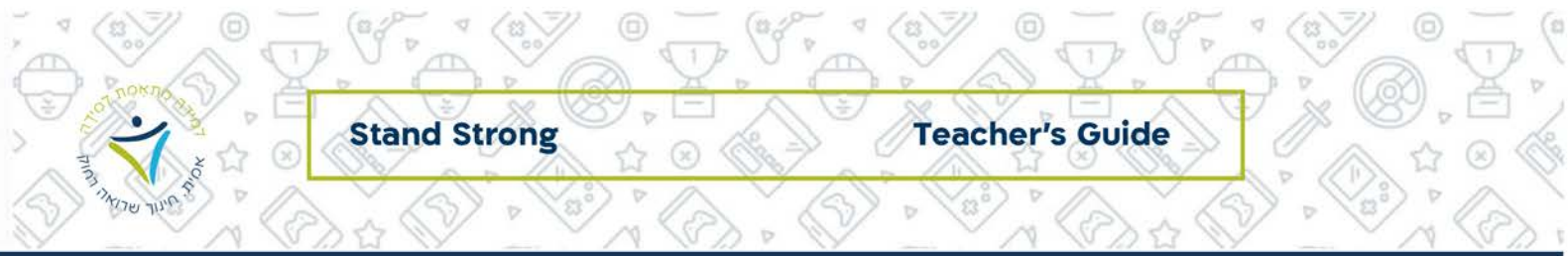
Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- better (I'd better)
- bully
- hopeful
- hurt
- mean
- rather (I'd rather)
- upset
- weak
- worthless

Language Focus:

- I'd rather/ you'd better
- Verbs and prepositions



In this lesson, you will learn about bullying through Taylor Swift's song "Mean." Discuss the song's message about harmful behavior and participate in an activity to create memes that reflect your thoughts on bullying.

LESSON 1 INVITATION TO LEARN



Opening

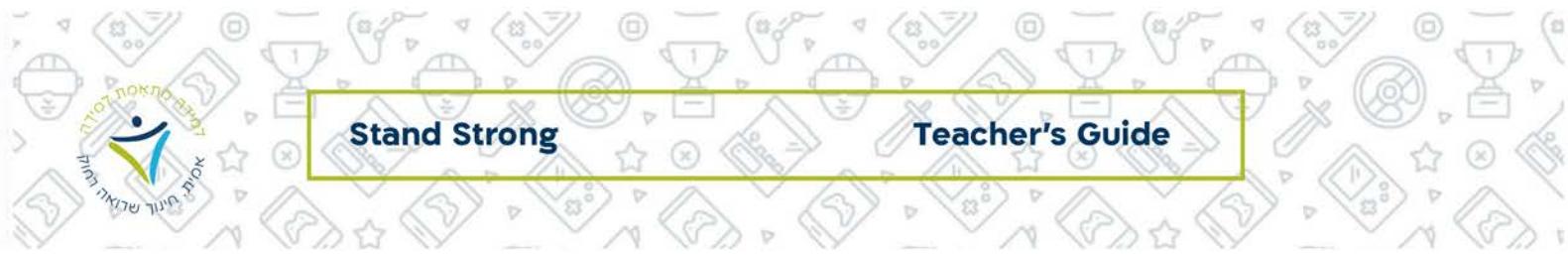
You are about to hear a song by Taylor Swift called Mean. The word "mean" has many meanings in English.

1 - Listen to the song once, and see if you can say what the Hebrew word for "mean" is in the song.



Did you choose one of these words? רע בינוני משמעות קמצן

Feedback: All of these words are the Hebrew for mean, but the correct one for this song is רע/רשע. Taylor Swift is singing about someone who is not nice to other people.



PART A- LISTENING TO THE SONG

- Listen to the song again and fill in the words as you hear them.
- Work **alone** to complete the words, to avoid noise that might disturb other students.
- Use the word bank if you need help. Some words from the bank are NOT in the song.

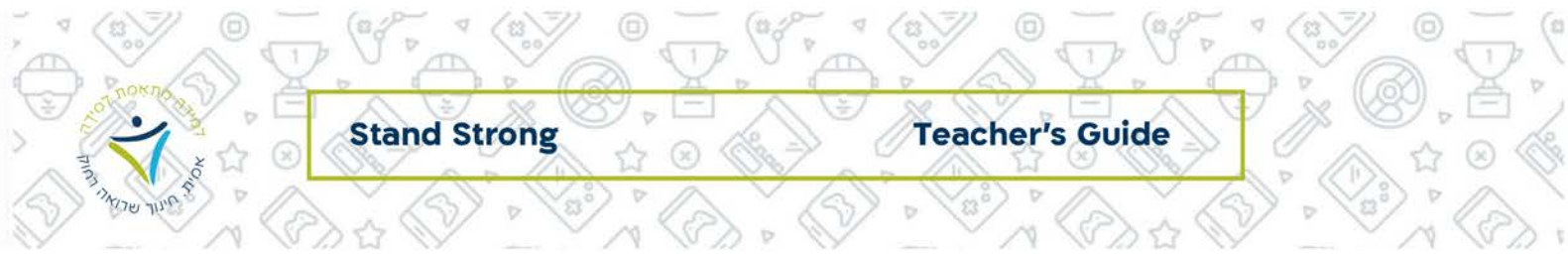
words / town / nothing / single / again / boy / weaker / someday / voice / take / mean

You, with your _____ like knives
 And swords and weapons that you use against me.
 You have knocked me off my feet _____
 Got me feeling like a _____ .
 You, with your _____ like nails on a chalkboard
 Calling me out when I'm wounded.
 You, pickin' on the _____ man.
 Well, you can _____ me down
 With just one _____ blow,
 But you don't know what you don't know.
 Someday, I'll be livin' in a big, old city
 And all you're ever gonna be is _____
 _____ , I'll be big enough so you can't hit me
 And all you're ever gonna be is mean.
 Why you gotta be so mean?



 Pair Work

1. Highlight 3 kinds of harmful tools in this song. (harmful = do bad).



2. Why do you think these weapons are mentioned in the song?

3. Match the following emotions to lines from the song that express that emotion.

upset

worthless

hopeful

hurt

weak

EMOTION

LYRICS

1. upset

a. "Someday, I'll be big enough so you can't hit me"

2. hopeful

b. "Pickin' on the weaker man"

3. worthless

c. "Why you gotta be so mean?"

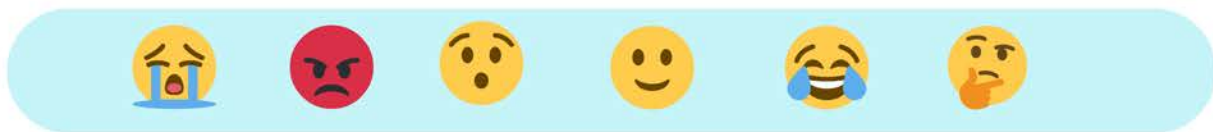
4. weak

d. "You, with your words like knives and swords and weapons that you use against me"

5. hurt

e. "Got me feeling like a nothing"

1. How does the song make you feel towards the person who is being mean? Choose the emoji/emojis that show how you feel. Share with your friend.



2. The person in the song is mean. He's a bully. Choose the correct Hebrew **words** for bully.

שמציק באלימות

בריון

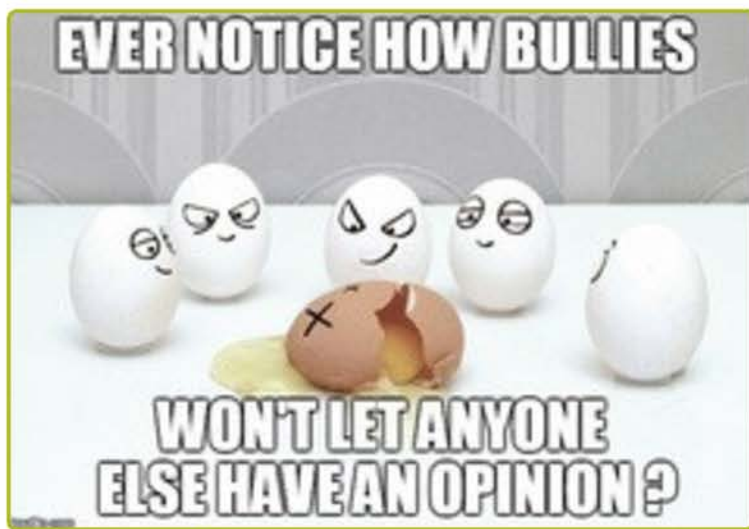
ליצן



A bully is someone who uses their power to hurt people who are weaker or smaller. The word "bully" can be both a noun and a verb in English.

- noun: He was a school **bully** and everybody was afraid of him
- verb: She hated school because other kids in class **bullied** her.

PART B- MEMES ABOUT BULLIES/BULLYING



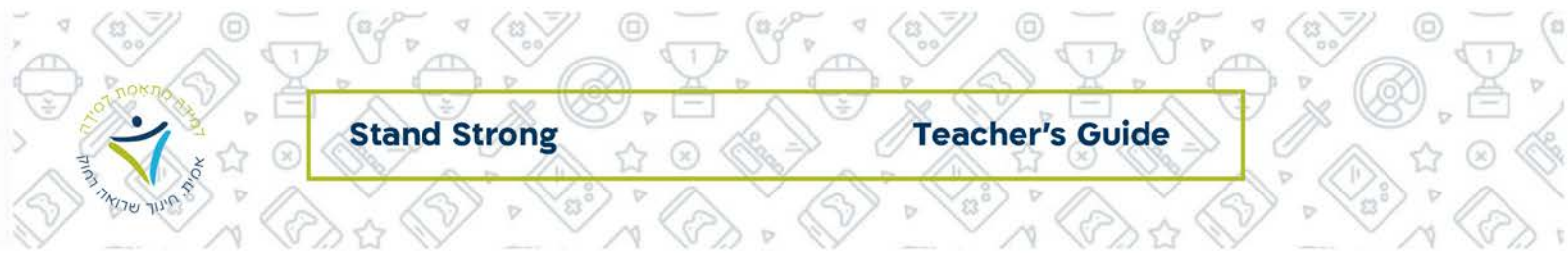
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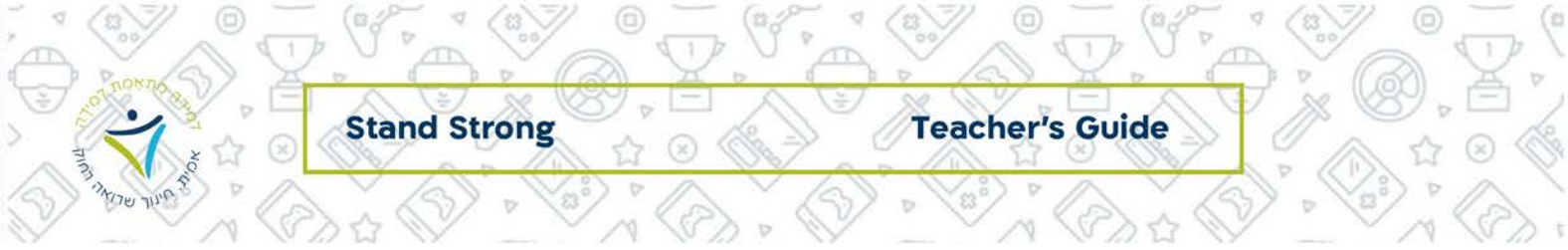
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Create a meme that shows what you think about bullying, in a fun and creative way.

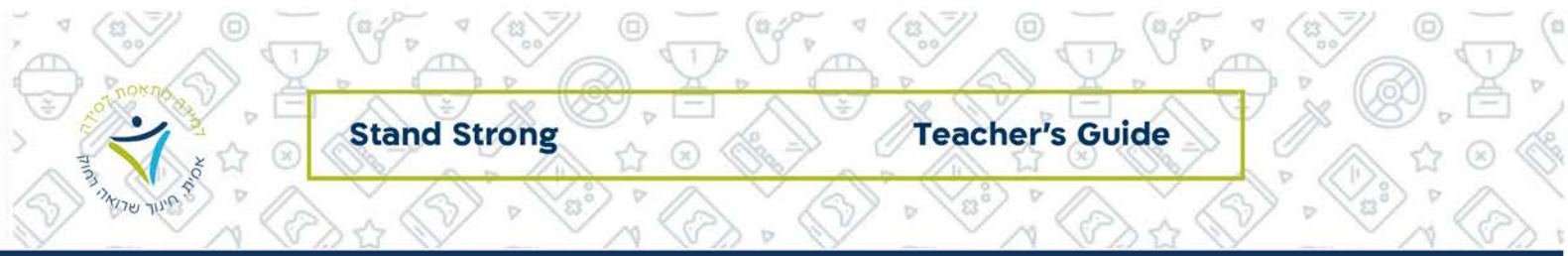


Write a short response to at least two of you friends' memes.
You can write whether you like it or not, and why, what you think the message of their meme is, etc.



Stand Strong **Teacher's Guide**

Lined writing area consisting of 25 horizontal lines.



In this lesson, students meet the characters Adiel and Shira and explore how to express preferences and give advice in English. They practice these language structures through dialogues and role-plays that reflect social situations involving peer interactions. Recommended time frame: 2 lessons (90 min.)

LESSON 2 MEET ADIEL AND SHIRA



Opening

MEET ADIEL AND SHIRA - BROTHER AND SISTER

Meet Adiel and Shira. They are siblings. Adiel is in 8th grade and Shira, his older sister, is in 11th grade. They go to the same school. Adiel and his older sister Shira are talking about their school day. Watch and answer the following questions.



Independent Work

PART A - LANGUAGE FOCUS: I'd rather... you'd better...

Adiel: Uri was really rude to me in front of the whole class. Everyone laughed and I felt stupid.

Shira: That's not nice. You'd **better** talk to him about it. You want him to be your friend, right?

Adiel: No, I don't want to talk to him. He's not a real friend. **I'd rather** have an imaginary friend than a fake friend like him.

a. What happened? How did Adiel feel?

b. What does Shira think Adiel should do?

c. What does Adiel want to do? Why?



We use **'d better** to give advice. It's the same as saying 'I think it's a good idea to do that'.

Subject + 'd (had) + better + base form of the verb (V1)

- You'd **better** talk to him about it.

We use **'d rather** to say what we want to do instead of an earlier idea. It's the same as saying 'I prefer doing that'. We don't always say the earlier idea if it's already clear.

Subject + 'd (would) + rather + base form of the verb (V1)

- I'd **rather** have an imaginary friend (than a fake friend).



Fill in the following dialogues from Shira and Adiel's video. Practice the use of **'d rather** and **'d better**.

DIALOGUE 1

Adiel: Every time I see Uri in the hallway, he pushes me!

Shira: You'd _____ talk to him about it – that's not OK.

Adiel: I don't know – I'd _____ not talk to him, actually. He's really rude!

Shira: Hmm, OK, if that's what you want.

DIALOGUE 2

Adiel: What's your present for Elina? You know, for her birthday party on Saturday night.

Shira: Party? Present? She didn't invite me.

Adiel: Oh. I heard everyone else is going – you'd _____ ask her for an invitation. Maybe she forgot.

Shira: No, that's OK. I'd _____ wait and see. Maybe she doesn't want me at her party.

DIALOGUE 3

Adiel: I don't want to go and play football after school.

Shira: Why not? Everyone's going.

Adiel: I'd _____ not play with Uri.

Shira: You'd _____ try to stand up to him. You love football!

DIALOGUE 4

Adiel: What's up?

Shira: Elina won't let me sit at the table at lunchtime. She's really mean to me.

Adiel: She can't do that. You'd _____ talk to a teacher about it.

Shira: Maybe... I'd _____ deal with the problem myself.

DIALOGUE 5

Uri: Hey! Are you coming to play football after school today?

Adiel: No, I don't think so. I'd _____ do my math homework. It's really difficult for me.

Uri: Loser! You could play football first and then do the homework.

Adiel: No, I'd _____ finish the math homework first. It might take me a long time and I might need to ask for help.

Uri: You're such a nerd!



Group Work

STATION ROTATION: VERBS AND PREPOSITIONS

Look again at dialogue #1. There are **'s** (the verb to be) missing in two places. Can you put it back where it belongs?

Adiel: Every time I see Uri in the hallway, he pushes me!

Shira: You'd better talk to him about it – that's not OK.

Adiel: I don't know – I'd rather not talk to him, actually. He_____ really rude!

Shira: Hmm, if that_____ what you want.



Look at dialogue #2 with prepositions (in, for, on etc.) missing.

Select the correct preposition.

Adiel: What's your present [for/to] Elina? You know, [to/for] her birthday party [on/at] Saturday night.

Shira: Party? Present? She didn't invite me.

Adiel: Oh. I heard everyone else is going – you'd better ask her [for/on] an invitation. Maybe she forgot.

Shira: No, that's OK. I'd rather wait and see. Maybe she doesn't want me [at/on] her party.



**Remember:**

- we buy/get a present **for** someone
- we ask somebody **for** something (e.g. advice / money / opinion)
- we use "on" with days of the week: **on** Saturday

PAY ATTENTION TO PREPOSITIONS – THEY'RE SMALL WORDS BUT THEY ARE IMPORTANT!

Look at the dialogue #3 with the words jumbled in each line.
Can you put them in the right order?

1. Adiel: don't go school I football to play want after and

2. Shira: going not? Everyone's Why

3. Adiel: I'd play with not rather Uri

4. Shira: You'd to up You **better** to football! try stand him to

WERE YOU PAYING ATTENTION TO THE PREPOSITIONS? LET'S CHECK.

Look at dialogue #4 with prepositions missing.

Complete the gaps with the right preposition.

You won't need all the prepositions.

on at to about with in

Adiel: What's up?

Shira: Elina won't let me sit _____ the table _____ lunchtime. She's really mean _____ me.

Adiel: She can't do that. You'd better talk _____ a teacher _____ it.

Shira: Maybe... I'd rather deal _____ the problem myself, actually.

Look at the dialogue #5 with some verbs missing.

Complete the gaps with the correct form of the verb. There are more verbs than you need.

doesn't think come coming don't think
doing do 's play playing takes take taking

Uri: Hey! Are you _____ to play football after school today?

Adiel: No, I _____ so.

I'd better _____ my Math homework – it _____ really difficult for me.

Uri: Loser! You could _____ football first and then do the homework.

Adiel: No, I'd rather finish the Math homework first.

It might _____ me a long time and I might need to ask for help.

Uri: You're such a nerd!

PART B- PRONUNCIATION PRACTICE- ROLE PLAYS

Create a role play to present in class.

SCENARIO 1: INVITATION TO A PARTY

Context: Alex and Jamie are talking about a party that Sam is organizing. Jamie is worried they won't be invited.

SCENARIO 2: HOMEWORK WORRIES

Context: Mia is worried about finishing her Math homework on time, while Jake wants to play video games.

SCENARIO 3: BULLYING INCIDENT

Context: Emma sees Leo being bullied and talks to him about it.

SCENARIO 4: BORROWING A BOOK

Context: Lucy wants to borrow a book from Ben, but she's shy to ask.

SCENARIO 5: TEAM PRACTICE

Context: Emily is hesitant to talk to her team member about a practice schedule change.

Use the following structures from the previous dialogues:

You'd **better** talk to him about it.

You'd **better** ask her for an invitation.

You'd **better** talk to a teacher about that.

I'd **better** do my Math homework.

I'd **rather** not talk to him, actually.

I'd **rather** wait and see.

I'd **rather** deal with the problem myself.

I'd **rather** finish the Math homework first.



Exit Ticket



Independent Work

WHO DID YOU MEET? Characters: Adiel , Shira, Uri, Elina

1. Read the description of one of the characters and choose the correct word according to what you know from the cartoon.

Elina is in the **8th/11th** grade. She goes to the same school as Shira. They are in the same class. They **are/aren't** friends.

She's **short/tall**. She has **blond/dark brown/black** hair and **blue/green/brown** eyes. She wears nice clothes. She bullies Shira and makes nasty comments about her **shoes/dress**.

2. Now describe Adiel by completing the gaps.

Adiel _____ in the _____ grade. He _____ to the same school _____ Uri. They _____ in the same class.

3. Now pick one of the other two characters and write a similar description. Write at least 40 words.



Pair Work

Find a friend who wrote about the same character as you. Compare your assignments.

Did you use the same words? adjectives?

Are there any differences between your essays?

PART I INTRODUCTION TO BULLYING

💡 This part of the unit contains lessons that introduce students to the concept of bullying, including its various forms and the impact it has on individuals. Students will watch videos, categorize different types of bullying, and reflect on their own experiences, helping them to identify and understand the seriousness of bullying.

Language to be introduced in this part:

Vocabulary: (gray=not in BAND2)

- | | | |
|----------------------|------------------|----------------|
| • alone | • go as planned | • private |
| • annoyed | • have a say | • push |
| • avoid | • heard a rumour | • rude |
| • bored | • hope | • scared |
| • clear up | • I'm afraid | • share |
| • comment | • ignore | • sorry |
| • confused | • know | • surprised |
| • cool | • look at | • tell on |
| • depressed | • make fun of | • the next day |
| • disagreement | • misunderstood | • threaten |
| • embarrassed | • nasty | • trolling |
| • equal | • on purpose | • whisper |
| • excited | • opinion | • work on |
| • gather information | • point (at) | • worried |

Language Focus:

- Prepositions/Dependent Prepositions
- Adjectives: describe feelings; -ed/-ing endings
- Present Progressive review (optional)
- Present Progressive in context
- If sentences (conditionals)
- Want or won't
- Ways of saying no

Gate 3

- Bullying in different cultures



3. Match the categories of bullying with examples

Physical Bullying
is when someone hurts you physically

Verbal Bullying
is when someone uses language to hurt your feelings.

Cyberbullying
is when people try to bully you online

Passive Bullying
is when someone makes you feel invisible or alone



Pair Work

PART A – SHIRA AND ADIEL'S STORIES

SHIRA'S STORY

Shira moved to a new school last year. This is what happened a year ago.
Read her story and decide what kind of bullying this is.

Shira heard a rumor about herself that wasn't true. It started when one of her classmates saw her talking to a teacher after school and assumed she was telling on others. The next day, a lot of her classmates whispered when they saw her. Friends started avoiding her, and she felt alone and misunderstood. Shira wanted to clear up the misunderstanding, but she didn't know where to start.

The bullying described here is (choose the correct answer):

1. Physical
2. Verbal
3. Passive
4. Cyber



Language Focus

LF3.1: VOCABULARY

Learn the new words from Shira's story. Click [here](#) to play the game.

Here is Shira's story again, use the new vocabulary in the box to fill in the gaps:

next day whispered avoiding rumor misunderstanding
misunderstood telling on

Shira heard a _____ about herself that wasn't true. It started when one of her classmates saw her talking to a teacher after school and assumed she was _____ others. The _____, a lot of her classmates _____ when they saw her. Friends started _____ her, and she felt alone and _____. Shira wanted to clear up the _____, but she didn't know where to start.



QUESTIONS

1. Why did Shira's classmates start a rumor about her?

- A) Shira was talking to a teacher.
- B) Shira was telling on others.
- C) Shira won a school award.
- D) Shira skipped school.

2. How did the situation make Shira feel?

- a. _____
- b. _____

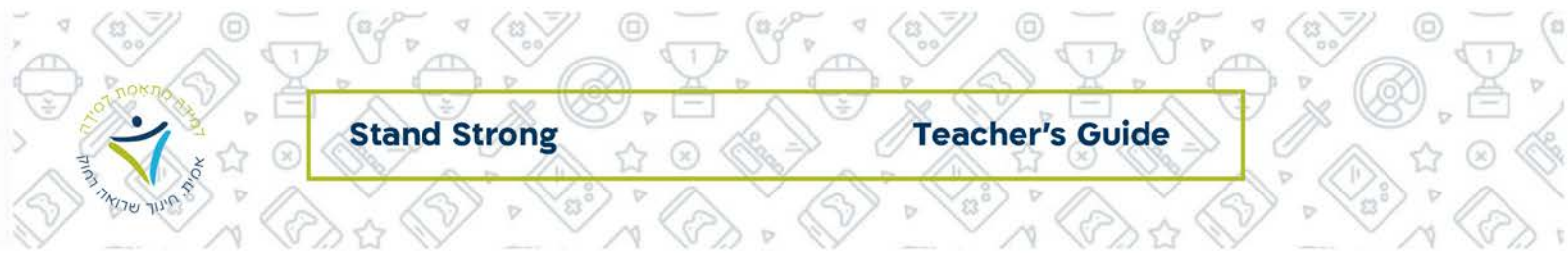
ADIEL'S STORY

Adiel moved to a new school last year. This is what happened a year ago. Read his story and decide what kind of bullying this is.

Adiel was excited about his first day at a new school. But things didn't go as planned. During lunch, a group of students started making fun of him because he didn't know where to sit. They whispered and pointed at him, saying, "Look at the new boy, he looks so lost." Adiel tried to ignore them, but he felt embarrassed and didn't want to go back the next day.

The bullying described here is (choose the correct answer):

- 1. Physical
- 2. Verbal
- 3. Passive
- 4. Cyber



QUESTIONS

1. Adiel felt **embarrassed**. Circle the meaning of the **bolded** word in Hebrew.

כועס

מוטרד

נבוך

2. Why did Adiel feel embarrassed on his first day at the new school?

- A) He couldn't find his classroom.
- B) He had no one to sit with during lunch.
- C) Students laughed at him for being new.
- D) He forgot his lunch at home.

3. How did the other students' behavior affect Adiel?

In pairs, **brainstorm solutions** to the problems faced by Shira and Adiel. Discuss your ideas and choose the best ones to present to the class.

a. How can Shira and her classmates resolve this situation? Give her 2 tips.

b. How can Adiel feel more welcome in his new school? Give him one piece of advice.



Language Focus



Independent Work

LF3.2A: SMALL WORDS1. Complete the gaps with 'small' words, e.g. **to, at** etc.

Adiel was excited _____ his first day _____ a new school. But things didn't go _____ planned. During lunch, a group of students started making fun _____ him because he didn't know where _____ sit. They whispered and pointed _____ him, saying, "Look _____ the new boy, he looks so lost." Adiel tried _____ ignore them, but he felt embarrassed and didn't want _____ go back the next day.



Gate Community

L.F3.2b: Dependent prepositions**DEPENDENT PREPOSITIONS**

(Prepositions that go with other words)

It's important to learn new words together with their prepositions because very often they are different from Hebrew.

be excited about	להתרגש מ	(to) point at him	להצביע עליו
didn't go as planned	לא הלך כמתוכנן	(to) look at him	להסתכל עליו
(to) make fun of him	לצחוק עליו	(to) ignore them	להתעלם מהם



Independent Work

2. Now match the words with prepositions

If a word doesn't need a preposition, leave it blank

about as at at of

- be excited _____
- (to) point _____ her
- didn't go _____ planned
- (to) look _____ her
- (to) make fun _____ her
- (to) ignore them

3. Can you now repeat the first task again?

Complete the gaps with prepositions (**in, at,** etc) and other 'small words' (**to**)

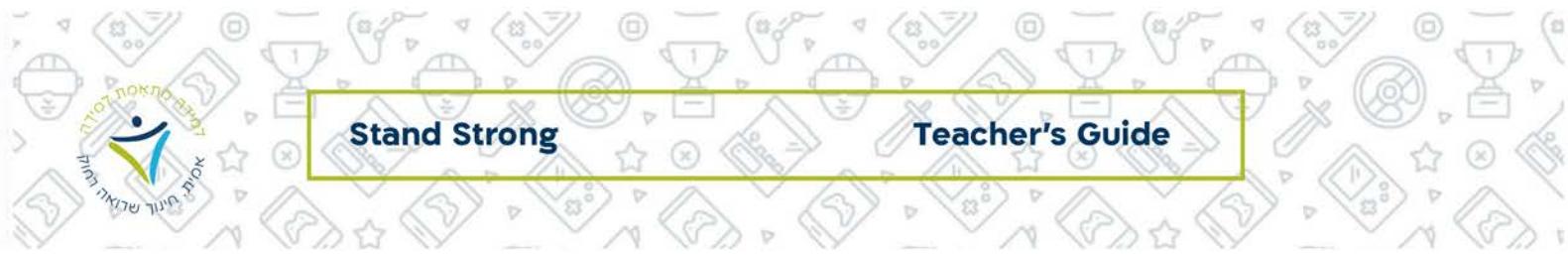
Adiel was excited _____ his first day _____ a new school. But things didn't go _____ planned. During lunch, a group of students started making fun _____ him because he didn't know where _____ sit. They whispered and pointed _____ him, saying, "Look _____ the new boy, he looks so lost." Adiel tried _____ ignore them, but he felt embarrassed and didn't want _____ go back the next day.

LF3.3: Feelings

Do you remember how Adiel and Shira felt in the stories you've read?

embarrassed alone and misunderstood upset

Adiel felt	
Shira felt	



LF3.3A ADJECTIVES TO DESCRIBE FEELINGS

1. Here are more common adjectives to describe feelings.
Which ones do you already know?

- I was **excited**
- I was **surprised**
- I was **worried**
- I was **annoyed**
- I was **embarrassed**
- I am **bored**
- I am **confused**
- I am **depressed**
- I am **disappointed**
- I am **scared**

2. Match these adjectives for feelings to the Hebrew translation.

I was excited	
I was surprised	
I was worried	
I was annoyed	
I was embarrassed	
I am bored	
I am confused	
I am depressed	
I am disappointed	
I am scared	

3. Complete sentences 1-4 with adjectives from the box. You won't need all the adjectives.

excited surprised worried annoyed embarrassed

1. I was really _____ to get a good grade in the test. I didn't expect that to happen.
2. I was really _____ when my parents said I couldn't go to the party!
3. I'm really _____ about going on holiday – I can't wait till tomorrow!
4. I'm really _____ about the test. I don't think I'll do well.

4. Now do the same with sentences 5-8 and adjectives from the box. You won't need all the adjectives.

embarrassed bored confused depressed excited

5. I'm _____ – I don't understand half of what the teacher says.
6. I'm a bit _____ – I've been in this new school for 6 months and I still don't have any friends.
7. I'm _____ because the lessons are too easy for me and I have nothing to do.
8. I was _____ when everyone laughed at my new shoes.

**Group Work**

- Discuss situations in which you have felt these emotions and share your personal experiences using the adjectives from above.
- Choose one adjective to present to the class, include examples.

LF3.4: ADJECTIVES WITH -ED/-ING

Adiel **was excited** about his first day at a new school.

You could also say that going to a new school **was exciting** for Adiel.

So, the adjective has two forms: excited**ed** or exciting**ing**.

All of the adjectives in the last exercise have this -ed/-ing pair (e.g. confused / confusing).

So, what's the difference?

1. Look at these sentences and then complete the rules about how to use them.

1a. I was **bored** at the party, that's why I left early.

1b. I thought the party was **boring**, that's why I left early.

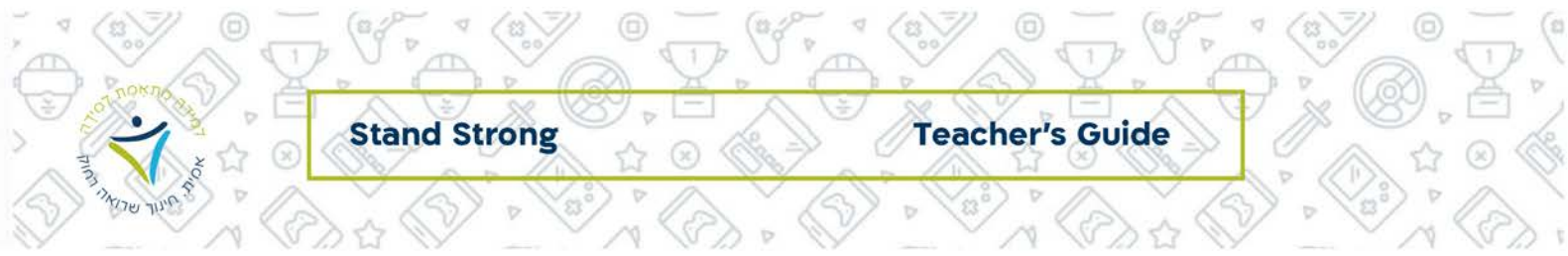


2a. I was really **surprised** to see Alice at the party – I didn't know she was friends with Julia.

2b. It's not **surprising** that he failed the test. I mean, he never does his homework!

RULES

- We use the -ed form of the adjective to talk about [people's feelings / things] or situations.
- We use the -ing form of the adjective to talk about people's feelings / [things or situations].



Decide which form you need in the sentences 1-5.

1. The teacher gives us far too much homework – it's so [annoyed/annoying].
2. The weather has been so [depressed/depressing] – just rain, rain and more rain.
3. I can't believe anyone would want to see that movie – I got so [bored/boring] I fell asleep in the middle of it.
4. And then he fell flat on his face – it was so [embarrassed/embarrassing].
5. I was really [confused/confusing] when he told me he didn't want to come – he was so [excited/exciting] the day before.

2. Individually, answer two of the questions:

1. When's the last time you were bored?
2. What kinds of things do you get worried about?
3. What's your most annoying habit?
4. What subjects in school do you find confusing?
5. What makes you depressed?









I answered question number _____

AND question number _____

PART B- DEFINITION AND SELF REFLECTION

Below are different ways of bullying:









Highlight the ways you or a close friend has experienced any of the following:

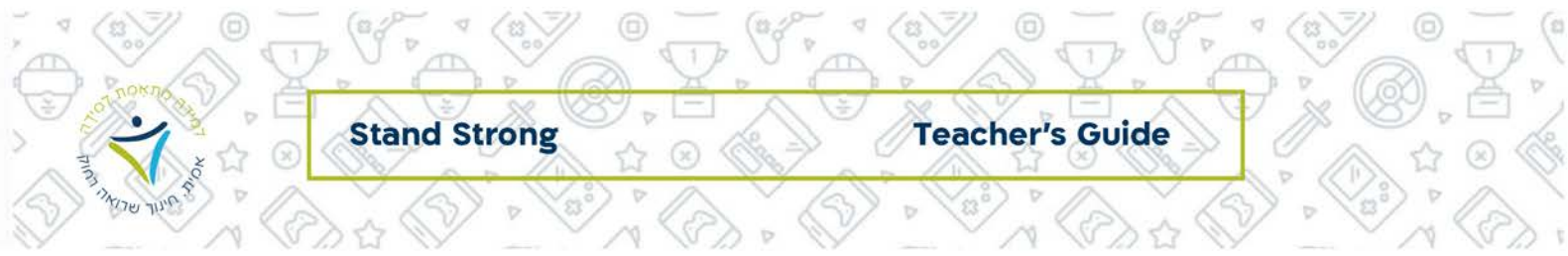
<p>spreading rumours להפיץ שמועות</p> 	<p>pushing לדחוף</p> 	<p>name-calling לכנות בשמות גנאי</p> 
<p>ignoring להתעלם</p> 	<p>trolling להטריל</p> 	
<p>threatening לאיים</p> 	<p>making nasty comments להגיב בצורה פוגענית</p> 	<p>sharing private photos לשתף תמונות אישיות</p> 

 **Group Work**

LF3.5: Match the type of bullying to sentences:

Match the sentences with the type of bullying to create groups of 3.

<p>spreading rumours להפיץ שמועות</p>  <p>----- ----- -----</p>	<p>pushing לדחוף</p>  <p>----- ----- -----</p>	<p>name-calling לכנות בשמות נגאי</p>  <p>----- ----- -----</p>
<p>ignoring להתעלם</p>  <p>----- ----- -----</p>	<p>trolling להטריל</p>  <p>----- ----- -----</p>	<p>sharing private photos לשתף תמונות אישיות</p>  <p>----- ----- -----</p>
<p>threatening לאיים</p>  <p>----- ----- -----</p>	<p>making nasty comments להגיב בצורה פוגענית</p>  <p>----- ----- -----</p>	

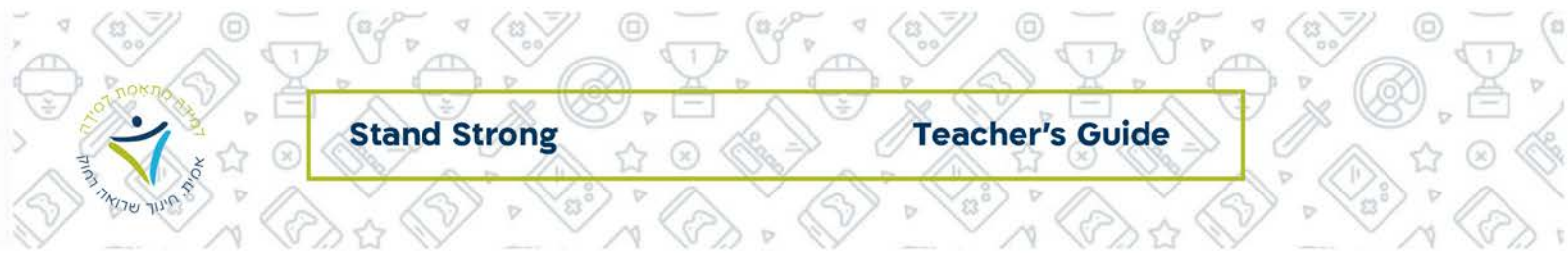


DIFFERENT KINDS OF BULLYING

Someone can bully you in many different ways. Match the forms of bullying in the box with the definitions.

calling names	pushing	trolling	making nasty comments
threatening	spreading rumors	sharing private photos	ignoring

a. Someone says a bad word directly to your face, for example 'idiot', 'loser' or 'freak'.	
b. Someone leaves a comment under your post because they want you to get angry or upset.	
c. Someone says something very unpleasant about you, for example 'that's an ugly dress' or 'what a stupid idea'.	
d. Someone tells others things about you that are not true and will hurt your feelings .	
e. Someone physically pushes you because they want to hurt you and make you feel small.	
Someone tells you they will hurt you, usually physically, if you don't do what they say.	
Someone shows people photos of you that you don't want others to see and it makes you feel upset.	
Someone comes to sit at your table for lunch, but none of you speak to him.	



Stand Strong **Teacher's Guide**

4

A: Hey, guys look at this! It's baby Suzie wrapped in her baby towel.
B: You can't show them that! That's not for everyone to see!

5

A: Hi, Jenny! Are you guys going to the café?
B: What is it to you? **Nobody asked you to come**, right?

6

A: Did you read this comment under your last TikTok post?
B: (sigh) Yeah, he's always **posting rude comments**.
I'm really upset about it, but I don't know how to make it stop.

7

A: Can I sit here?
B: No, of course not. **Go away!** (shoving noise)

8

A: Hey, who told you to sit here? **If you** try that again, **I'll punch you!**
B: Oh, sorry, I didn't know.



Independent Work



Language Focus

Vocabulary Focus - Look at the dialogues again and answer questions:

1. In this context "cool" means:

Name Calling

A: I think Taylor Swift is really **cool**.

B: That's because you're a loser! Taylor Swift is so stupid.

רגוע

קריר

מגויב

2. Choose the correct phrase in English:

Spreading Rumors

A: Lucy is in love with Rafa!

B: No, I'm not. **זה לא נכון**! Stop saying that to people!

That's not true.

That's not right.

That's not correct.



All these phrases mean **זה לא נכון** but:

- **That's not right** means something is **wrong**.
- **That's not correct** means there's a **mistake**.
- **That's not true** means the person is **not** telling the **truth**

3. Choose the correct preposition:

Making Nasty Comments

A: What do you think **of/about** my new jacket? Do you like it?

B: That's so ugly! Did you buy it in a second hand store?

Both **think of** and **think about** are correct,

but we usually say "What do you think of...?" when you ask for someone's opinion:

- What do you think **of** my shirt? - **It's cool. Where did you buy it?**
- What are you thinking **about**? - **I'm thinking about** what to have for dinner.

4. Complete the dialogue with correct prepositions:

on

at

for

A: Hey, guys look _____ this! This is Suzie with nothing but a towel _____ !

B: You can't show them that! That's not _____ everyone to see!

5. The phrase in **bold** means...

מה אכפת לך?

מה המשמעות בשבילך?

מה זה?

A: Hi, Jenny! Are you guys going to the café?

B: **What is it to you?** Nobody asked you to come, right?

6a. The adjective "rude" means...

חצוף

שלילי

A: Did you read this comment under your last TikTok post?

B: Yeah, he's always posting **rude** comments. I'm really upset about it, but I don't know how to make it stop.

6b. It's the opposite of

soft

polite

7. This phrase means:

לך מכאן!

תתרחק!

A: Can I sit here?

B: No, of course not. **Go away!**

8. Put the **words** in the right order

A: Hey, who told you to sit here? **If punch I'll again, you that try that you!**

B: Oh, sorry, I didn't know.

PART D- TALKING ABOUT PICTURES



Look at these 3 pictures and discuss what these pictures have in **common** and how they are **different**.

What do they have in common?

In all the pictures I see _____

How are the pictures different?

You can use the different categories of bullying you have learnt today as well as this vocabulary to help you:

whispering, alone, pointing, laughing, sad, touching, filming





Language Focus

LF4: PRESENT PROGRESSIVE

The **Present Progressive** tense describes actions that are happening right now or actions that are continuing for a limited amount of time.

How to build it?

Subject + am/are/is + V-ing

- Look! She **is talking** to the teacher again.
- I'm just **trying** to help.
- What **are** you **looking** for?



Independent Work

IDENTIFYING PRESENT PROGRESSIVE SENTENCES

Are these sentences in the Present Progressive tense?	Present Progressive	Not Present Progressive
1. She is writing a letter.		
2. They go to the same school.		
3. We are watching a movie right now.		
4. The sun sets in the west.		
5. I am not ignoring you.		



The verb 'to be'

I am studying for my exam. (I + am + V-ing)

He is calling his friend. (He + is + V-ing)

They are walking to school. (They + are + V-ing)



I am >> I'm
 You are >> You're
 He/She/It is >> He's/She's/It's



We are >> We're
 You are >> You're
 They are >> They're

Choose the Correct Form

Choose the correct form of the verb to complete the sentences.

1. I (am/are/is) making dinner today.
2. She (am/are/is) taking a shower.
3. They (am/are/is) working on a new project together.
4. He (am/are/is) listening to music.



Negative Sentences in Present Progressive

To make negative sentences in the Present Progressive, add "**not**" after am/are/is.

I am **not** watching TV. >> I'm not watching TV.

She is **not** doing her homework. >> She **isn't** doing her homework.

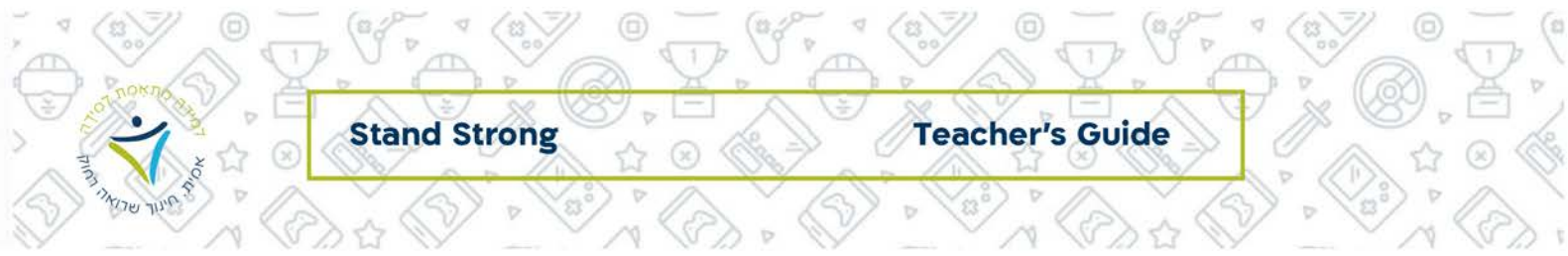
They are **not** playing video games. >> They aren't playing video games.

Form Negative Sentences

Make these sentences negative.

I'm feeling well today.

She is making dinner today.



We are going to the party.

He is feeling sick today.



QUESTIONS IN PRESENT PROGRESSIVE

To form questions in the Present Progressive, move am/are/is **before** the subject.

- Am I speaking too fast?
- Is he bullying you?
- Are you waiting for the bus?



FORM QUESTIONS

Rearrange the words to form questions.

you/studying/are/for the test?

they/bullying/are/you?

he/watching/Netflix/again/is?

When to Use Present Progressive



We use the Present Progressive tense to describe actions that are happening right now or actions that are continuing for a limited amount of time.

I am reading an interesting book. (The action is happening right now.)

They are working on a new project. (The action continues for a limited amount of time)



I'm reading an interesting book.

(I am doing it right now.)

They're working on a new project.

(The action continues for a limited amount of time, for example a month)



I read a lot of books.

(I do it in general, as a habit.)

They work well together.

(The action doesn't have an end point; it's a general fact.)



Independent Work

IDENTIFYING PRESENT PROGRESSIVE

Look at the text below and highlight examples of the Present Progressive.

Sarah is studying for her exams. Right now, she is focusing on math because it is her weakest subject. Meanwhile, her brother is playing video games in the living room. He always makes lots of noise when playing. Sarah finds it annoying.



Remember

Just because it's an **-ing** form it doesn't mean it's always Present Progressive.

Bullying is a serious problem.

I like **studying** alone.

There are always **two things** in the Present Progressive:

to be (am / are / is) **and** V+ing

PRESENT PROGRESSIVE IN CONTEXT

Progressive form is common in conversation and text messages.



A. Match questions and responses.

1	Why don't you ask Yifat to help you?	
2	Can you come to my house after school?	
3	Do you want to play soccer with us?	
4	Are you ready for the test tomorrow?	
5	Where are you?	

B. Flip over the response cards, try to memorize them, and replay the discussion with your group.

C. In groups, write your own responses.

6. Can you pick me up from the station?

.....

7. What are you doing after school?

.....

8. Why is she standing there alone?

.....



THE -ING FORM SPELLING

For most verbs, we add -ing to the base form to make the -ing form:

- be** → being
- eat** → eating
- order** → ordering
- cry** → crying
- fix** → fixing
- play** → playing
- do** → doing
- go** → going

When the verb ends in -e, we take off the -e and add -ing:

- love** → loving
- face** → facing
- come** → coming

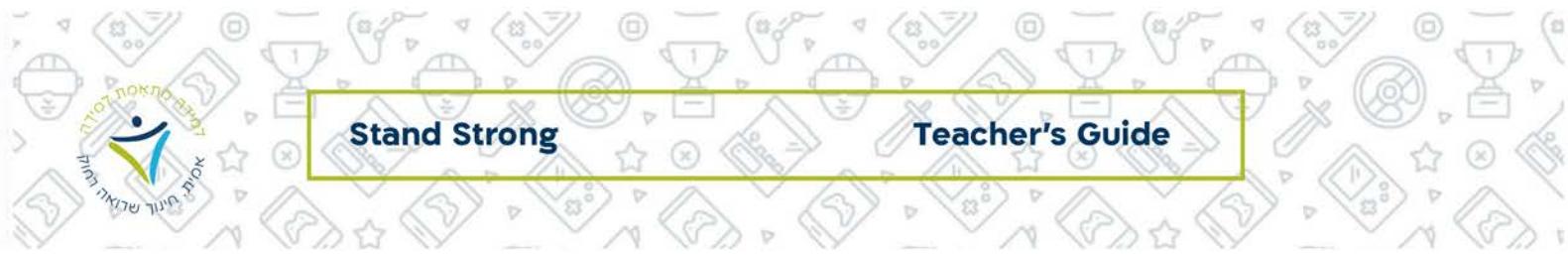


Independent Work

PRACTICE: -ING FORM SPELLING

1. Change the verbs to their -ing forms:

close		move	
behave		hide	
boil		rain	
close		hope	
joke		look	



2. Now use some of the verbs above to complete the gaps below.

1. What are you _____ for?
2. Stop _____ like that!
3. I know it's not your fault. I'm not _____ you.
4. The water is _____. Should I put the potatoes in?
5. They're _____ down. It wasn't very successful.
6. We're leaving Gedera and _____ to Ashdod.

3. Which of them is not Present Progressive? _____

4. Now answer these questions

a) Which of these verbs mean **להאשים**?
(to) blame / blaming

b) Which of these verbs mean **להרתיח / לרתוח**?
boiling / (to) boil

c) What's the meaning of **closing down** in sentence # 5?
- סוגרים את העסק
- סוגרים למטה

d) What's the meaning of **moving in** in sentence #6?
- זזים
- עוברים

DESCRIBING A PICTURE

In the picture we can see an example of bullying at school.

One student is sitting alone and looks upset. A group of kids are standing and whispering behind her back. She feels sad.

Which picture is being described? Circle the correct answer



COMMON VERBS IN THE PRESENT PROGRESSIVE

These verbs are frequently used in the progressive form.

- | | |
|-----------------|--------------------------------------|
| happen | What's happening? |
| studying | He's studying Computer Science. |
| become | It's becoming more and more popular. |
| plan | We're planning to move to Ashdod. |
| look for | What are you looking for? |
| talk | She's not talking to me. |
| watch | I'm watching TV. |
| rain | It's raining again. |
| die | I'm dying to find out. |
| expect | We're expecting her home any minute. |

These two verbs are **almost always** used in the progressive form. Memorize these!

joke	I'm only joking!
kid	I'm just kidding. Relax!

These verbs are **rarely** used in the progressive form.

agree	care about	like
appreciate	invent	reply
believe	know	want



Independent
Work

Read the dialogue and highlight the verbs.

Teacher: I hope you're finishing the project.

Student: I'm afraid not. We're still gathering information.

Teacher: Do you know when you're going to finish?

Student: We should be ready by the end of the week.

Teacher: Are you preparing the slides too?

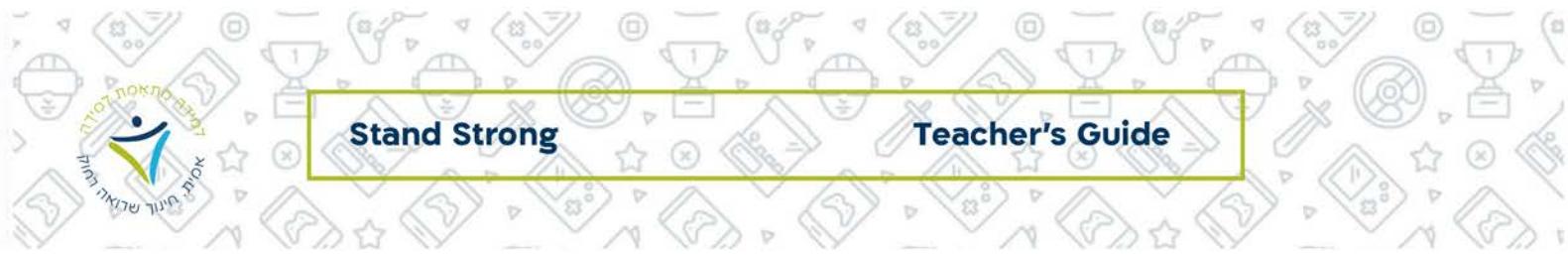
Student: Yes, we are and we want to practice presenting with the slides.

Teacher: Good idea. Remember, the presentation is next Tuesday.

Student: We know. We're working hard to get it ready.

Teacher: Excellent. Let me know if you need any help.

Student: Thank you, we will.



Here is the same dialogue. Fill in the missing verbs from the box.

There are more than you need:

hope	know	're still gathering	want	know	need	hoping
are knowing	Are you preparing	is	're finishing	're working		

Teacher: I _____ you _____ the project.

Student: I'm afraid not. We _____ information.

Teacher: Do you _____ when you're going to finish?

Student: We should be ready by the end of the week.

Teacher: _____ the slides too?

Student: Yes, we are. And we _____ to practice presenting with the slides.

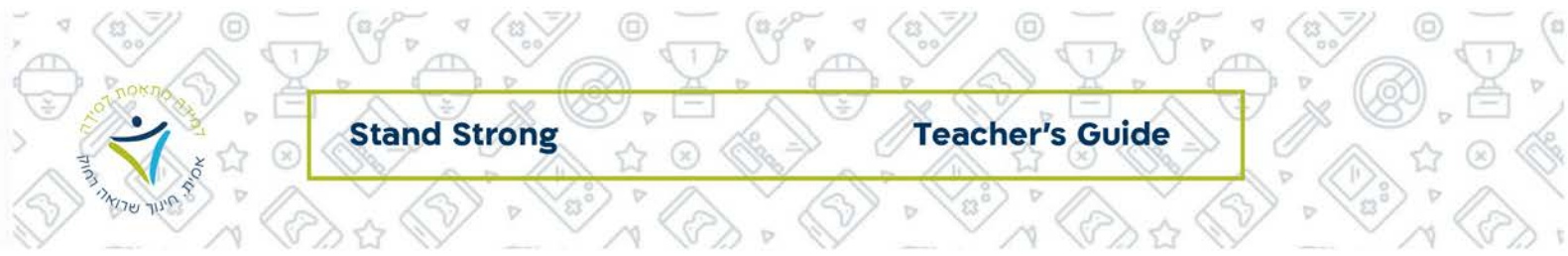
Teacher: Good idea. Remember, the presentation _____ next Tuesday.

Student: We know. We _____ hard to get it ready.

Teacher: Excellent. Let me _____ if you _____ any help.

Student: Thank you, we will.





REWRITE THE DIALOGUE

Teacher: I hope / finish / project.

Student: afraid / not. still / gather / information.

Teacher: know / when / going / to finish?

Student: should be ready / end / week.

Teacher: prepare / the slides / too?

Student: Yes / we. And we / want / practice / present / slides.

Teacher: Good idea. Remember / presentation / next Tuesday.

Student: know. working hard / get / ready.

Teacher: Excellent. Let / know / if / any help.

Student: Thank you, we will.

Now look at the original dialogue. Did you get everything right?

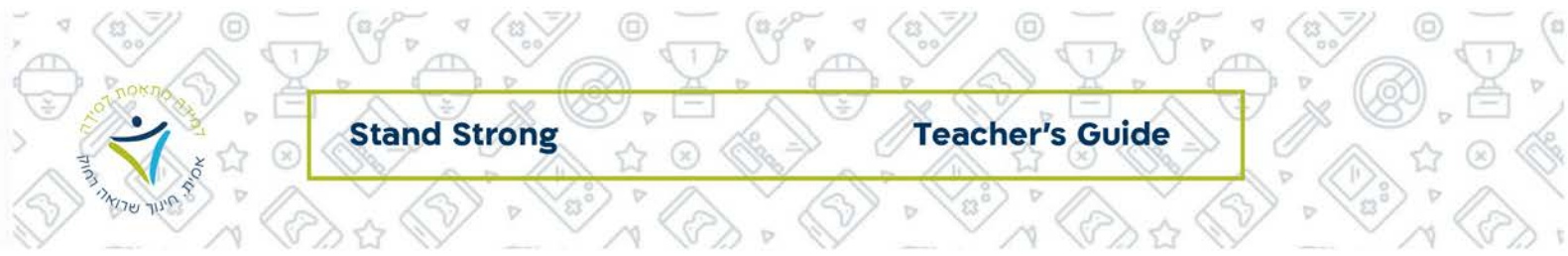
Exit Ticket

Choose one of these two pictures. Describe what is happening in the picture.



Do your writing in this box:

Blank writing area with horizontal lines.



Stand Strong **Teacher's Guide**

Lined writing area consisting of 25 horizontal lines.



In these lessons, students differentiate between bullying and arguing by examining the intent and power dynamics involved in each. They work in groups to sort behaviors into categories and discuss the outcomes of each type of interaction. Recommended time frame: 2 lessons (90 min.)

LESSONS 5-6 BULLYING OR ARGUING?



Opening

GROUP WORK

Sort "Bullying" versus "Arguing".

	BULLYING	ARGUING
01		
02		
03		
04		



1. Complete the definitions with the words from the bank.

on purpose / disagreement / equal / scared / opinion / have a say

1. If you did something _____ , you wanted to do it; it wasn't an accident.
2. When there is _____ **about** something, people don't agree or argue about what should be done.
3. If things or people are _____ , they are the same in size or importance
4. If you are _____ , you feel afraid.
5. Your _____ **about** something is what you think or believe about it.
6. If you _____ **in** something, other people cannot make a decision without you, they should listen to you

2. Look at the same sentences with **prepositions** missing. Do you remember what the prepositions are?

- If you did something ____ purpose, you wanted to do it; it wasn't an accident.
- When there is disagreement _____ something, people don't agree or argue about what should be done.
- Your opinion _____ something is what you think or believe about it.
- If you have a say ____ something, other people cannot make a decision without you, they should listen to you

3. Complete the vocabulary exercise. Then add two more sentences of your own with the words from the bank.

VOCABULARY

4. Complete the following **definitions** with words from the box, you won't need all the words:

decide, bullying, sharing, arguing, way, disagree, power

- a. When you _____ with someone, you do not share the same opinion.
- b. If you are treated badly again and again, it is called _____ .
- c. If two people disagree with someone in words (often in an angry way), they are _____ .

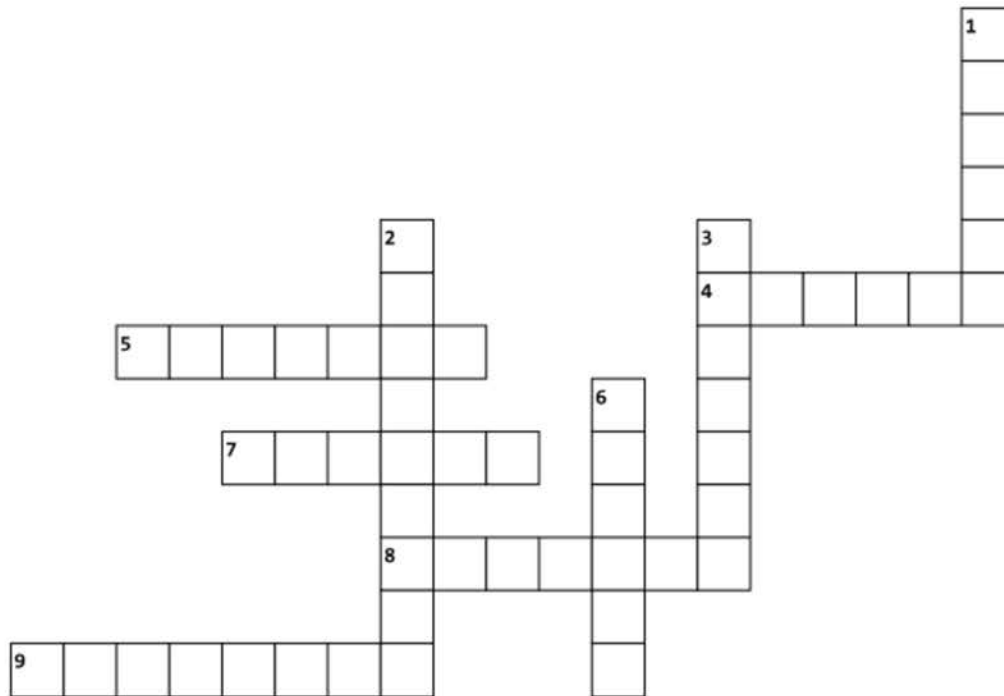
5. Now complete these **sentences** with the words from the box

- a. She needs to _____ between going to the dance or staying home.
- b. _____ ideas in a discussion helps everyone learn.
- c. Finding a _____ to agree is important when you have a disagreement.

6. Your own sentences:

- 1. _____
- 2. _____

Optional for early finishers- [Online crossword Puzzle](#) or [Worksheet version](#)



Across

- 4. the same as someone else
- 5. Another word for "football"
- 7. If no one is near you you're ...
- 8. Not difficult, simpler
- 9. letting some know how you feel

Down

- 1. Something you do with your brain
- 2. If you have more strength than others, you are ...
- 3. to make a decision
- 6. opposite of "disagree"

**PART A**

Dinner-time: Shira and Adiel are chatting about their day with their parents. Listen to what they are talking about. Play the video to the students in class.

QUESTIONS

1 - Do you agree with Mother?

2 - Why/why not?

3 - Explain in your own words what the difference between bullying and arguing is.



Language Focus

PART B - FIRST CONDITIONAL

1. Look at part of the text from the dinner-time conversation.

Elina: Hey everyone, look at Shira's shoes. They're so old and funny-looking!

Shira: I like these shoes. They're comfortable.

Elina: Can you believe she wears those every day? Let's not sit with her until she gets new ones.

Shira: Please stop, Elina. You're being mean. I don't want to change them.

Elina: Well, **if you wear those shoes again, you won't have any friends here.** Good luck sitting alone!

אם תנעלי את הנעליים האלו שוב, לא יהיו לך בכלל חברים כאן

Shira: That's not fair. Why are you being so mean to me?



If you wear those shoes again, you won't (=will not) have any friends here.

This sentence is an example of the **first conditional**. We use the first conditional to talk about a situation in the future and the result of that situation.

המשפט הזה הוא דוגמה למשפט שכתוב כמשפט תנאי ראשון באנגלית. משתמשים במשפטי תנאי ראשון כדי לדבר על סיטואציה בעתיד והתוצאה שלה.



Independent
Work

LANGUAGE FOCUS: IF YOU SAY SOMETHING...

2. Read the mini-dialogue with more examples of the 1st conditional.

A: Hey, you! **If** you **don't move**, I'll **punch** you!

B: Yeah? Well, **if** you **punch** me, I'll **tell** a teacher.

A: Don't do that! **If** you **do** that, I'll **beat** you up after school.



A complete first conditional sentence has two parts:

- the if- part
- the result part

3. Look at the examples and answer the questions.

Which tense is used in the if- part?

Which modal verb is used in the result part?

4. Match the sentence halves to make complete conditional sentences.

1. If the weather is good,
2. If I'm free,
3. If you're rude to people,
4. If you don't study harder,
5. If you don't tell a teacher,
6. If I pass all my exams,

- a. you'll fail your exams.
- b. he'll keep bullying you.
- c. we'll go to the beach together.
- d. I'll come to your birthday party.
- e. I'll be very happy.
- f. you won't have many real friends.



Did you notice that there is always a comma after the if- part?

In a first conditional sentence, we always use the **present simple** after 'if'. In the result part, we often use '**will**' + **infinitive** (V1), but these are also possible.

Match the sentence halves.

1. If it rains tomorrow,
2. If nobody talks to him,
3. If he pushes me again,
4. If she invites me to her party,

- a. I'm going for sure.
- b. we'll cancel the picnic.
- c. I might go and make friends with him.
- d. I'm going to talk to the teacher about it.



The two parts in the first conditional sentence can be swapped. The forms do NOT change when you do this, but you need a comma if you start with if.

- If the weather is good tomorrow, we'll go to the beach.
- We'll go to the beach if the weather is good tomorrow.

LF5.2 IF SENTENCES: PRACTICE



Practice

1. Select the correct verbs to complete the if- sentences below.

starts 're doesn't stop ask be do stop asks start

1: A: If he _____ bullying me online, I'll tell my parents about it.

2: A: If you _____ wrong about him, you'll have to apologize, you know.

3: A: What will you do if she _____ pushing you?

4: A: Do you think he will come if we _____ him?

2. Now match the sentences (A) with responses (B)

- | | |
|--|--|
| <p>1 A: If he starts bullying me online, I'll tell my parents about it.
_____</p> | <p>i. B: I'm not sure. I'll probably go to the teacher.</p> |
| <p>2 A: If you're wrong about him, you'll have to apologize, you know.
_____</p> | <p>ii. B: Yeah, I guess you'll have to.</p> |
| <p>3 A: What will you do if she doesn't stop pushing you?
_____</p> | <p>iii. B: Well, we won't know if we don't try.</p> |
| <p>4 A: Do you think he will come if we ask him?
_____</p> | <p>iv. B: Yeah, I guess I'll have to.</p> |

3. Now complete these sentences with your own answers.

- a. If it rains tomorrow, ...
- b. If someone is rude to me, ...
- c. If I see someone bullying a classmate, ...
- d. I'll talk to a teacher if ...
- e. I won't stay friends with him/her, if he/she ...

LF5.3 WANT OR WON'T

These two words can be easily confused.!



want means לרצות

- I **want** to clear up the misunderstanding.

won't is the negative form of **will**: will not = won't

- You **won't** believe this!

Will / Won't is one of many ways of talking about the **future** in English. We normally use it to make a promise or an offer, or say what you expect to happen.

1. Choose the correct word: **will** or **won't**

1. Don't worry, it _____ take long.
2. Don't worry, it _____ be alright.
3. I _____ help you unless you say sorry.
4. As soon as the dog hears you in the kitchen, he _____ come running in for food.
5. If you don't do something about it he _____ do it again and again.



2. Complete the sentences with want or won't

1. If you wear those again, you _____ have any friends here.
2. I _____ to go to the cinema tonight.
3. If people are kind, they _____ bully anyone.
4. I promise it _____ happen again.
5. Do you _____ to go shopping with us after school?



Did you notice?

- **want + to + V**
- **won't + V** (like will, should, would, can etc.)

3. Complete the sentences with want(s) or won't

1. We're going swimming. Do you _____ to come?
2. You can try adding sugar, but it _____ work.
3. Don't worry, they _____ to come and help us.
4. Does your sister _____ to play Settlers of Catan with us?
5. She's new here and she _____ to make new friends.

4. Answer the questions with full sentences

1. Do you want to go to the beach? _____
2. Will it rain tomorrow? _____
3. Will you help me with the dishes? _____
4. Do you want to come to the party? _____



Pair Work

- In pairs, write 6 if sentences about school rules.
- Each student writes 3 "if" and 3 "result" chunks. Then match to make logical sentences.
- Share one sentence you liked best with your classmates.

Read the second part of the conversation from Shira and Adiel's dinner table.

Notice the different ways of saying "no".

Shillo: Adiel, I really think that at this point we should research animals. It seems easier to gather all the information we need.

Adiel: **Sorry, but** we already decided on space last week, and I've found some really cool facts about planets.

Shillo: I know, but **I'm afraid** we won't finish on time. Animals are a safer choice because there's a lot of info at the library.

Adiel: Look, space is way more interesting, and I think we can do a great job with it. We just need to work quickly.

Shillo: Okay so **I'd rather** we just split up... You work on space and I'll work on animals!

LF6.1 SAYING NO

Saying no is hard in any language. In English, we say 'no' followed by a reason. The reason can be real or fake – it depends on how honest you want to be.

Complete these short dialogues with words from the box.

sorry

but

afraid

can't

thanks

rather

- We're going swimming. Do you want to come?
- I'm _____ I can't. I have to work.
- Ariel and I are going to play football. Do you want to come?
- I'm sorry, _____ I arranged to see a friend.
- Let's go to the park. Janet and Sarah have beer!
- No, _____ . That's illegal.
- Are you coming to the party on Saturday?
- I'm afraid I _____ . I have to work the next day.
- Come with us! You don't have to tell your parents where you're going.
- No, I'm OK. I'd _____ not get in trouble.
- Do you want to go shopping with us after school?
- No, _____ . I have to help with the chores at home.

LF6.2 SAYING NO



- Memorize the ways of **saying no** - from the previous exercise.
- One student reads the beginning of each dialogue aloud. The other student should respond with a statement that means "no" without actually using the word "no".

1. We're going swimming. Do you want to come?

2. Ariel and I are going to play football. Do you want to come?

3. Let's go to the park. Janet and Sarah have beer!

4. Are you coming to the party on Saturday?

5. Come with us!
You don't have to tell your parents where you're going.

6. Do you want to go shopping with us after school?

LF REVIEW

Let's review all the language you have learned in this unit.

PRESENT PROGRESSIVE

In each pair below, one sentence should be in the Present Progressive and one in the Simple Present form. Decide which and complete the gaps below with the correct form. See example below.

Example: READ

- a. I'm **reading** an interesting book.
- b. I **read** a lot of books.

1. GO

- a. Sorry, I can't. I _____ to my soccer practice.
- b. I _____ to soccer practice every day after school.

2. WORK

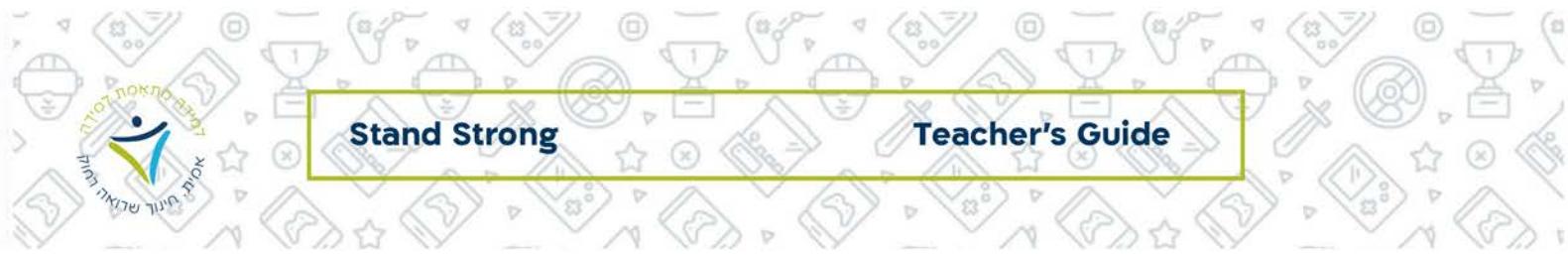
- a. They _____ on a new project.
- b. They _____ well together.

3. TALK

- a. She never _____ about her family.
- b. Look! She _____ to the teacher again.

4. STAY

- a. My cousin always _____ with us when he comes to visit...
- b. ...but this time he _____ at our aunt's.



Remember 👍

When the Present Progressive form is needed, you can always add **'now'** even if you don't say it.

- Sorry, I can't. I'm going to my soccer practice (now).
- They 're working on a new project (now).
- Look! She's talking to the teacher again (now).

Also look out for words like **this time, this evening, this week, this month, this summer** etc.

- We're going on a trip **this weekend**.

IF- SENTENCES

Rearrange the words to make three if- sentences. The first word in each sentence is in the **right** place.

1. If / tell / starts bullying / me / he / I'll / online, / it / my parents / about

2. If / again / it / he / with / does / I'll / stop sitting / him

3. I'll / a present / invites / to / she / if / buy / me / her party.

SAYING NO

List three ways of saying no in English:

I'm -----

I'd -----

VOCABULARY

Let's review some vocabulary you've learned in this unit.

1. Use the **verbs** in the box to complete the sentences. You won't need all of them.

go make clear up send hear keep

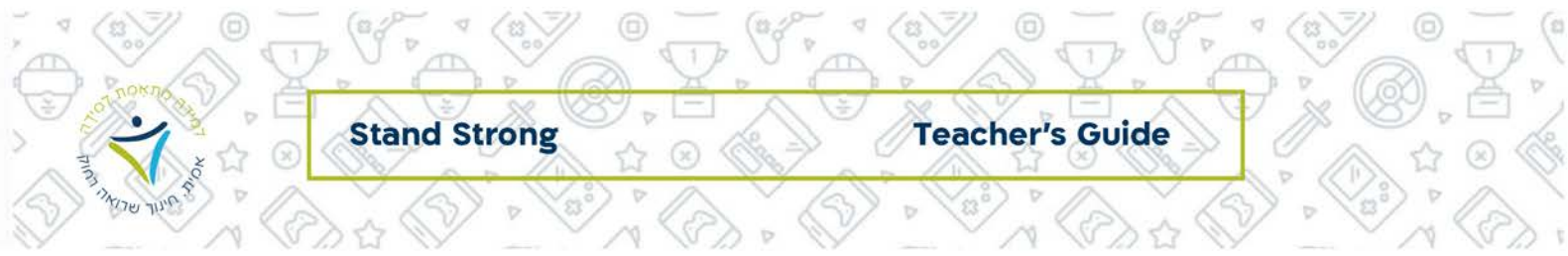
- a. I feel really upset when they _____ **fun of me** – it's really nasty.
- b. She's worried he might start to _____ **mean messages** again.
- c. I'm really disappointed she's angry with me – I'll try and _____ **the misunderstanding**, but I don't know if she'll listen to me.
- d. My presentation didn't _____ **as planned** – it was really embarrassing.
- e. It can be really upsetting when you _____ **a rumor** about you, but you don't know who started it.

2. Now do the same for these verbs.

avoid tell on keep spread ignore point

- f. I _____ this card game – I always lose because it's really confusing.
- g. You should try to _____ them or you'll get depressed.
- h. When I'm excited I start singing, but then my classmates just whisper and _____ at me.
- i. I didn't think you'd _____ me – you promised to keep a secret. I'm so annoyed.
- j. I'm scared. They _____ threatening to share my photos with the whole class.





Match the collocations:

make	fun of somebody
send	mean messages
clear up	the misunderstanding
didn't go	as planned
hear	a rumor
keep	a secret





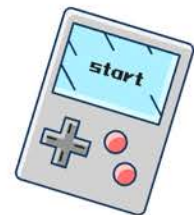
CREATING COMICS

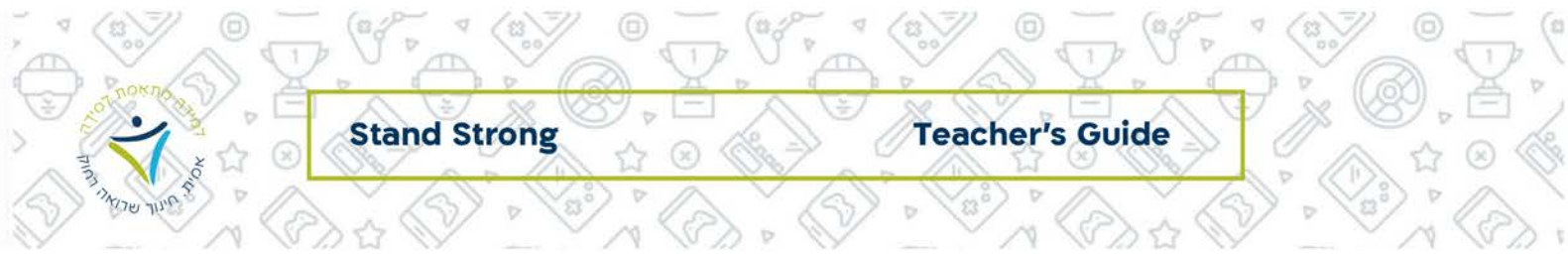
Create a short story in a comics called Maybe We Can Solve This.
 In the comics the characters argue with each other and solve their problem.
 Use [this website](#) to create your comic strip.
 Make it short and interesting/funny. Here is an example :



Before you submit, make sure that your English is correct. Use this checklist:

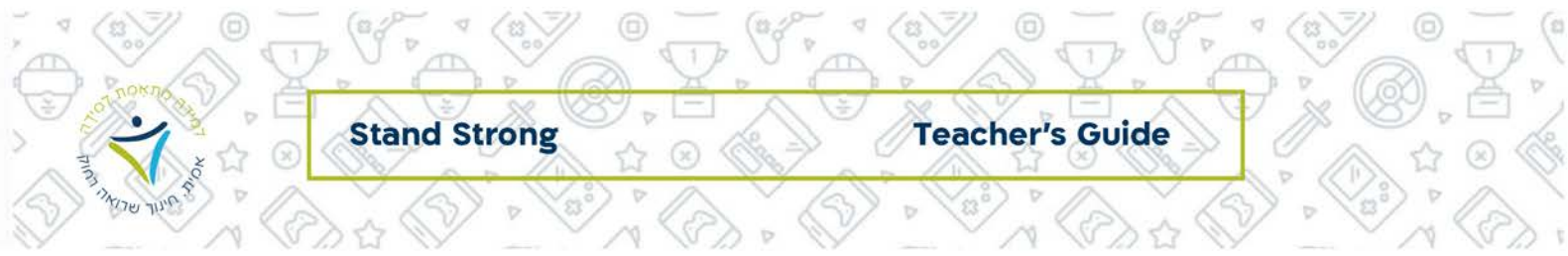
- I've used Present Progressive correctly.
- I've used at least one If-sentence.
- I've included at least one way of saying no.





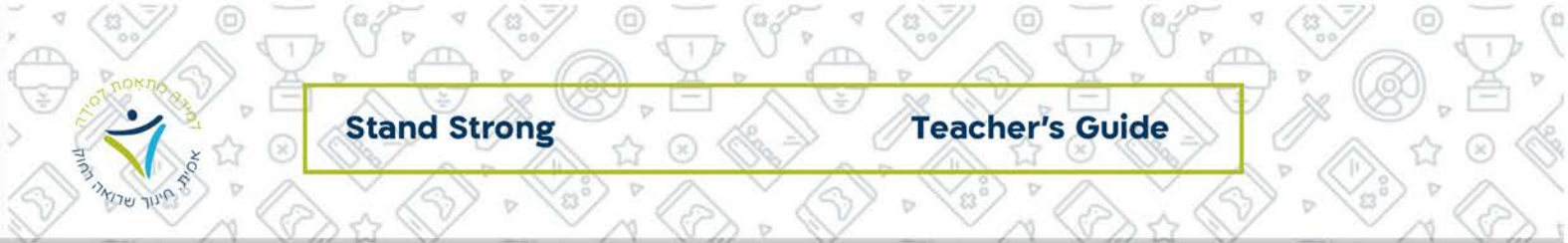
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GATE 3

BULLYING IN DIFFERENT CULTURES



GATE 3 GOAL : LEARNING TO SEARCH (FOCUS ON SEARCH WORDS)

In this task, you will learn how to search for information online on the topic of: **how different cultures look at bullying**. You will learn about one culture or country and see how it defines, recognizes, and manages bullying.

1. Choose one culture or country.

Think about different places around the world, like Japan and the United States, or India and Brazil.

2. Start Your Search: - Go to an internet search engine (like Google).

- Use simple and clear search words (keywords).
- For example, type "bullying in Japan" or "how the USA handles bullying."

The words I used are:

3. Improve Your Search:

- If you do not find good information, change your search words. Use more specific words.

For example, "Japan school bullying programs" or "USA bullying laws."

New words I used are:



4. Choose a Source to focus on:

- Look at the list of websites and choose one that seems helpful.
- Look for important words and ideas about bullying in that culture.
- Write down new words you find about bullying.
- Use a dictionary to understand these new words.

Words or expressions connected to bullying:	Words or expressions connected to the culture we chose:	List of websites we found:

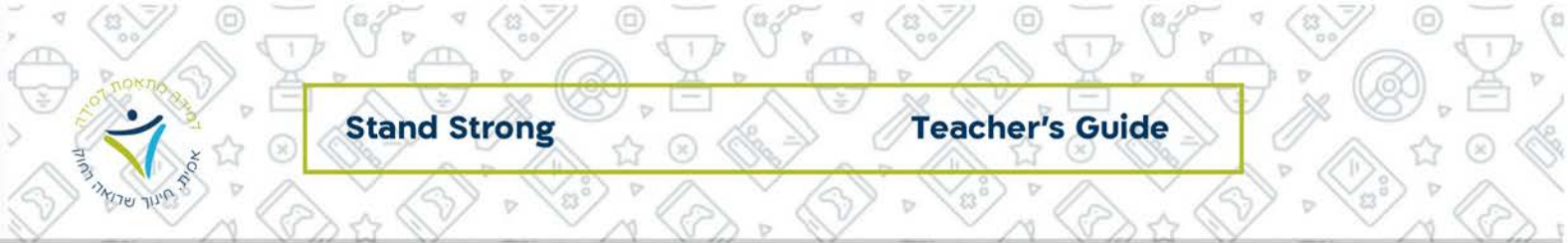
5. Write Your Findings:

- Use the information to write a short paragraph about the culture you've researched.

Tips:

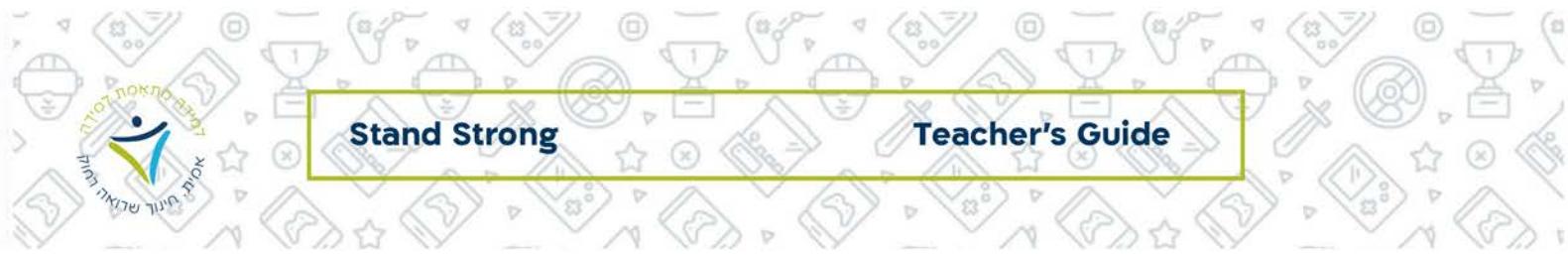
- Use short and clear sentences.
- Focus on the main ideas.
- Ask your teacher if you need help with new words or understanding information.

GOOD LUCK WITH YOUR RESEARCH!



 **Reflective Questions:**

- What challenges did you encounter during your research, and how did you overcome them?
- How did your understanding of the research process evolve as you worked on this project?
- What new skills or insights did you gain from conducting this research?
- How did your group collaborate to gather and analyze information? What worked well, and what could be improved?
- How might the research process you experienced here be useful in other subjects or future projects?



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PART II CHARACTERISTICS OF BULLYING

 This part of the unit includes lessons that delve into the reasons behind bullying behavior and how it manifests in different situations. You will explore the motivations of bullies through stories and discussions, and engage in activities to identify and reflect on the characteristics of bullying.

Language to be introduced in this part:

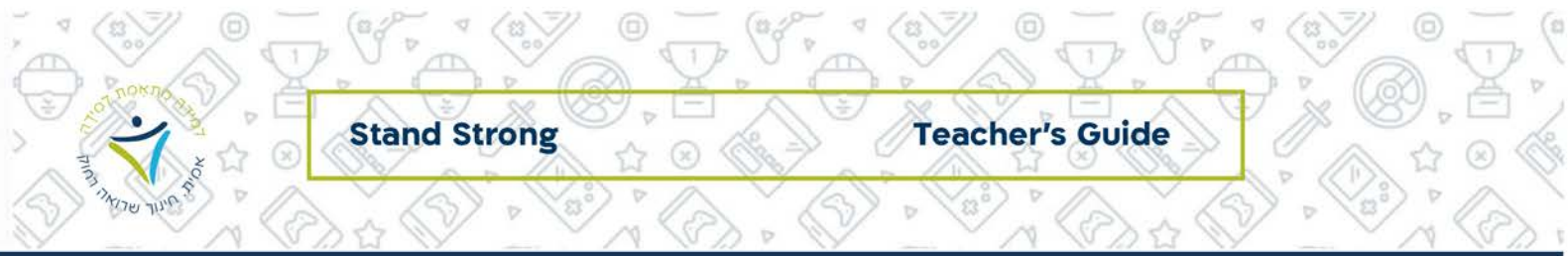
Vocabulary: (gray=not in BAND2)

- act
- behave
- care (about)
- certain (in a certain way)
- deal with
- feel bad about
- involve
- lack of
- let (not let)
- powerful
- protect
- should (you should)
- why don't you

Language Focus:

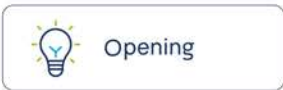
- Care about
- 1st Conditional review
- Giving advice + What should I do?
- Not let someone do something
- Would
- Verbs in English
- If I were you...

Gate 3: Personal Interview and Statistics



In these lessons, students explore the reasons why people engage in bullying behavior. They listen to a story and watch an animation to understand the emotional experiences of both bullies and victims, then reflect on these insights in group discussions.
Recommended time frame: 2 lessons (90 min.)

LESSONS 7-8
WHY DO PEOPLE BULLY?



PART A - MOTHER'S STORY

You are going to watch mother telling Shira and Adiel about her childhood, and a boy named Sammy who was in her class. Sammy is a boy who bullied others at school.

LF 7A: PRE-READING VOCABULARY SUPPORT

You heard these words and phrases in the animation. Copy the English words to the Hebrew translation.

act the same way behave feel bad about protect
powerful lack of in a certain way

	להגן
	להתנהג
	באופן מסוים
	לפעול באותו אופן
	חזק / חזק מאוד
	להרגיש רע לגבי
	חוסר ב



LISTEN TO MOTHER'S STORY

1. Here is a list of reasons Mother gave for why people might bully.



Group Work

- **Low self-esteem** – Sometimes, when people feel bad and unhappy about themselves, they might bully others to feel better.
- **Lack of empathy** - When someone doesn't have empathy, they don't understand or care about other people's feelings. This can make them behave in a mean or hurtful way without feeling bad about it.
-
- **From bullied to bullying**– People who are bullied are more likely to bully others to feel powerful or to protect themselves from being bullied again.
-
- **Copying others** – This is when people behave in a certain way because other people are behaving that way. They might bully to be like others who act the same way, trying to look cool or strong.

These are the reasons for why people might bully others.

Copy the Hebrew to the correct spaces:

חוסר אמפטיה (חוסר הזדהות עם רגשות האחר) הציקו גם להם
 חיקוי מעשים של אחרים הערכה עצמית נמוכה או ביטחון עצמי נמוך

• being bullied themselves	
• low self-esteem/self-confidence	
• lack of empathy	
• copying others	

CARE ABOUT

Lack of empathy - When someone doesn't have empathy, they don't understand or care about other people's feelings. This can make them behave in a mean or hurtful way without feeling bad about it.

What's the meaning of '**care about**' in this sentence?

...אכפת מ...

...לדאוג ל...

לטפל

That's right. This word has many meanings. What's the difference?



If you **care about** something, you think it is important and you feel interested in it

- ... a company that **cares about** the environment

If you **don't care about** something, it is not important to you and don't worry about it

- You're going to be late! - I don't care.

If you **care about / for** someone, you like or love them

- ...people who are your friends, who **care about** you.

Match the translation that fits best in the given context.

1. Your parents are doing this because they **care about** you.

A. איכפת

2. The only thing he **cares about** is money.

B. איכפת

3. You're going to be late - I don't **care!**

C. דואגים ל...

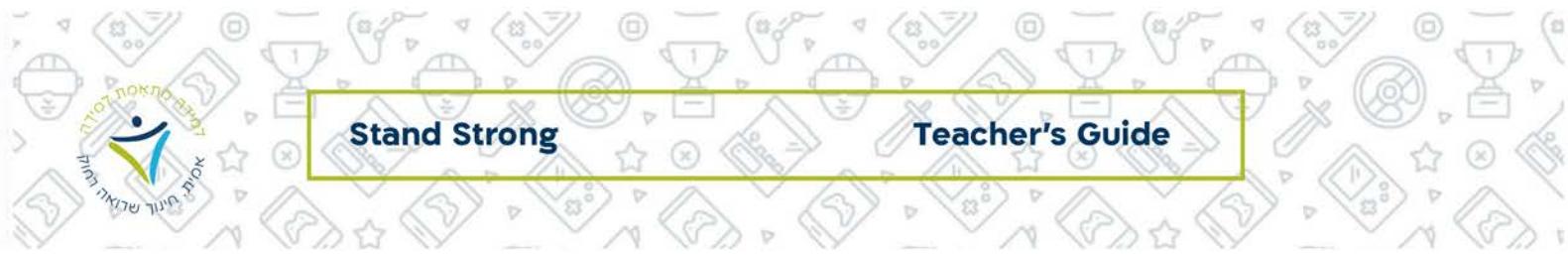
4. So what? Who **cares?**

D. מעניין את



Don't forget we also say "take care"

- Her parents are away so she's **taking care of** the children. מטפלת ב
- Bye. See you later. - Bye, take care! שמור על עצמך / להתראות



2 - Here are the explanations again.

Make sure you understand them by answering the questions below.

- **Low self-esteem** – Sometimes, when people feel bad and unhappy about themselves, they might bully others to feel better.
- **Lack of empathy** - When someone doesn't have empathy, they don't understand or care about other people's feelings. This can make them behave in a mean or hurtful way without feeling bad about it.
- **From bullied to bullying**– People who are bullied are more likely to bully others to feel powerful or to protect themselves from being bullied again.
- **Copying others** – This is when people behave in a certain way because other people are behaving that way. They might bully to be like others who act the same way, trying to look cool or strong.

Do you remember the meanings of these words?

	<ul style="list-style-type: none"> • להגן • להתנהג • באופן מסוים • לפעול באותו אופן • חזק / חזק מאוד • להרגיש רע לגבי • חוסר ב
--	---

3 - Mark True or False

- People with **low self-esteem** may bully others because they are sad.
- Victims of bullying are more likely to become **bullies themselves**.
- Someone with a **lack of empathy** feels bad when they hurt others.

4 - Why might people who were bullied become bullies themselves? Give ONE reason

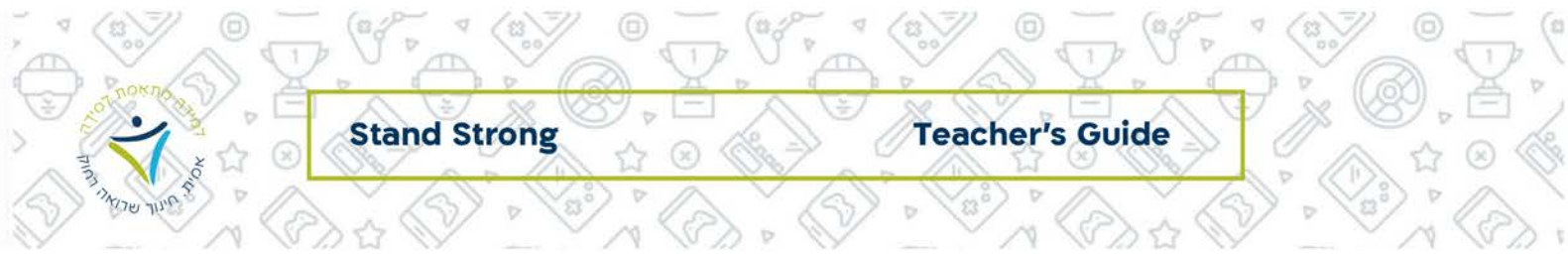
F7B: VOCABULARY / PREPOSITIONSIndependent
Work

Remember to learn new verbs together with their prepositions!

Without looking back at the text, can you remember what goes in the gap in these sentences?

1. People sometimes bully others when they **feel bad** _____ themselves.
2. People who don't have empathy don't understand or **care** _____ other people's feelings.
3. Bullying others can also be a way of **protecting** themselves _____ being bullied themselves.
4. Sometimes bullies want to **be** _____ others: to behave the same way as others.





PART B LF: 1ST CONDITIONAL REVIEW

If Sammy stops bullying certain things will happen.

Read the paragraphs and complete the following sentences.



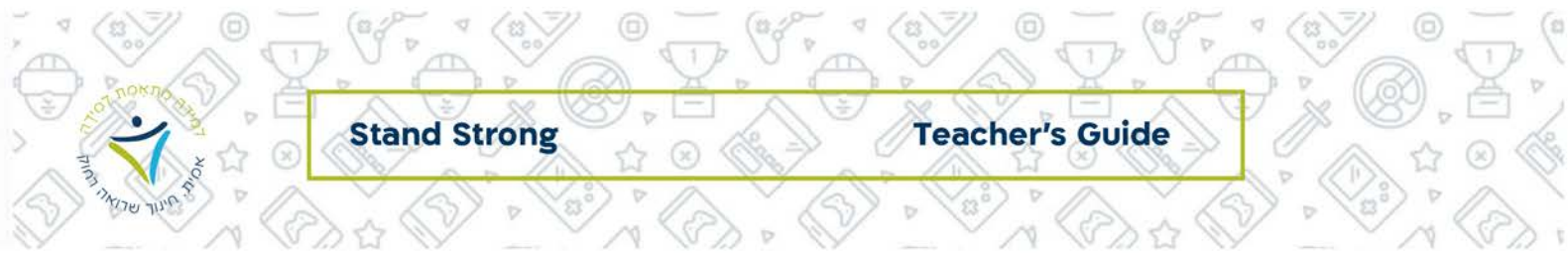
Remember we practiced if- sentences in this unit?

- If you **try** that again, I'll **punch** you!
- If you **wear** those shoes again, you **won't have** any friends.

<p>When someone like Sammy bullies others, it makes people sad and scared. Sammy might think it makes him look strong, but it actually shows that he doesn't understand how much he is hurting others. If Sammy stops bullying, people will <u>respect</u> him more, and he will <u>make real friends</u> who like him for who he is. Helping others instead of being mean can make Sammy <u>feel good about himself</u>.</p>	
<p>Another reason to stop bullying is that it <u>can make school a place where everyone feels happy and safe</u>. Everyone deserves to feel good at school, and Sammy can help make that happen. By being kind, Sammy can also set a good example for others, including his big brother, and <u>become a true role model</u>.</p>	

- If Sammy stops bullying he will get
- If Sammy stops bullying he will
- If Sammy stops bullying
- If Sammy is kind he





LF7: WHY DON'T YOU... ? / YOU SHOULD... (GIVING ADVICE)

Shira is still upset about her conversation with Elina and decides to talk to a friend about it. Read part of their conversation.

Sarah: Elina was really nasty to me at break time. She said my new shoes are ugly and she told everyone not to sit with me!

Sarah's friend: That's not OK - you **should talk** to the teacher about that.



You can give someone advice with the word "should":
You **should** + base form of the verb (V1).

Now read the same conversation with another way of giving advice.

Sarah: Elina was really nasty to me at break time. She said my new shoes are ugly and she told everyone not to sit with me!

Sarah's friend: That's not OK - **why don't you** talk to the teacher about that?



You can give someone advice using "Why don't you..."?
Don't forget to add the question mark **?** at the end.

Complete the following dialogues with the correct phrase to complete the advice.

You should tell your parents

You should tell her to speak to a teacher about it

You should go to your homeroom teacher immediately

Why don't you talk to him in private?

Why don't you push him back?



LF8A: NOT LET SOMEONE DO SOMETHING



In the conversations above you saw:

- She **doesn't let me sit** at their table at lunchtime.
- The teacher **doesn't let us go** to the toilet during the lesson.

In one of the memes in the first lesson you also saw this:

- Ever notice how bullies **won't let** anyone else **have an opinion?**

not let someone do something means לא נותן או לא מרשה לו לעשות משהו

do(es)n't / won't let + me / us + base form of the verb (V1)



Match the sentence beginnings 1-5 with the endings a-e.

1. Jack **doesn't let me** sit

a. his computer for homework.

2. The teacher **doesn't let me** go

b. anything when we're all talking together

3. Suzie **doesn't let me** say

c. in the games during recess

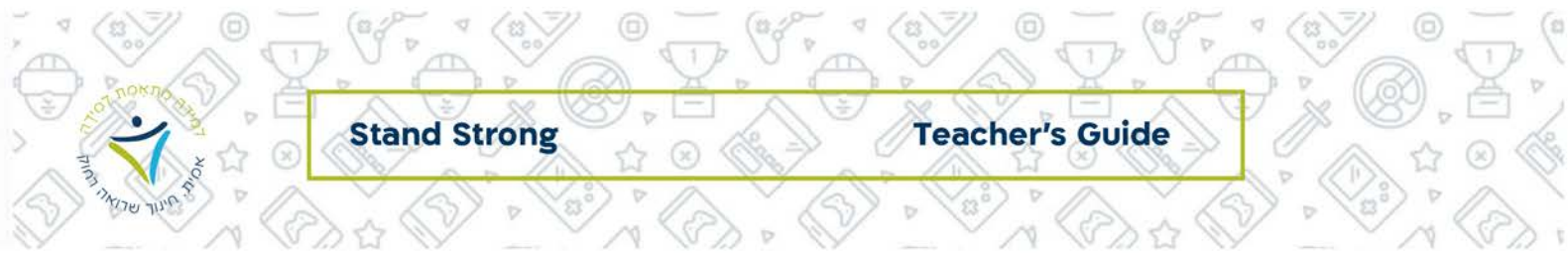
4. Michael **doesn't let me** join

d. to the toilet during the lesson.

5. My brother **doesn't let me** use

e. at the same table at lunchtime.





LF8B: WHAT SHOULD I DO?



Add your advice.

Write your own advice, and then share one piece of advice for a scenario with the class.



Jack doesn't let me sit at the same table at lunchtime.

You should...



The teacher doesn't let me go to the toilet during the lesson.

Why don't you...



Suzie doesn't let me say anything when we're all talking together.

You should...



Michael doesn't let me join in the games during recess.

Why don't you...



My brother doesn't let me use his computer for homework.





On your way home from school you saw a friend bullying another friend.
Based on everything you have learnt about bullying, record a voice message to the bully
OR to the victim.

To the bully:

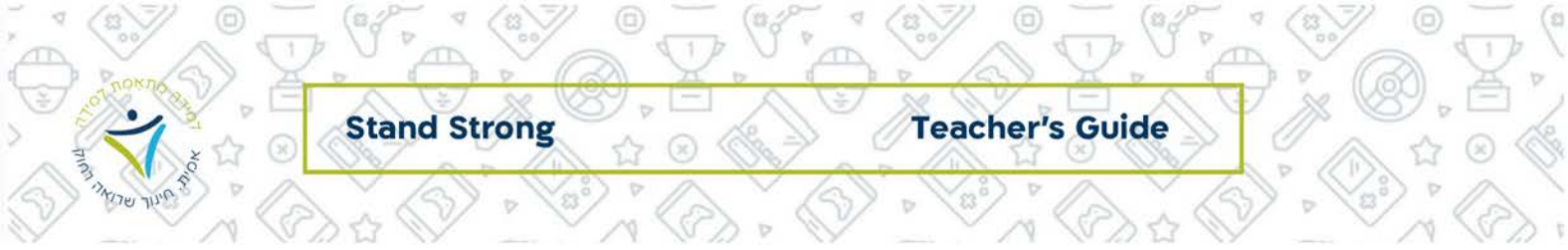
tell him what you saw and how you think he should change. Give him 2 reasons to stop bullying and what he should do to be nicer.

To the victim:

tell him what you saw. Give him 2 pieces of advice.

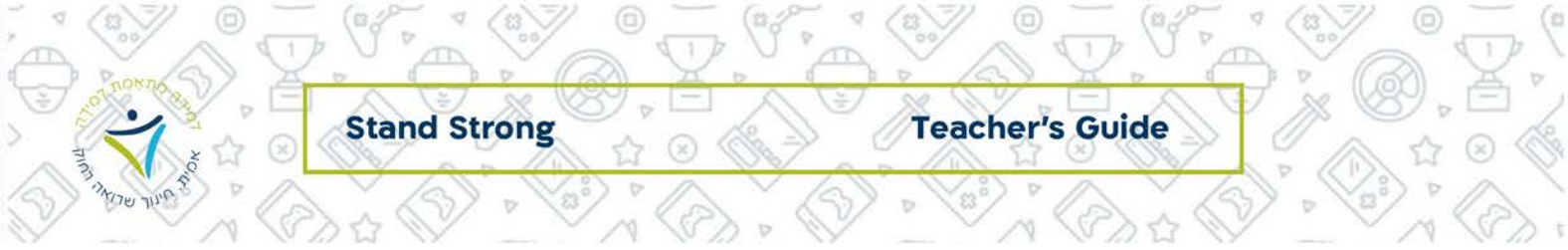
Your recording should be at least 30 seconds long. 🎧





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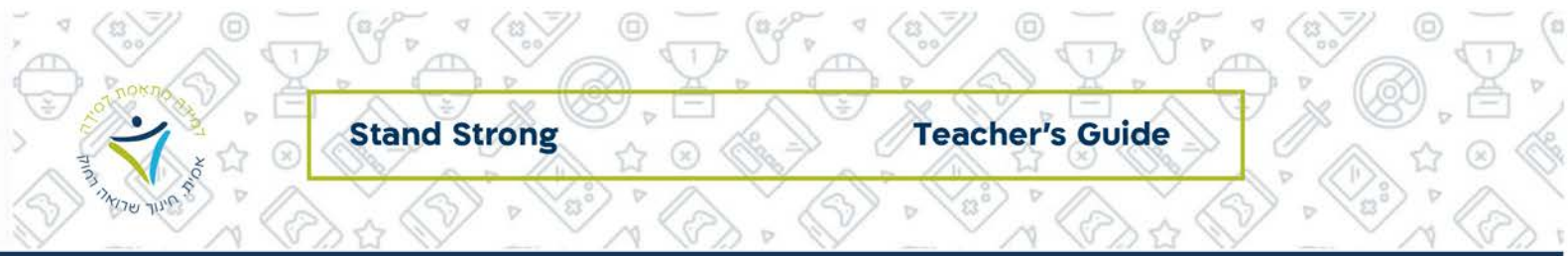
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In these lessons, students explore different scenarios related to bullying and reflect on the choices they would make. They participate in discussions and role-plays to practice using conditional sentences and giving advice in English.
Recommended time frame: 2 lessons (90 min.)

LESSONS 9-10
WHAT WOULD YOU DO?



WHAT WOULD YOU DO?

This video is part of a TV show called "What would you do?".
The boys are actors but the reactions (תגובות) of the people around them are real.

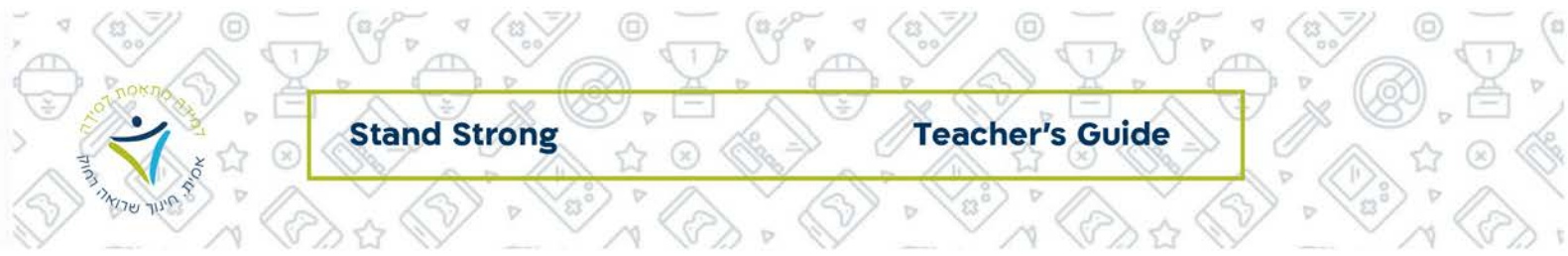
 **WOULD**
 Would cannot be translated into Hebrew.
 What would you do? means מה היית עושה?
 We use **would** to talk about imaginary (or hypothetical) situations, not real ones. In these lessons, you are asked to imagine a situation and your (hypothetical) reaction to it.

In this unit you learned that we use **should** to give advice.
 Like should, would is always followed by another verb (without to):

- **You should tell an adult about it.**
- **I would tell an adult about it.**

Would has a shortened form: 'd

- **I'd tell an adult about it.**



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WATCH THE VIDEO ANSWER THE QUESTIONS AS THEY POP UP:

1. What is happening in the scene?

- a) A student is helping another student with homework.
- b) Two students are bullying another student.
- c) Students are playing a game.
- d) A student is giving a presentation.

2. What did the man in the green shirt do?

- a) He stopped the bullies.
- b) He encouraged the boy who was being bullied.
- c) He talked to the shop owner to make the bullies stop.
- d) He joined the bullies.

3. What does the man with the black hat want the bullies to do? Use one word:

- He wanted them to **stop**

4. The man with the black hat helped the boy because he also didn't have money when growing up. **True** / False

5. How did the last two customers help the young boy?

- a) They made the bullies say they were sorry.
- b) They took him home.
- c) They made the bullies leave the shop.
- d) They gave him money to buy shoes.



6. What are the main messages of the video?

- a) Bullying is _____ .
- b) Try to _____ the victim

7. Match the different people with the correct reactions:

black hat two last customers	green shirt blonde woman

8. Think of another action you can take when you see bullying around you?
(mainly in school)

PART A- WHAT WOULD YOU DO? LANGUAGE FOCUS



SITUATION 1 [1:24M]

Look at what the kind stranger said.
Add the missing phrases.

That's okay. I don't think he's the problem.
You're sad. It doesn't matter.

John: I thought you guys were my friends.
Bully 2: He's just sad. (=בליט)
Bully 1: I'm not gonna be friends with a poor person.
Stranger: _____. I think it's you guys.
Bully 1: He's the bum.
Stranger: _____. You're bullying him.
Bully 2: He lives in a shelter.
Stranger: _____
Bully 2: He's just sad, don't you think?
Stranger: _____

Watch this part again and check your work.



Now look at the same conversation with all the "grammar" missing.
Can you put it back where it belongs? (You won't need them all)

don't doesn't 're 'm 's 's 's don't

John: I thought you guys were my friends.
Bully 2: He's just sad. (=בליט)
Bully 1: I'm not gonna be friends with a poor person.
Stranger: I _____ think he's the problem. I think it _____ you guys.
Bully 1: He's the bum.
Stranger: It _____ matter. You _____ bullying him.
Bully 2: He lives in a shelter.
Stranger: That _____ okay.
Bully 2: He _____ just sad, _____ you think?
Stranger: You're sad.

Watch this part again and check your work.

SITUATION 2 (1:40M-2:13M)

Complete the gaps in the last scene from the TV program.

You won't need them all.

cares upset making don't have is not
doesn't have make of love to



Man: Why are you _____ **fun of him? Chill.**
 Bully: Cos he don't got money.
 Man: Who _____ ? Stop!
 Bully: Me. It's pathetic.
 Man: It's not pathetic. Some people _____ money. You shouldn't make fun _____ somebody just 'cause they don't have money. You're basically being a bully - in a public store.
 Bully: First of all, why would...
 Man: Stop. Number one: it's public. Number two: you're making him _____. Just stop!
 Bully: Would you wanna be around him?
 Man: Yo. I'd _____ be his friend.
 Man: He _____ money.
 Man: Stop. Money _____ all important in life, okay?

First of all = **קודם כל** In public = **בפומבי**

Now watch this part again and check your work. Then check your language:

- **Chill, Stop and Just stop** are examples of... Imperative / Present Simple / Giving advice
- **Who cares? Some people don't have money. and He doesn't have money.** are examples of... Imperative / Present Simple / Present Progressive
- **Why are you making fun of him? You're basically being a bully / You're making him upset.** are examples of... Giving advice / Present Simple / Present Progressive
- **he don't got money** is an example of good English / incorrect English
- What's the correct form? _____

SITUATION 3 (2:38M-4:40M)

Complete the gaps in the last scene from the TV program with grammar words.



Bully 1: I don't know why you're tagging along (=following us).

Bully 2: It's just embarrassing to be with you in public. Like I don't think you understand that. John: I just want to hang out with you guys. I _____ not bothering anyone.

Bully 2: You _____ bothering me cos we didn't invite you.

Bully 1: Isn't your mom, like, a waitress or something? You should buy her these. Ah, never mind, they're like \$80.

Stranger: What _____ you looking for, man? Tell me what you're looking for.

John: I was just looking to get some new shoes.

Stranger: Yeah? Pick out a pair you want.

John: They _____ just making fun of me.

Stranger: Yeah I know they are.

Stranger 2: That _____ not right.

Stranger: They're downright rude.

Stranger 2: Why don't you two get out? He _____ n't need you.

Stranger 1: You don't know how to talk to people.

Stranger 2: Because, you know what?

Stranger 1: What _____ you want? Pick out a pair of shoes.

Stranger 2: The two of us are a lot bigger than you. Why _____ you take a hike? Alright?

never mind = לא חשוב/לא משנה

first of all = קודם כל

in public = בפומבי

LF9: PRESENT PROGRESSIVE - REVIEW



Practice

Present Progressive - more practice

Complete the sentences with a verb in the present progressive form. You won't need all of them.

'm studying is giving is becoming are preparing am watching 're
 watching 's doing are becoming

1. I'm very busy these days. I _____ for my exams.
2. If you _____ TV, I'll find something else to do. - No, I'm not. You can watch it, if you like.
3. After the update, this app _____ me trouble.
4. School bullying _____ more and more common.
5. Just ignore him. He _____ it on purpose.

Translate the words **in bold**.

I'm very busy **these days**.
 I 'm studying for my exams.

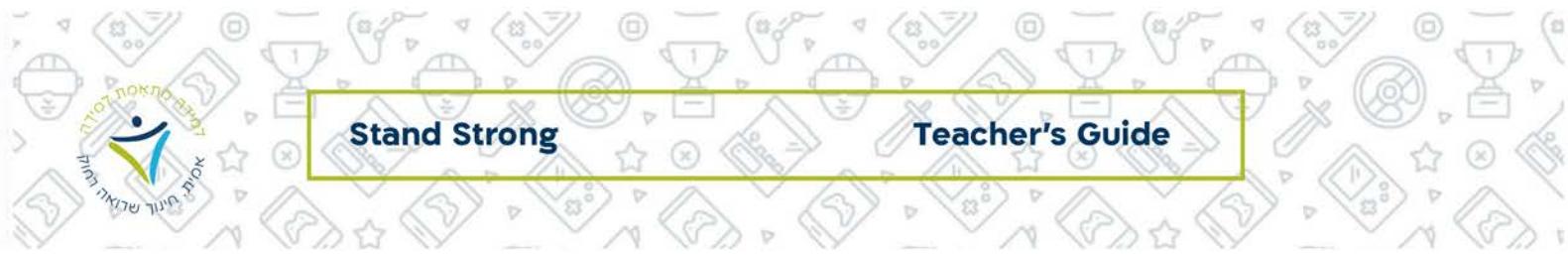
If you're watching TV, I'll find something else to do.
 No, I'm not. You can watch it, **if you like**.

After the update, this app is giving me **trouble**

School bullying is becoming
more and more common.

Just ignore him. He's doing it **on purpose**





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Now do the same exercise, but write the correct form of the verb 'TO BE' in the present: **am, are, or is**

1. I'm very busy these days. I _____ studying for my exams.
2. If you _____ watching TV, I'll find something else to do.
No, I'm not. You can watch it, if you like.
3. After the update, this app _____ giving me trouble.
4. School bullying _____ becoming more and more common.
5. Just ignore him. He _____ doing it on purpose.

-THE -ING FORM: ADJECTIVE OR VERB IN THE PRESENT PROGRESSIVE?



How can you tell if a word is an adjective that ends in -ing or a verb in the Present Progressive? It's very simple. If you can put very in front of the word, it's an adjective:

It's interesting

It's raining.

It's very interesting

(You can't put "very" in front of it.)

Decide if these are adjectives or verbs:

- | | |
|--|------------------|
| 1. This movie is boring. Let's watch something else. | Verb / Adjective |
| 2. She is studying for her exams right now. | Verb / Adjective |
| 3. The situation is confusing. | Verb / Adjective |
| 4. You're just confusing me. | Verb / Adjective |
| 5. He is looking for his keys again. | Verb / Adjective |
| 6. Why are you bothering him? | Verb / Adjective |
| 7. He is talking to his friend. | Verb / Adjective |
| 8. The news is worrying. | Verb / Adjective |
| 9. He is watching TV. | Verb / Adjective |
| 10. Are you expecting anyone? | Verb / Adjective |
| 11. His behavior is embarrassing. | Verb / Adjective |



Remember

In English, very is used with **adjectives**, never with verbs.

- **It's very confusing.**
- **You're very confusing me. -> You're really confusing me.**



LF9B: THAT'S SO ANNOYING!

In the comic strip, you saw this sentence:

“ _____
You're **always** making noise!
 I can't concentrate!
 _____ ”

This sentence is used to complain about someone's annoying habit of being noisy.



What form is used in the underlined sentence? _____

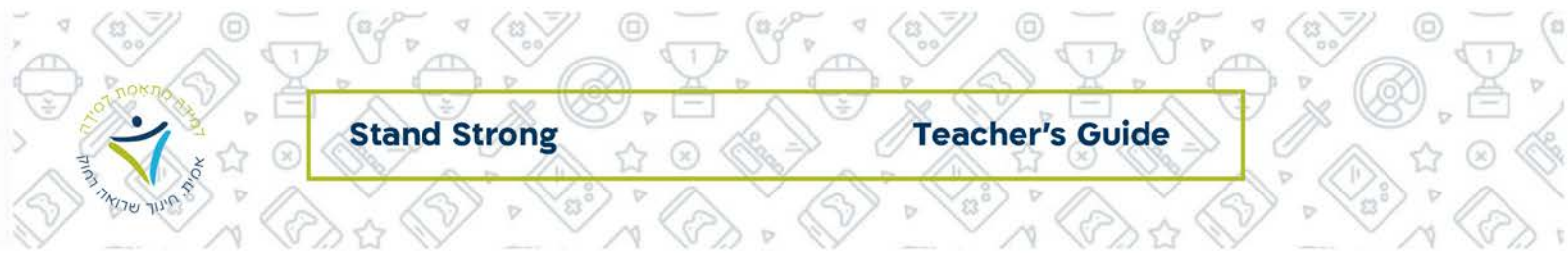
Here's another common way to complain about other people's annoying habits.

“ _____
Paul **never** tidies up his things!
 He expects someone else to do it for him.
 _____ ”

What form is used in the underlined sentence? _____

Notice where **always** and **never** go in the sentence!





Complete these dialogues by putting the verbs in the correct form; then listen to check.



1: What's up, Bella?

Bella: It's John. He _____ (always / make fun of me).
He's so mean.



2: What's wrong, Guy?

Guy: Tamar and I are working on this project, but she
_____ (never / do) any work! It's so annoying.



3: Hey, Ido. You look a bit annoyed.

Ido: It's my parents. I can _____ (never / hang out) with my friends.
They're scared something bad is going to happen.



4: What happened, George? Are you upset?

George: No, I'm annoyed. Julia _____ (always / tell me)
what to do. It's like she doesn't trust me or something. I don't want to be in her
team.



5: What's up, Lara?

Lara: It's Paula and her mates. They _____ (always/
whisper) behind my back. It's really upsetting,

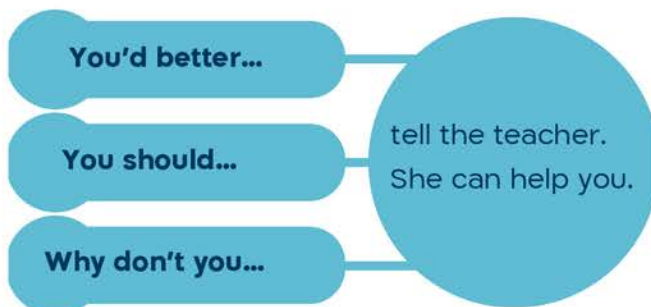


6: What's going on, Ben? Why are you shouting?

Ben: I've had enough. They _____ (never / listen to)
anything I say. We're a team, but they _____ (always /
make) decisions without me.

LF10: IF I WERE YOU...

So far, you've seen these ways to give advice:



Let's add one more common way of giving advice.

If I were you, I'd tell the teacher. She can help you.

Here are the dialogues again, but this time, **choose the advice you would give.**

1: What's up, Bella?

Bella: It's John. He's always making fun of me. He's so mean.

If I were you, I'd...



tell him to stop

go to the teacher and talk about it.

2: What's wrong, Guy?

Guy: Tamar and I are working on this project, but she never does any work!
It's so annoying.

If I were you, I'd...



ask her if she's ok – maybe it's hard for her.

tell the teacher you want another partner.

3: Hey, Ido. You look a bit annoyed.

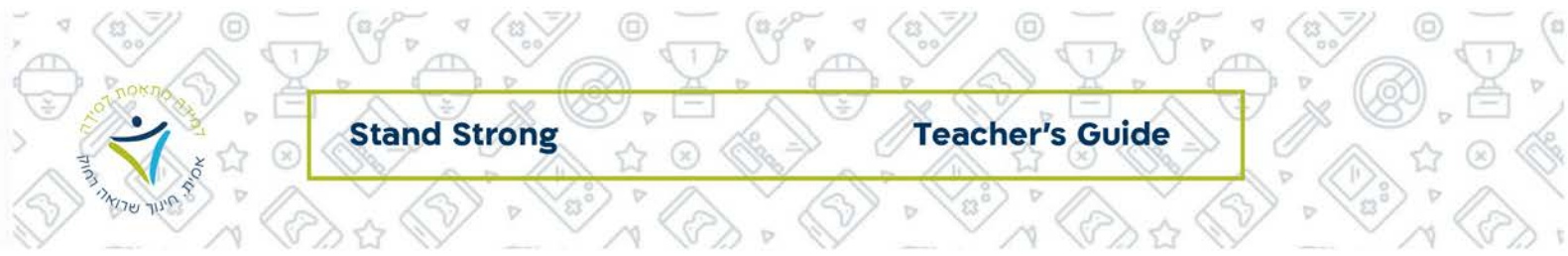
Ido: It's my parents. I can never hang out with my friends.
They're scared something bad is going to happen.

If I were you, I'd...



tell them they can trust you.

invite your friends over so they can meet them.



4: What happened, George? Are you upset?

George: No, I'm annoyed. Julia's always telling me what to do. It's like she doesn't trust me or something. I don't want to be in her team.

If I were you, I'd...



talk to her about it – maybe she doesn't know how you feel.

ask the teacher if you can change teams.

5: What's up, Lara?

Lara: It's Paula and her mates. They're always whispering behind my back. It's really upsetting,

If I were you, I'd...



tell her that she's mean and she should stop.

talk to her in private to say you don't like it.

6. What's going on, Ben? Why are you shouting?

Ben: I've had enough. They never listen to anything I say. We're a team, but they're always making decisions without me.

If I were you, I'd...

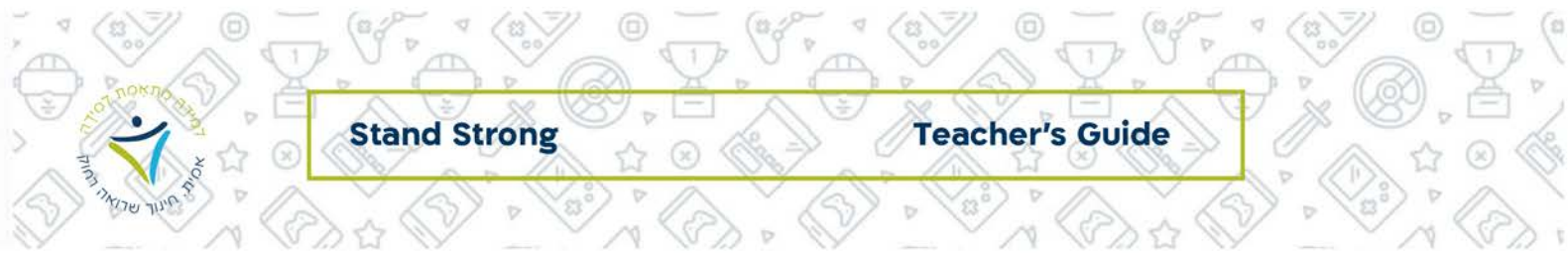


ignore it – you can't change them.

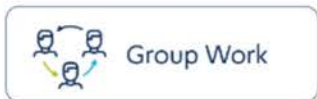
tell them you want to be listened to.



Take 3 minutes to memorize your chosen responses. Then, listen to the dialogues again and share with a friend.



PART B - CHOICES




There are a few choices we have when dealing with bullying In groups, match the **heading** of the 3 choices and the explanations that fit.


Choice to Get Involved:

If you see bullying you can choose whether or not to get involved.


Here are 3 possible options for action:



You can tell the bully to stop.



You can ask for help from a teacher or another adult.



You can be kind to the person being bullied and say something nice.

Still in groups- discuss and answer the following questions:

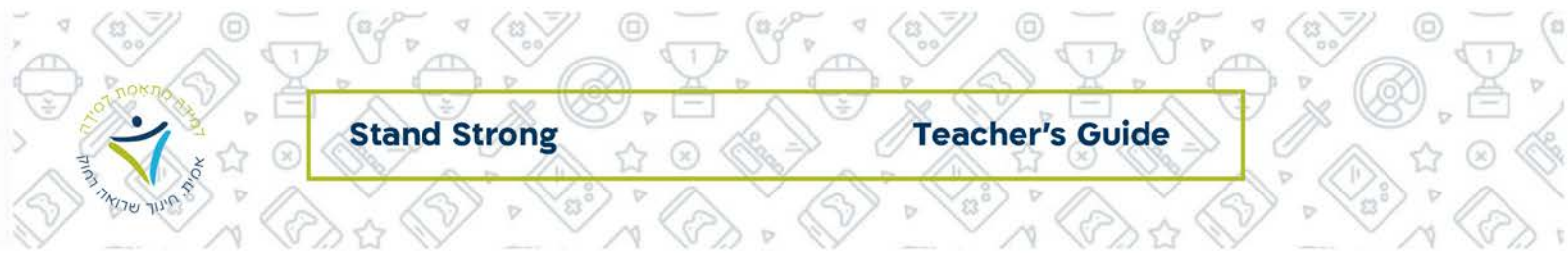
1 - Which option would you choose when you see bullying?

2- Why?

Role Play

Write a short script of a situation that happened in school, and present it in class. Use one of the choices above in their scripts.





PART C - CHOOSE YOUR OWN ADVENTURE

You are going to read two stories about bullying. You will be able to choose how to react and find out what happens, and how the story ends...

Visit [the link](#) to start.

While reading, use your Student Portfolio to keep track of the story that is unfolding (happening). Keep making choices until you are happy with the outcome of the story.

1. Share the story and the outcome here:

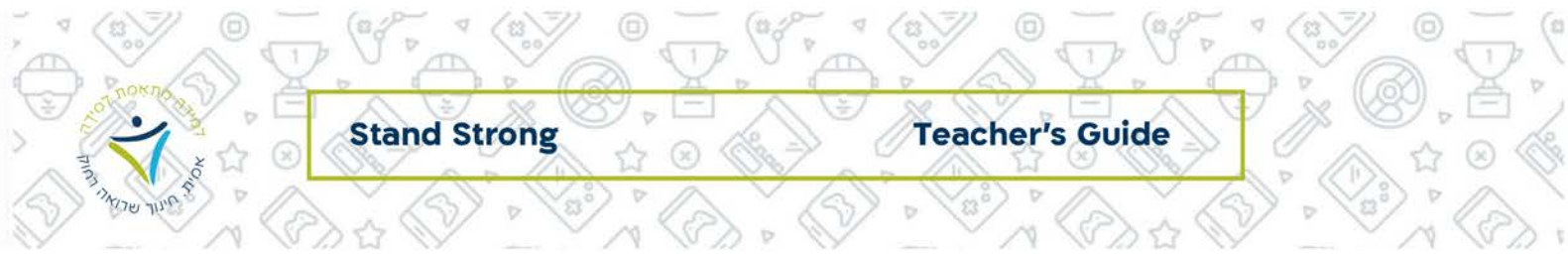
The scenario:

First choice I made:

Second choice I made:

Final outcome:

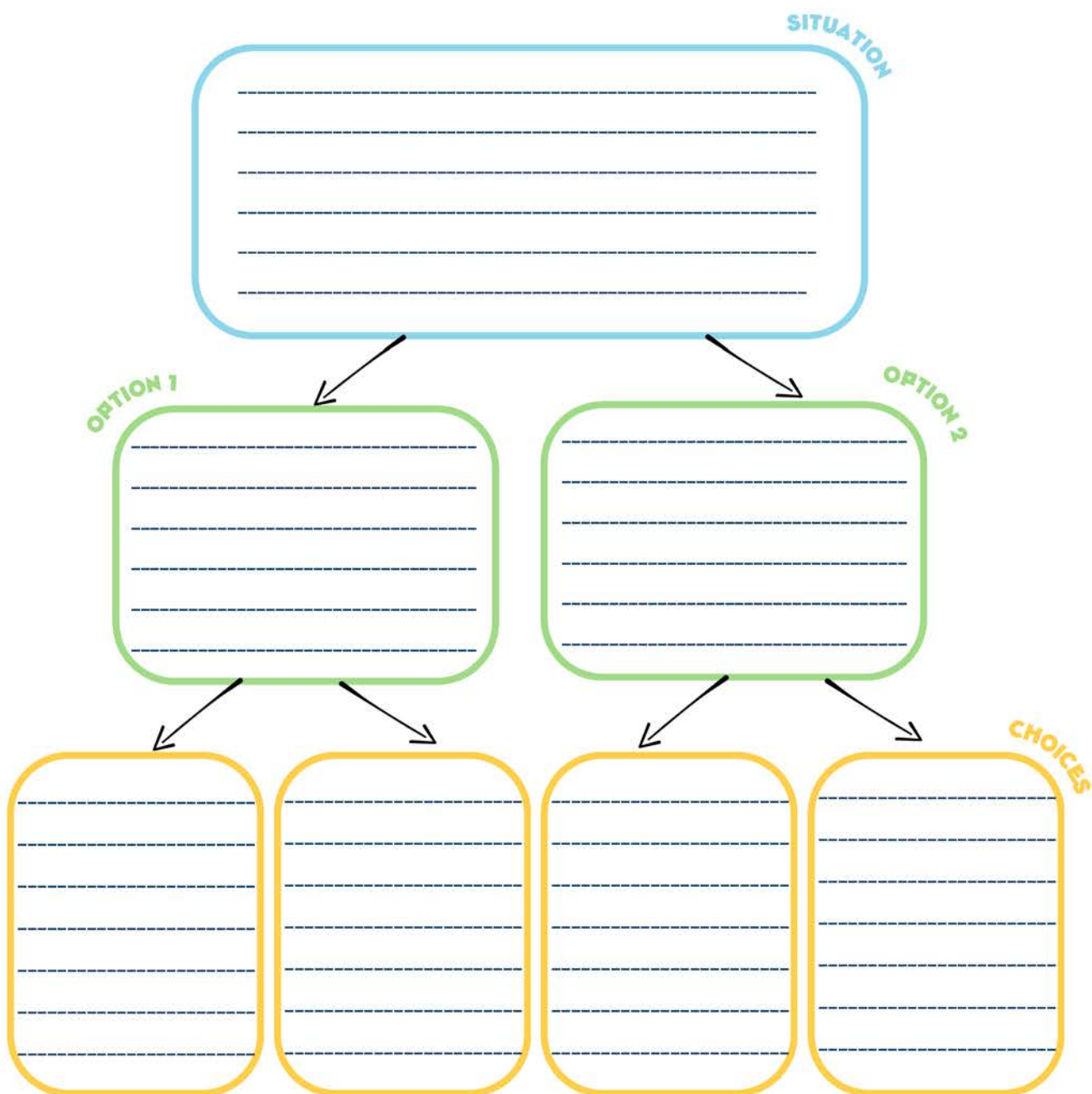
2. Were you happy with the choices you made? Did you go back and change anything? Why?

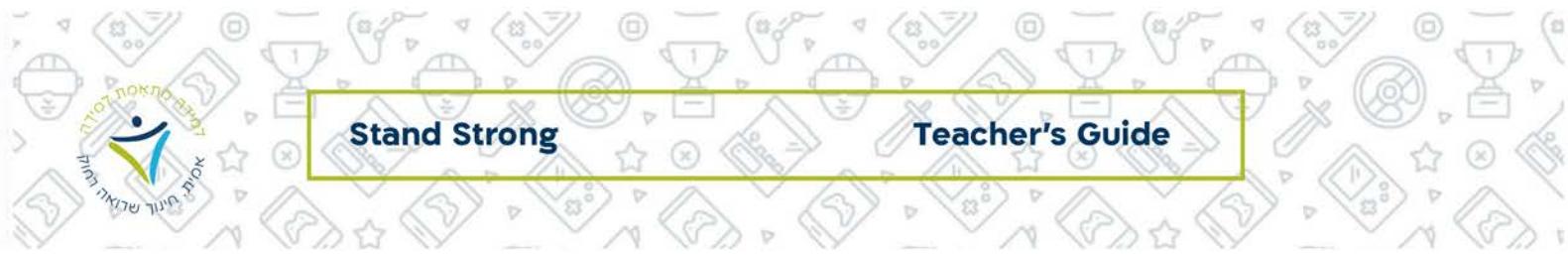


WRITE YOUR OWN ADVENTURE

Based on the story you just read, write a new bullying scenario. Use the flowchart below. Your scenario should include:

- a character (name)
- a situation in which the character needs to make a choice (option 1, option 2)
- at least two choices in each option





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Lined writing area consisting of 25 horizontal lines.

GATE 3

PERSONAL INTERVIEW AND STATISTICS

Conduct an interview with one or more people in your natural surroundings (friends, family, teachers, etc.).

The topic of the interview is personal experiences with bullying—whether they have experienced it themselves or witnessed it happening to others.


In your interviews you want to...

1. **Understand Bullying:** Gather personal stories and viewpoints to understand the impact of bullying.
2. **Collect Data:** Find out how common bullying is by collecting statistics from your interviews.
3. **Reflect on Experiences:** Gain a personal perspective on how bullying affects individuals and communities.

Instructions:

1. **Choose** one or more people to interview (friends, family, teachers).
2. Write at least **8 questions** to ask these people.
3. Write down their **answers** and stories and how they felt about the situations. Try to find **examples** of bullying, different ways to cope with it, and choices people make when seeing this kind of behavior.
4. Ask how often they think bullying happens in your school or community.
5. **Research** the internet to find out how common bullying really is, in Israel or around the world.
6. **Compare** these findings to the ones from the interview and think why they are alike or different.
7. **Decide** which 3 most important insights you gained from the interviews and your research.
8. Share the information and these insights with your class.

PART III STRATEGIES TO ADDRESS BULLYING

 This part of the unit teaches strategies for responding to bullying with empathy and kindness. You will engage in activities that promote understanding and compassion, learning how to build confidence in others, and explore practical ways to intervene and prevent bullying in your environment.

Language to be introduced in this part:

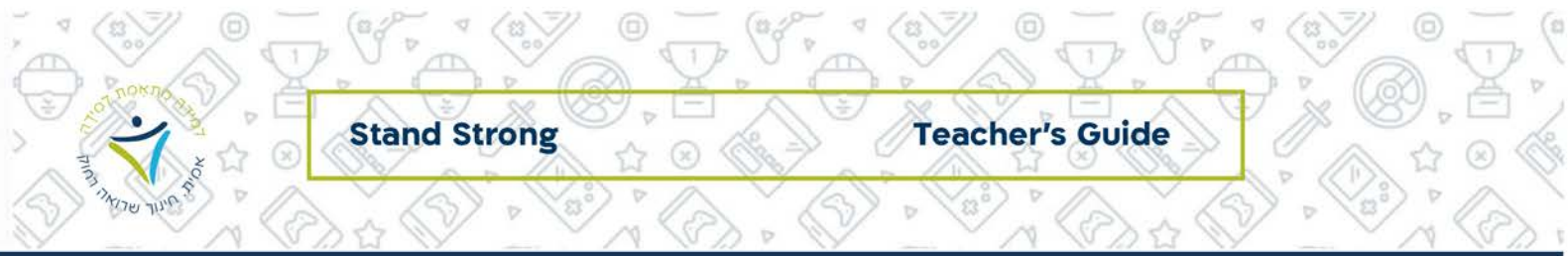
Vocabulary: (gray=not in BAND2)

- | | |
|------------------|-------------------------------|
| • ask | • knock |
| • bench | • limit |
| • bite | • lonely |
| • celebrate | • model |
| • click | • pay attention |
| • connect | • professional help |
| • cry | • remind (remind somebody of) |
| • download | • solve |
| • encourage | • support |
| • fight | • talent |
| • group | • touch |
| • have in common | • wipe |
| • influence | • young |
| • kindness | |

Language Focus:

- Present Simple review
- Imperatives
- Alone or lonely?

Gate 3: The connection between bullying and empathy



In these lessons, students learn about the importance of empathy and kindness in preventing bullying. They watch a short film, discuss the concept of "putting yourself in someone else's shoes," and engage in activities to practice kind and empathetic behavior.
Recommended time frame: 2 lessons (90 min.)

LESSONS 11-12
EMPATHY AND KINDNESS



 Opening

[This short film](#) is called Putting Yourself in Someone Else's Shoes.

"To put yourself in someone else's shoes" is an idiom.

An **idiom** is a phrase or a group of words that has a special meaning different from the words' usual meanings. For example, "it's raining cats and dogs" means it is raining very hard, not that animals are falling from the sky.

Watch the film and then in your own words explain the idiom:
"to put yourself in someone else's shoes."



Four horizontal dashed lines for writing the student's explanation of the idiom.



Independent Work

PART A- WHAT ARE EMPATHY AND KINDNESS?

Read this text below and then answer the following questions:

Imagine walking into your classroom and seeing a new student sitting alone. They look worried and keep looking around. This student is from another country and speaks a different language.

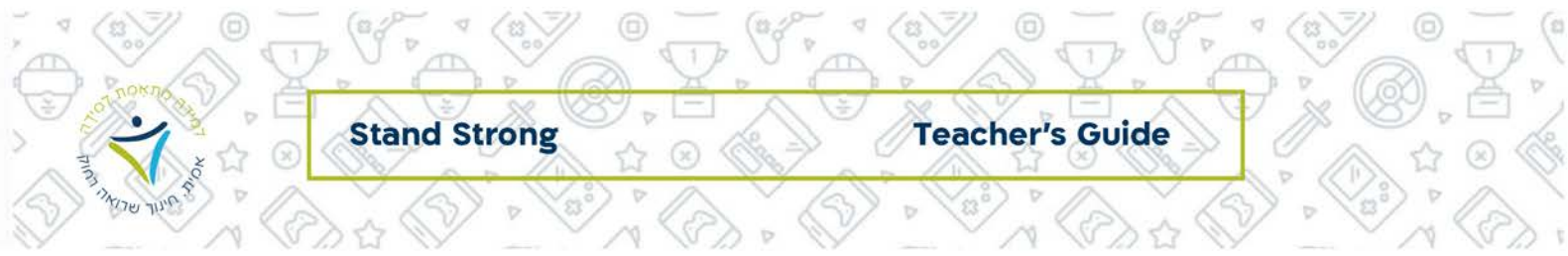
What is Empathy?

Empathy is when you can understand how someone else is feeling. It's like putting yourself in their shoes. For example, if you see the new student sitting alone and you remember how you felt on your first day, you can imagine what they are thinking, what they are feeling, what they are seeing, and what they are hearing.

Match the new students' feelings and thoughts with the correct description, based on the text. You have one description that isn't true.

1. thinking	a. People talking in a language they don't know
2. feeling	b. a room full of strangers
3. seeing	c. "Will someone talk to me?"
4. hearing	d. nervous
	e. I'm so happy to be here (distractor)





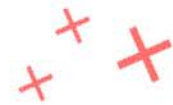
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What is Kindness?
Kindness is when you do something nice for someone else. It doesn't have to be a big thing. Even a small act, like saying hello or smiling at the new student, can make a big difference.

Watch [the video](#) to see many examples of acts of kindness that people do.

Write about 3 of them:

1. _____
2. _____
3. _____



Why are Empathy and Kindness Important?
Empathy and kindness are very important because they can stop bullying. When people understand and care for each other, they are less likely to hurt each other. By being kind, you make others feel good, and they might be kind to someone else in return. It helps make the world a better place and creates a chain of kindness!

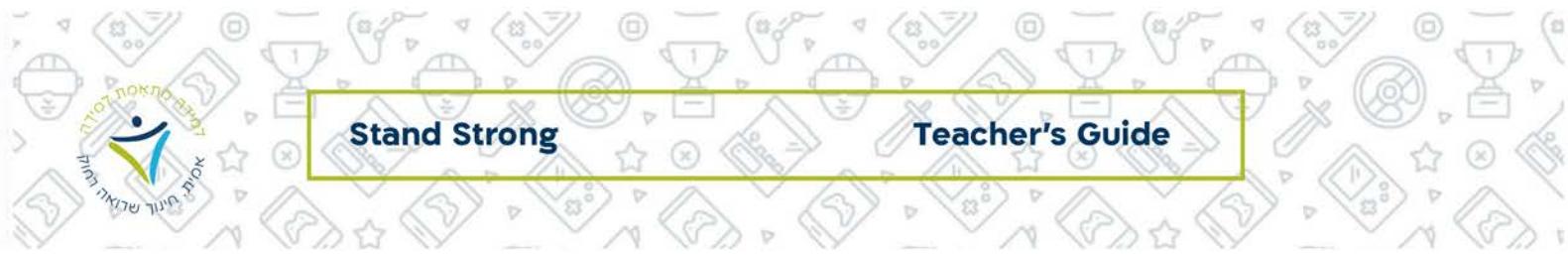
1. What happens when people understand and care for each other?

- a. They hurt each other.
- b. They are nice to each other.
- c. They get angry.

2. Complete the sentence:

By being kind, you can make others feel _____.





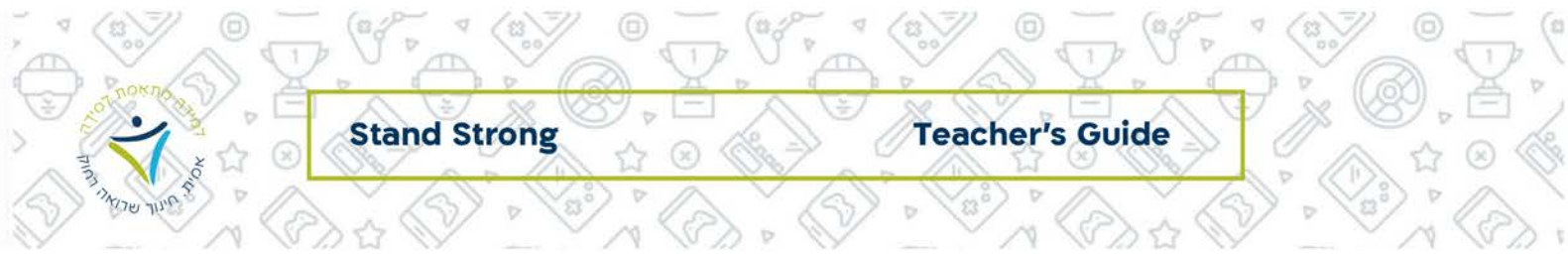
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HUMAN BINGO

Find classmates who have done the actions on the card.

Smiled at someone	Said "hello" to a new student	Helped a friend with their homework	Shared your lunch with someone
Gave a compliment to a friend	Held the door open for someone	Invited someone to sit with you	Lent a pencil to a friend
Listened when a friend was talking	Asked someone if they were okay	Picked up something someone dropped	Wrote a nice note to a friend
Told a joke to make someone laugh	Helped a teacher clean up the classroom	Offered to play with someone who was alone	Helped a friend carry their books



3. How do YOU think bullying makes people feel? Write your thoughts and ideas below (write about 50 words)..





LF11: PRESENT SIMPLE - THE -S ENDING

Let's review the Present Simple to make sure you remember the rules and how to use them.

1. Highlight all the verbs in the present simple in the paragraph.

Why are Empathy and Kindness Important?

Empathy and kindness are very important because they can stop bullying. When people understand and care for each other, they are less likely to hurt each other. By being kind, you make others feel good, and they might be kind to someone else in return. It helps make the world a better place and creates a chain of kindness!

2. Based on the paragraph, match the verb to the subject of the sentence.

1. Empathy and Kindness / They	a. make
2. people	b. are
3. you	c. helps, creates
4. It	d. understand, care



3. Look at the list of subjects and verbs. One of the subjects has different verbs.

Which one is it? How is it different?

- The subject is _____
- The verbs are _____ and _____
- How are they different from the other verbs?

The verbs have the letter ____ at the end of the verb.



When we talk about things that are true in general or happen on a regular basis, we use the present simple.

I, You, We, They get the V1 of the verb ("They make")

He, She, It - get the V1 + s. ("It helps")



4. Complete these Present Simple sentences with the correct words from the bank

others / something / someone / people / difference / worried

- Empathy is when you can understand how _____ else feels.
- Kindness is when you do _____ nice for someone else.
- The new student speaks a different language and looks _____ .
- Small actions like saying hello or smiling at a new student can make a big _____ .
- People feel happy when _____ show kindness.



5. Without looking at the previous exercise, put the verbs in the correct form:

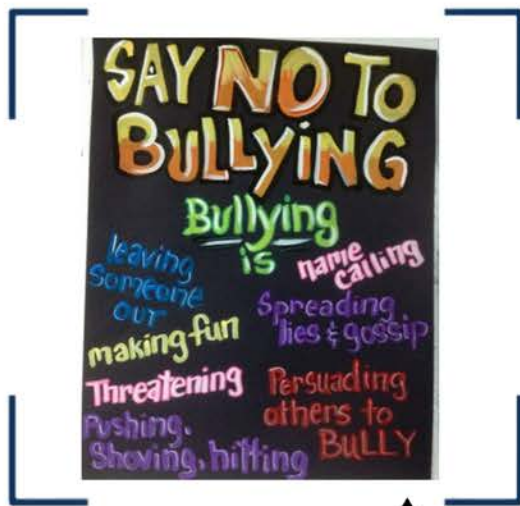
- Empathy is when you can understand how someone else (**feel / feels**).
- Kindness is when you (**do / does**) something nice for someone else.
- The new student (**speak / speaks**) a different language and looks worried.
- Small acts like saying hello or smiling at a new student can (**make / makes**) a big difference.
- People feel happy when others (**shows / show**) kindness.

SELF-CHECK: Now look at what you've written on page 105, about how bullying make people feel. Check if all the verbs are in the correct form.

PART B: WHAT CAN WE DO TO FIGHT BULLYING?

Look at the following anti-bullying ads. These are just a few examples.

Find all the verbs (ד'לפן). There are 3.



The verb: _____



The verb: _____



The verb: _____



We are going to focus on "say".

**LF12: Imperatives**

We use imperatives to tell someone what to do.

- **Say** No to bullying
- **Be** nice to your brother.
- **Sit** down, please.
- **Don't forget** to bring your bag.

The rules for imperatives are so simple you can complete them yourself:

In English, the imperative is the same as the [verb / infinitive / base form / V1].
We use the verb without [to / you].

- Open the book to page 10.
- Be quiet!

For a negative order or instruction, use _____

- Don't touch that.
- Don't be late!

If you want to sound more polite, use _____

- Please put the milk back in the fridge.
- Don't make so much noise, please.

If you want to sound less demanding, use _____

- Just leave it at the door.
- Now just sit and wait.





Practice

LF: Imperative practice

A. Match the imperative sentences with follow-up comments.

1. Don't cry.	a. My parents will kill me if they find out!
2. Hurry up.	b. It's a bad habit.
3. Don't bite your nails.	c. Everything will be OK.
4. Please don't tell on me.	d. You'll do fine.
5. Don't stress about the exam.	e. We're going to be late!

B. Complete the sentence below with the words from the box.

You won't need all the words.

solve knock delete click download limit

- _____ on the link to open the website.
- _____ your screen time before bed.
- _____ the app to your phone.
- _____ the puzzle before moving on.
- _____ before you enter the room.

C. Positive or negative?

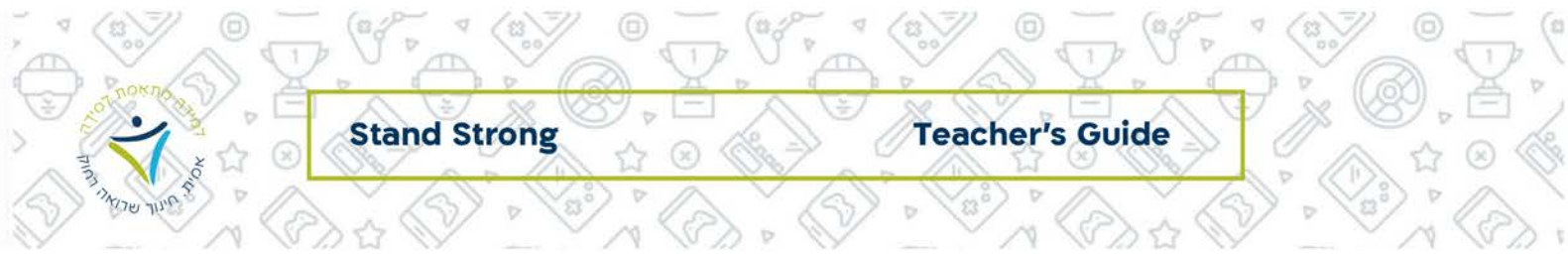
Complete the sentence below with the words from the box.

Some will need "don't".

touch wipe support say fight

- _____ the table clean after you eat.
- _____ your local team!
- _____ with your classmates.
- Just _____ anything OK?
- _____ that. It's mine





Collocation match

1. download	a. a team
2. bite	b. with classmates
3. click	c. the table
4. support	d. the app
5. wipe	e. on the link
6. fight	f. your nails

Vocabulary check

Match the Hebrew words to their English translation.

You won't need all the words in the box.

לנגב	להגביל	לתמוך	להוריד
לפתור	לגעת	להילחם	לדפוק

touch	
knock	
solve	
download	
limit	

Exit Ticket

Exit Ticket 7: Anti Bullying Posters

Now it's **YOUR TURN** to create your own **ANTI-BULLYING AWARENESS POSTER!**

Make sure to use 2 imperatives and at least 3 new words you have learnt in this lesson.



GATE 3

THE CONNECTION BETWEEN BULLYING AND EMPATHY

Select a source of information that explores the relationship between bullying and empathy (this could be an article, video, infographic, etc.). You will take a deeper look at this source, analyzing its content and reflecting on your research process.

In this task you will:

- 1. Improve Research Skills:** Learn to choose better search terms and explore different types of materials.
- 2. Analyze the Source:** Identify the main idea, supporting details, and conclusion of the source.
- 3. Reflect on Choices:** Think about why you chose this source and how it helps you understand the connection between bullying and empathy.

Instructions:**1. Choose a Source:**

Select one source from your previous research about cyberbullying (like an article, video, or infographic). Make sure the source has enough information to analyze.

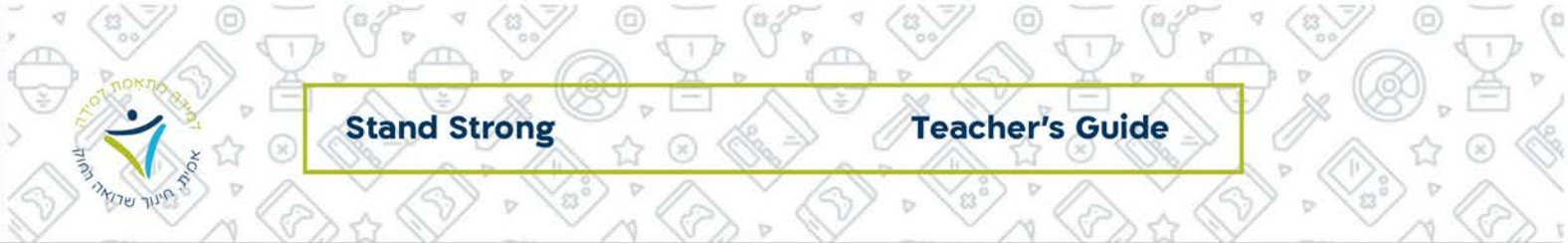
2. Improve Your Search:

Use better search words to find more detailed information.

Example: Instead of just "cyberbullying," try "how to prevent cyberbullying in schools" or "effects of cyberbullying on teenagers."

3. Explore Different Materials:

Look for videos, graphics, or articles that explain cyberbullying. Choose the one that you find most interesting and informative.



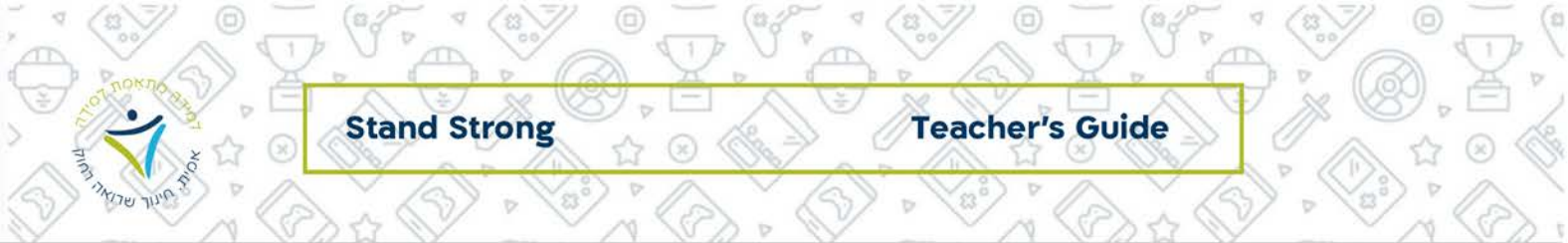
4. Analyze the Source:

- Find the main idea of the source. What is it mostly about?

- Look for supportive details that explain or give examples.

- Write a conclusion: What did you learn from this source?





5. Reflect on Your Choice:

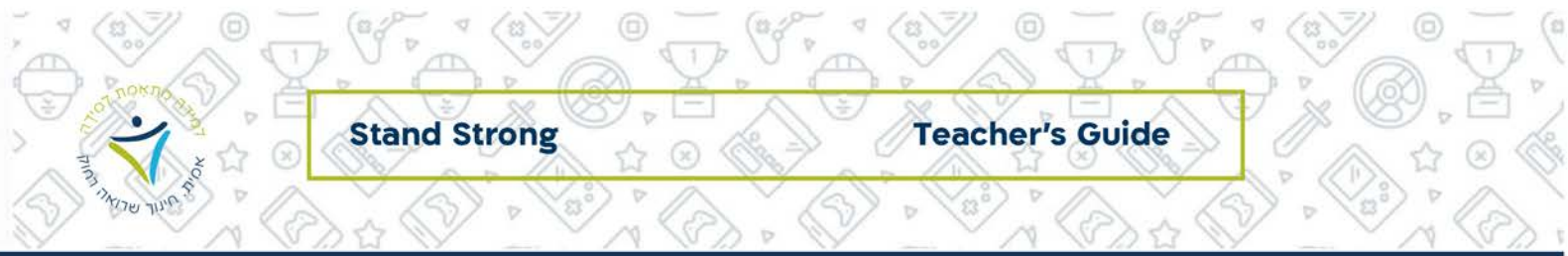
- Why did you choose this specific source? What made you curious?

- What did you like about it? What did you not like?

- Write a few sentences about how this source changed your view on the topic or what new information you gained from it.

6. Present to your class

Create a 6-8 minute TedTalk about your source of information.
 Present this TedTalk to your class. Make sure each group member gets to speak for at least 1:30 minutes. Decide what are the most important parts of the source and how to present them.



In these lessons, students focus on building self-confidence and helping others regain confidence after experiencing bullying. They read stories about young people making a difference, discuss strategies for boosting self-esteem, and participate in pair work to identify and celebrate personal qualities.
Recommended time frame: 2 lessons (90 min.)



LESSONS 13-14
GROWING CONFIDENCE
TOGETHER



 Opening

Have you ever heard the name **Ofek Rishon** or about the סניירת החום she set up?

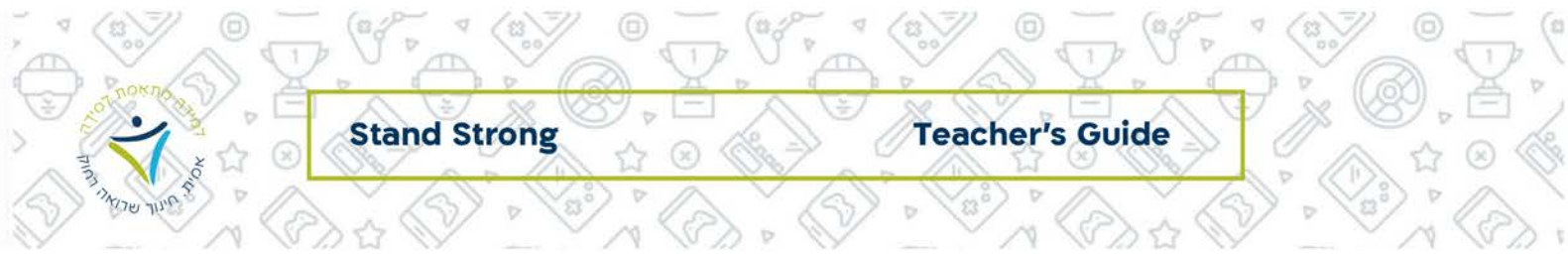
Write what you know (if you don't know anything, ask a friend)

PART A - OFEK RISHON

Here is a picture of Ofek in a Zoom.

Read the description of the picture and answer the following questions.





Stand Strong **Teacher's Guide**

In a special zoom meeting for the Jewish school in Rockville, Maryland, 16-year-old **Ofek Rishon** from Israel, is talking about her experiences with bullying. She is sharing how she helps others feel more confident. Ofek is telling the class that when she was in school, she was bullied. She made a video about her feelings, which became very popular. With help from a TV show **הצינור**, she started a group to fight bullying. Ofek says that being kind and giving compliments can help others feel good. She showed that even young people can make a big difference.

(Based on: <https://lionstale.org/9580/news/hebrew-class-meets-israeli-anti-bullying-influencer-on-zoom/>).

1. Who is Ofek Rishon?

- a) An anti-bullying influencer from Israel
- b) A TV show host
- c) A teacher
- d) A journalist

2. What did Ofek do when she was bullied?

- a) Ignored it
- b) Told a teacher
- c) Made a video about her feelings
- d) Moved to a new school

3. Ofek started a group to fight _____.

4. What does Ofek say can help others feel good?

5. What lesson can young people learn from Ofek's story?

PART B- TED TALK

In this TED talk you'll meet Charlie Cooper, who decided to create a friendship bench.



What do you think a friendship bench is?

Listen to Charlie to find out if you were correct..

Watch [this](#) TED Talk

1. A friendship bench is...

- a) Students can go to study together on this bench.
- b) Students can sit on it if they want a friend to talk to or play with.
- c) A special bench for teachers to sit on.
- d) A place where students can leave their bags.

2. What was Charlie's problem? (Choose 2)

- He didn't like school.
- Kids made fun of him because he wore glasses
- He was bad at playing sports.
- He didn't like to play with friends.
- He had no friends.

3. Give ONE example of bullying that Charlie experienced

4. What was Charlie's idea?

He wanted to make a _____, where kids can sit when they are looking for friends to play with.

PART C- WHAT DO OFEK AND CHARLIE HAVE IN COMMON?

a. Match the words with their translation

young	a. בריונות
better	ב. קבוצה
influence	ג. צעיר
bench	ד. בודד
have...in common	ה. טוב יותר
bullying	ו. יש במשותף
group	ז. ספסל
lonely	ח. להשפיע

b. Fill in the blanks from the word bank. You don't need all the words

young / better / lonely / influence / with /..in common / bullying / group

Ofek Rishon and Charlie Cooper have a lot _____. Both Ofek and Charlie were bullied when they were _____. They both wanted to help other kids who felt sad or _____. Ofek made a video and started a _____ to stop _____. Charlie created a "Buddy Bench" where kids can sit if they want friends to play _____. _____ of them show that young people can make a big difference and help others feel _____.

c. Read the paragraph you have just filled in and complete the sentence with all the correct words:

Both Ofek and Charlie made a _____.

difference, group, bench



Language Focus

LF13: Alone or Lonely?

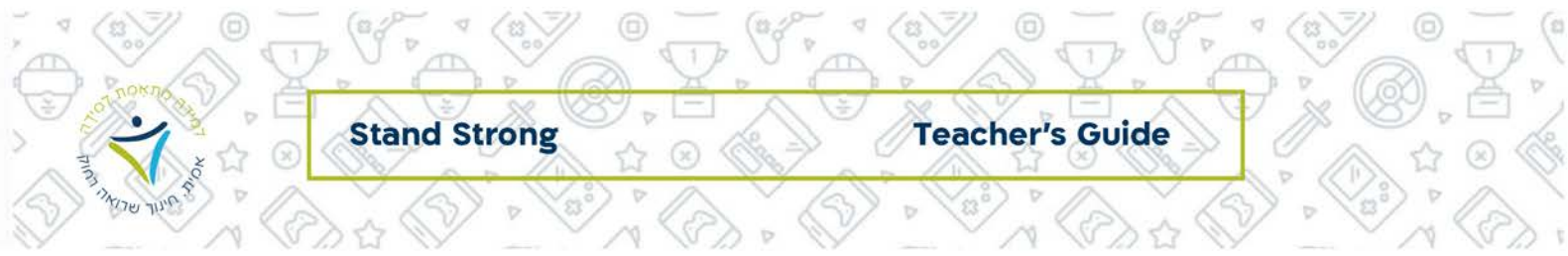
When you're **alone** you are without other people. It's a fact, not a feeling. *I like studying alone.* When you're **lonely** you are sad or unhappy because you are alone. It's a feeling. *She was lonely after her friends left.*



Practice

Complete the sentences with alone or lonely.

1. I enjoy spending time _____ .
2. The old woman lived _____ in a big house.
3. Friends started avoiding her, and she felt _____ and misunderstood
4. She felt _____ without her family.
5. The child was scared to be _____ in the dark.
6. They walked home _____ .
7. When I walked into the class I saw him sitting _____ and looking _____ , so I sat next to him.



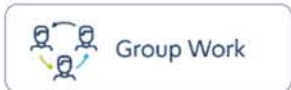
Stand Strong **Teacher's Guide**

PART D - HOW DO WE HELP BUILD CONFIDENCE IN OTHERS?



Watch this video in class.

You can choose to present it with Hebrew or English subtitles.



Write three small (or big) successes you had in the past week:

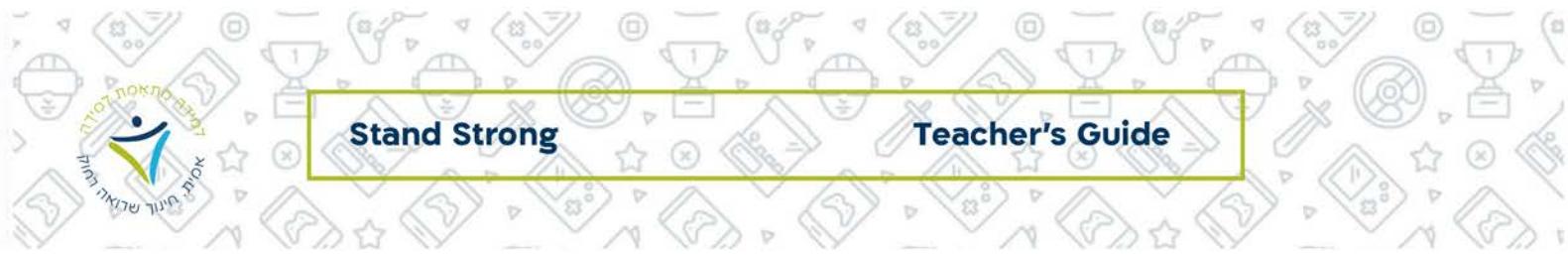
Share with your group. Find things that are common or things you can learn from each other.

It is important to celebrate our achievements – no matter how big or small. Setting goals and achieving them (no matter how long it takes) is one of the important actions a person should take.



Read below. Then answer the questions.

Self-esteem is how we feel about ourselves and our abilities. It's important because it affects how we think, feel, and act. When we have confidence and good self esteem we make good choices and deal with challenges better. In order to build confidence in others after experiencing bullying we need: patience, empathy, and some activities that can increase their self-esteem and self- worth. Here are some ideas of how you can strengthen confidence in other people after they have experienced bullying.



Fill in the activities using a word from the box:

Involve, Pay attention, Model, Celebrate, Encourage, Ask, Teach, Connect, Remind

- [.....] them to share feelings.
- to what they're saying.
- their success, big or small.
- healthy self-esteem in actions.
- them with good, positive friends.
- them of their good qualities and talents.
- them in decisions to make them feel important.
- for professional help if needed.

LF14: Growing your vocabulary

Write the Hebrew words next to their English translation:

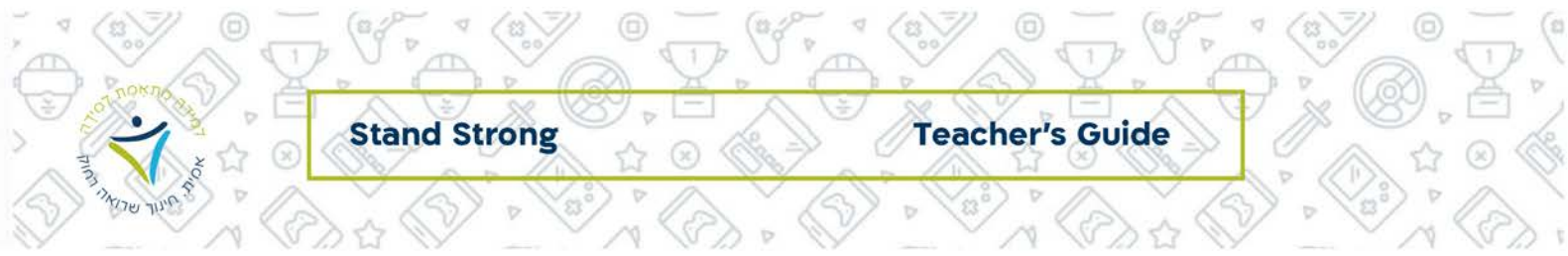
להזכיר להתחבר \ חבר לשתף לחגוג לשים לב
 לעודד עזרה מקצועית כישרון להוות דוגמה

involve		pay attention	
model		connect	
celebrate		remind somebody of	
encourage		professional help	
talent			

Complete the definitions with words from the box:

encourage involve pay attention connect
remind professional models talent celebrate

1. If you _____ someone in something, you invite them to join an activity or project.
2. If someone _____ good behavior, they show others a positive example to follow.
3. If you _____ , you have a party or special event to show happiness about something good that happened.
4. If you _____ someone, you tell them what they are doing is right or good and tell them to continue doing it
5. If someone has (a) _____ , they are very good at something, e.g. singing or drawing.
6. If you _____ to something, you listen to it or watch it carefully
7. The two dots want to _____ .
8. If you _____ someone of something, you help them remember it.
9. If you ask for _____ help or advice, you don't go to a friend or parent, but a person who gives help or advice as a job (e.g. counselor, lawyer)



YOUR BEST QUALITIES

A main part in building self confidence is identifying your best qualities. In pairs, think about your own and your friends' qualities.

Write at least 5 good qualities in yourself and in your friend:

Yourself	Your friend

Which was easier to write- about yourself or your friend? Why?

Share with your friend the qualities you wrote about them and about yourself.

Try to see how many were similar or different and if you agree with what your friend wrote about you.

Share your insights with the class.



Ofek set up חרם סיירת Bullying Patrol.

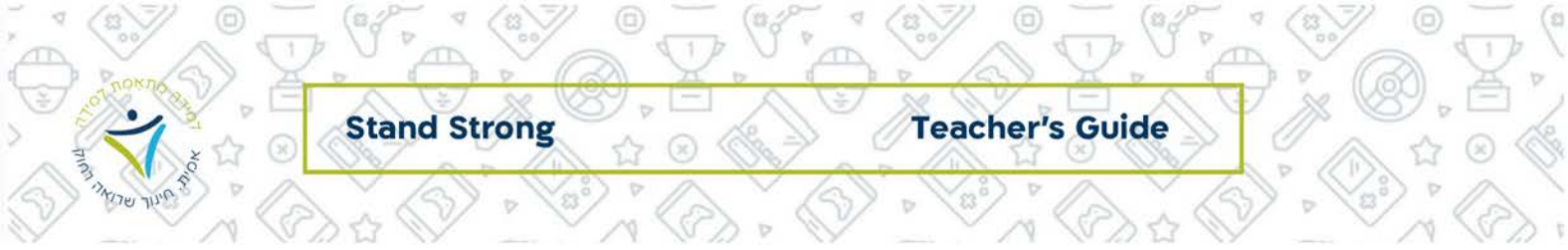
Charlie brought Friendship Benches to his school. What would you do?

Write 2 original ideas of your own to make a difference.

It can be letting classmates or friends know when a student is lonely or making people aware of bullying, etc.



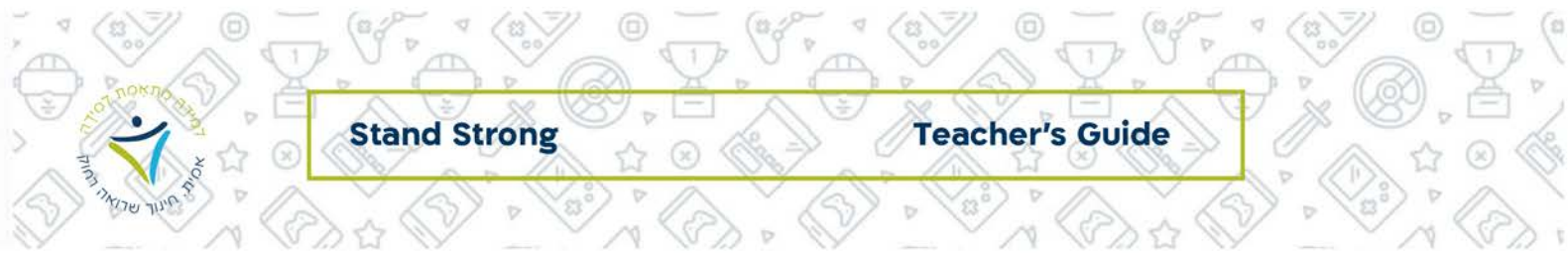
WHAT WOULD YOU DO?



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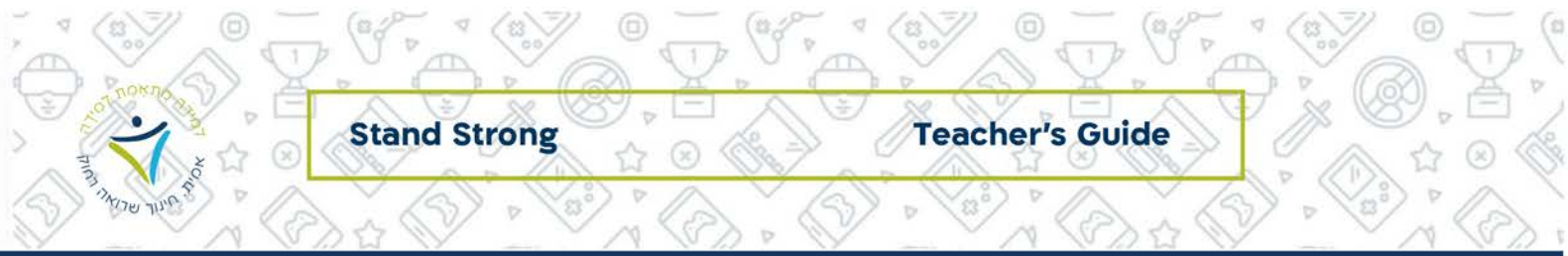
Teacher's Guide

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Stand Strong **Teacher's Guide**

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LESSONS 15-16
FINAL PROJECT



PART IV

TAKING ACTION + FINAL PROJECT

💡 In these lessons, you will apply everything you have learned by planning and facilitating an anti-bullying workshop for younger students. Work in groups to create engaging activities, reflect on your experience, and present your workshop to your peers or a younger audience.



GATE 3

HOW TEENAGERS CAN PREVENT BULLYING

In this task you will:

In this task, you will learn how teenagers can help stop bullying. You will look at different ideas and put them together to find the best ways to make the world nicer.

Instructions:

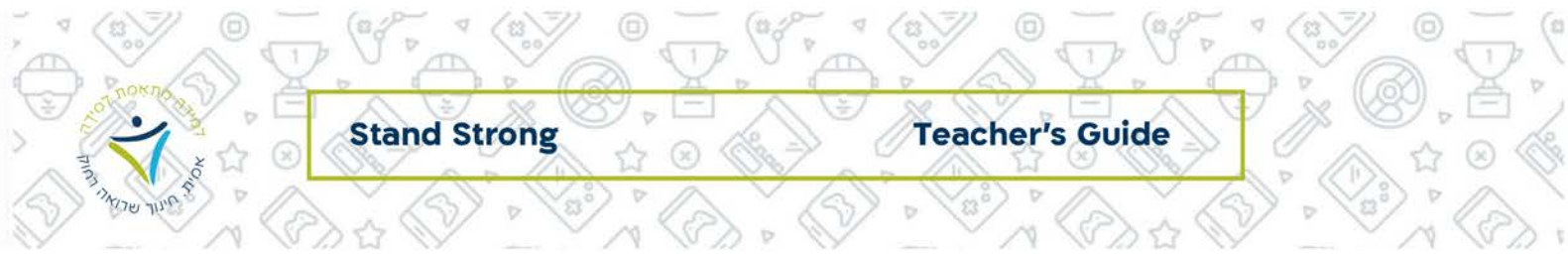
1. Find Ideas:

- Look at the sources you have already used as well as the TedTalk and Ofek Rishon's article from the previous lesson.
- Find different ways people suggest to stop bullying. Find **at least 4 different ways** or actions that could be done. Use the Internet and the research skills you gained from previous tasks (Think about the right search words and different kinds of resources).

1. _____
2. _____
3. _____
4. _____

2. Choose the Best Ideas:

- Pick the ideas you think are the best and most helpful. Highlight them above.
- Write down why you think these ideas will work.



FINAL PROJECT

In your final project you will plan and facilitate a workshop to help younger students stand up to bullying.

Final Project Instructions for the students:

In groups of 3-4, you will create a 45-minute workshop for younger students about bullying. Your workshop should use what you have learned in this unit.

Step 1. Plan the Workshop:

- Your teacher will help you find a class or a kindergarten that wants to take part in such a workshop.
- Create a 45-minute activity that teaches younger students about bullying.
- Include fun activities, talks, and ways to stop bullying.

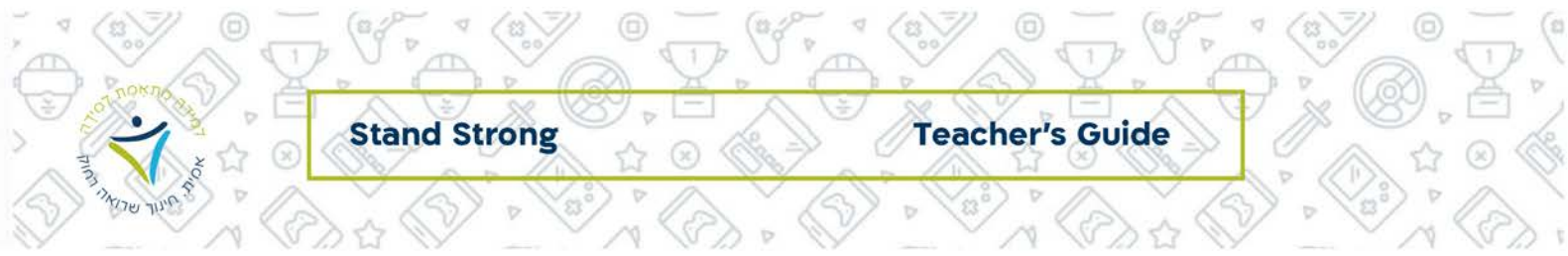
Here is a planning page to help you plan your workshop:

Workshop Topic: _____

Goal: _____

Grade level: _____

Activity:	Who is in charge?	materials needed:	Why we chose it?



2. Facilitate the Workshop - Run your workshop with the younger students. -

Make sure the activities are fun and informative.

3.Reflection

- Reflect on how you felt working on this workshop:

- Which part did you enjoy the most? (planning? facilitating? group work?) Why?

- What would you do differently next time

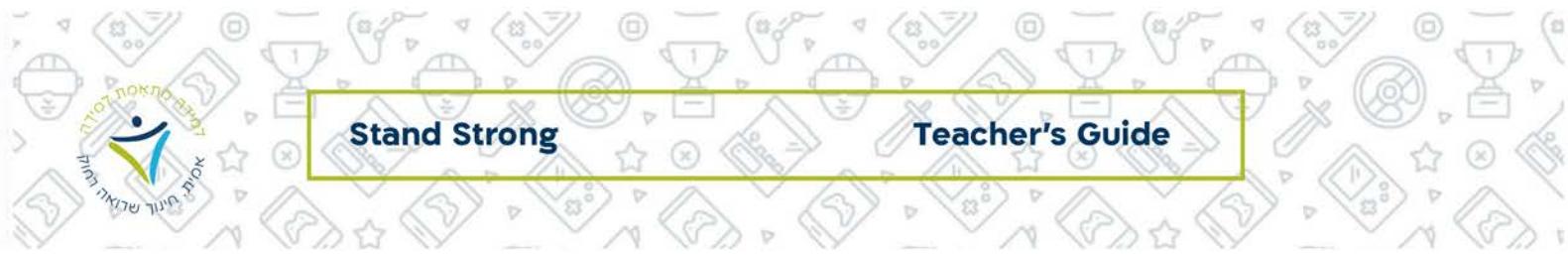
- What are three important things you learned about **yourself** from this project?

TEACHER'S CONSIDERATION:

Students who are uncomfortable speaking in front of an unfamiliar audience can contribute to other parts of the task or present only to their own class.

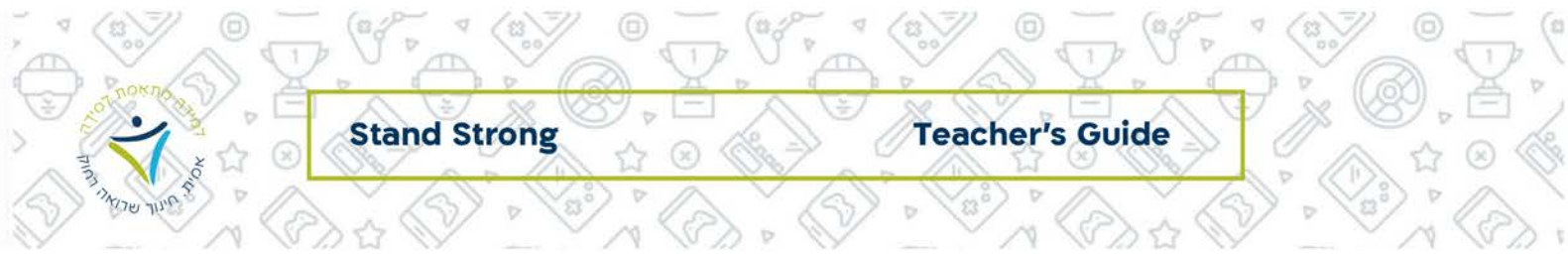
If your students are reluctant to present the workshop or if you cannot find a relevant class of younger students, consider the following alternatives:

- Have the students facilitate their workshops for each other.
- Focus solely on the planning aspect of the workshop and grade them based on their preparation and planning efforts.



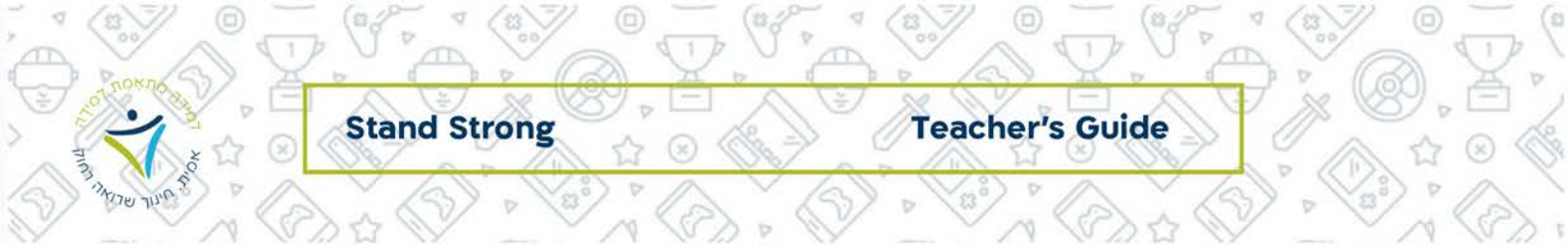
Grading Rubric:

Criteria	Excellent (10-12)	Good (7-9)	Satisfactory (4-6)	Needs Improvement (1-3)
Content Accuracy and Relevance	The information is correct, relevant, and well-integrated from the unit.	The information is mostly correct and relevant, with minor mistakes.	The information is somewhat correct but lacks depth or relevance.	The information is incorrect or not relevant.
Engagement and Interaction	Activities are very engaging, interactive, and involve all participants well.	Activities are engaging and interactive, with minor issues in participation.	Activities somewhat engage participants, with room for improvement in interaction.	Activities fail to engage or involve participants.
Clarity and Organization	The workshop is well-organized, with a clear and logical flow. Instructions and activities are easy to follow.	The workshop is organized, with minor issues in clarity or flow.	The workshop has some organizational issues, with unclear instructions or activities.	The workshop is poorly organized and unclear.
Group Collaboration	The group works very well together, with all members contributing equally and effectively.	The group works well together, with most members contributing equally.	The group works somewhat well together, with some members contributing more than others.	The group struggles to work together, with uneven contribution from members.
Creativity	Workshop materials and activities are very creative and original.	Workshop materials and activities are creative, with minor room for more originality.	Workshop materials and activities are somewhat creative but lack originality.	Workshop materials and activities lack creativity and originality.
Use of Visual Aids	Visual aids are very effective, well-designed, and enhance understanding.	Visual aids are effective and well-designed, with minor room for improvement.	Visual aids are somewhat effective but lack design or clarity.	Visual aids are ineffective or absent.



Stand Strong **Teacher's Guide**

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Teacher's Guide

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Glossary

Key

alone

gray shading: non-Band items

(i.e. items covered in the unit which are not from Band 2)

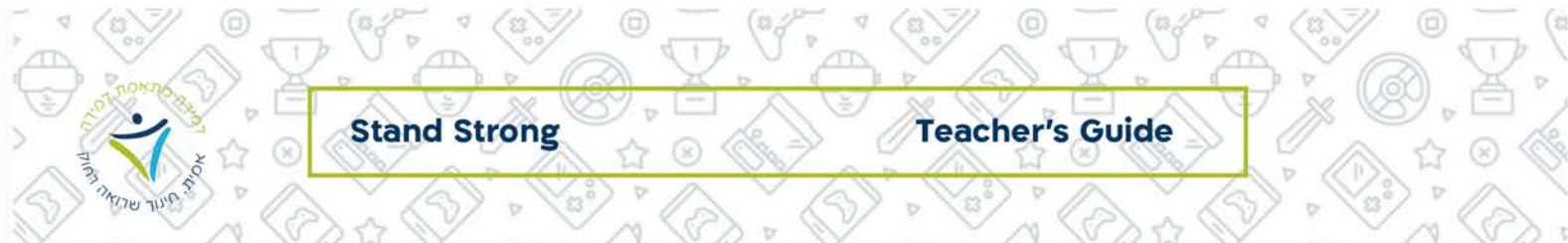
don't bite your

nails

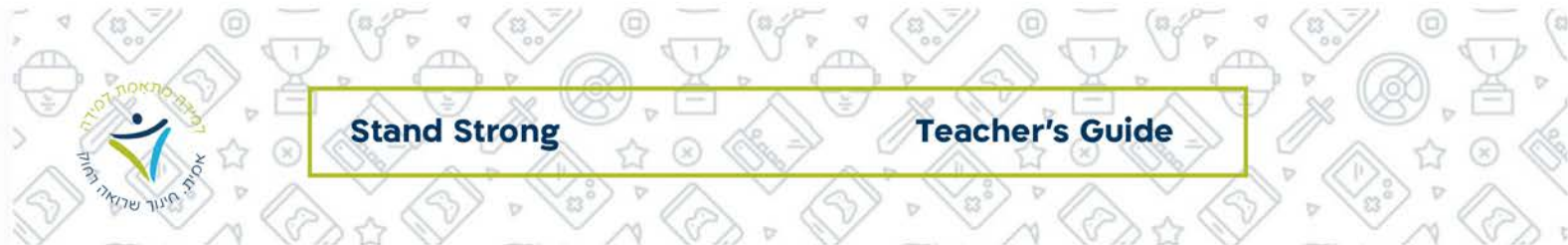
italics: specific use

(i.e. the word was taught / practiced as part of that specific chunk/collocation)

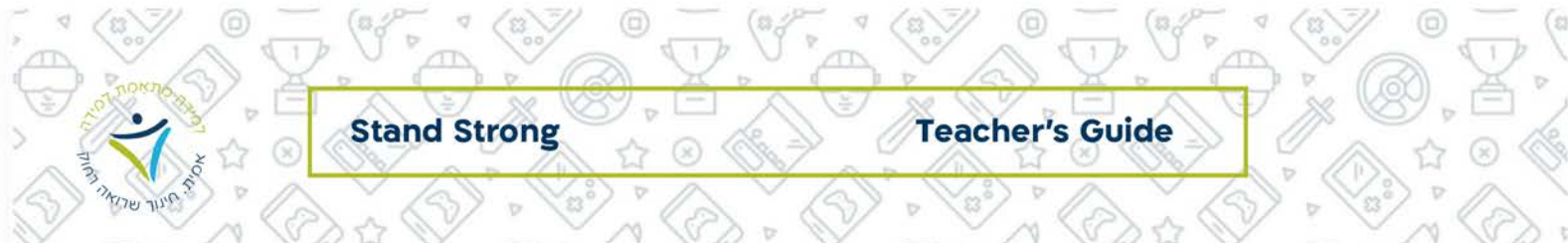
	Pos	Meaning	Translation
act <i>act the same way</i>	v		לפעול לפעול באותו אופן
alone	adj		לבד
annoyed / annoying	adj		מרוגז/ מרגיז
ask <i>ask the teacher</i> <i>ask for help</i>	v		לשאול, לבקש לשאול את המורה לבקש עזרה
avoid	v		להימנע
behave	v		להתנהג
bench	n		ספסל
bite <i>Don't bite your nails</i>	v	with your teeth	לנשוך אל תכסוס ציפורניים
blame	v		להאשים
board <i>board the plane</i>	v		עליה למטוס לעלות למטוס
boil <i>The water's boiling</i>	v		לרתוח/ להרתיח המים רותחים



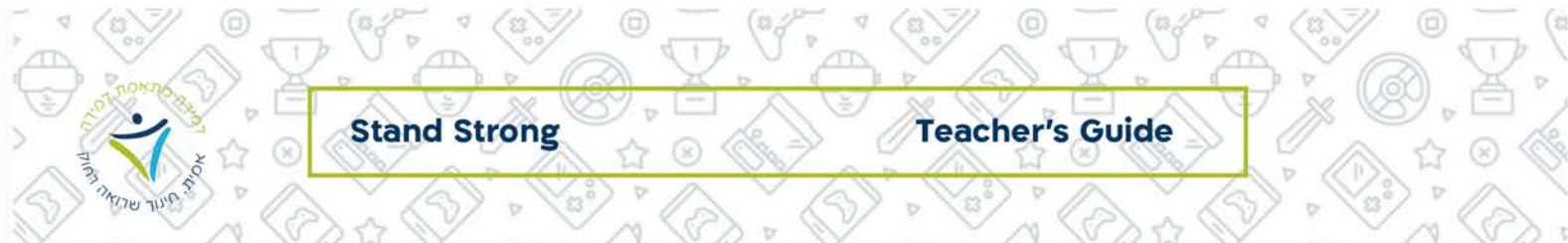
bored / boring	adj		משועמם/משעמם
bully	n,v		בריון
care (about)	v	think it's important, worry	אכפת מ
celebrate	v		לחגוג
certain <i>In a certain way</i>	adj		מסוים באופן מסוים
clear (up) <i>clear up the misunderstanding</i>	v		ליישב ליישב את אי ההבנה
click	v		ללחוץ על
close <i>They're closing down</i>	v	stop operating	לסגור הם סוגרים את החנות
comment	n		תגובה
common	adj		נפוץ
confused / confusing	adj		מבולבל/ מבלבל
connect	v		להתחבר
cool	adj		מגניב
cry	v		לבכות
deal with	v		להתמודד עם
delete	v		למחוק
depressed / depressing	adj		מדוכא/ מדכא
disagree	v		לא להסכים
disagreement	n		חוסר הסכמה
disappointed / disappointing	adj		מאוכזב/ מאכזב



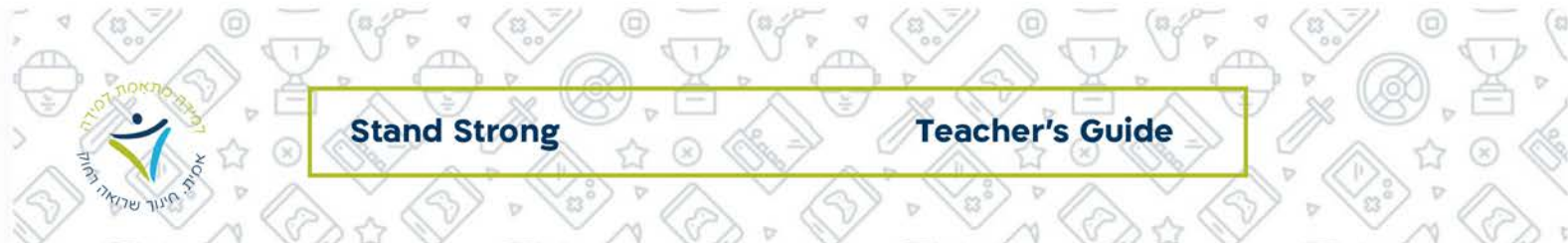
download	v		להוריד (למחשב)
embarrassed / embarrassing	adj		נבוך/ מבין
encourage	v		לעודד
equal	adj		שווה
excited / exciting	adj		התרגש/ מרגש
expect sb/sth	v		לצפות ל
feel bad about	coll		להרגיש רע לגבי
fight	v		לריב עם/ להילחם
first of all	phrase		קודם כל
gather <i>gather information</i>	v		לאסוף
go as planned <i>didn't go as planned</i>	phrase		הלך כמתוכנן לא הלך כמתוכנן
group	n		קבוצה
have a say (in)	coll		להשפיע על
have in common	coll		יש במשותף
heard a rumor	coll		שמע שמועה
hope	v		לקוות
hopeful	adj		מלא תקווה
hurt	v,adj	emotion	לפגוע, פגוע
hurry up	v		תזדרז



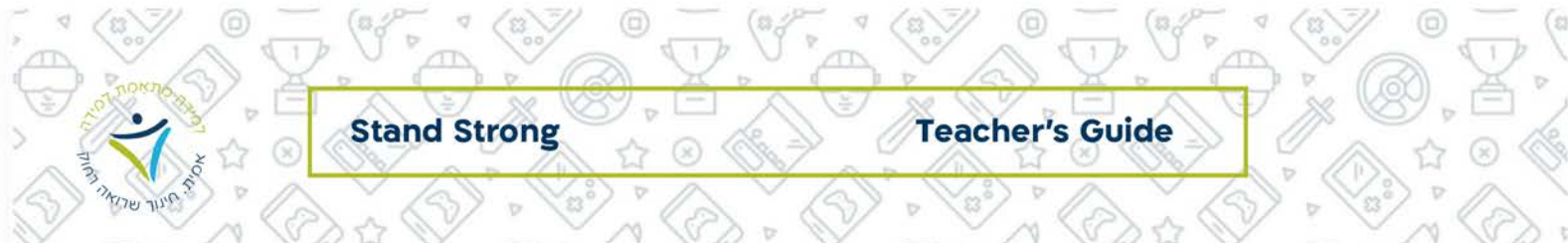
if I were you	phrase		אם הייתי במקומך
if you like	phrase		אם תרצה
I'm afraid	phrase		אני חושש (שלא)
ignore	v		להתעלם
influence	v, n		להשפיע
involve	v		לשתף
joke <i>I'm only joking</i>	v		לצחוק, להתבדח
keep a secret	coll		לשמור סוד
kindness	n		אדיבות
knock	v		לדפוק
know	v		לדעת
lack of sth	phrase		חוסר ב
laugh at	v		לצחוק על
let <i>not let sb do sth</i>	v	allow	לאפשר, לתת לא לתת למישהו לעשות משהו
limit	v		להגביל
lonely	adj		בודד
look at	v		להסתכל על
loser	n	a person you have no respect for	מפסידן



make a (big) difference	coll		לשנות
make fun of	coll		לצחוק על
mean	adj	not kind	רע/ רשע
misunderstood <i>felt misunderstood</i>	adj		לא מובן הרגיש שלא מבינים אותו
model	v		להוות דוגמא
move (to)	v	change place	לעבור
nasty <i>make nasty comments</i>	adj		פוגעני להגיב בצורה פוגענית
never mind	phrase		לא משנה
on purpose	phrase		בכוונה
opinion	n		דעה
pay attention (to sth)	coll		לשים לב
point (at)	v	with a finger	להצביע על
polite	adj		מנומס
post	v	Internet (website or social media)	לפרסם
powerful	adj		חזק, חזק מאוד
private <i>sharing private photos</i>	adj	secret, not for everyone	פרטי, אישי לשתף תמונות פרטיות
professional help	coll		עזרה מקצועית



protect	v		להגן
push	v	use force	לדחוף
remind sb of sth	v		להזכיר
rude	adj		חצוף
scared	adj		מפחד
share	v		לשתף
should <i>you should</i>	mod		צריך, כדאי אתה צריך ל...
solve	v		לפתור
sorry	adj	saying no in a polite way	אני מתנצל
support	v, n		לתמוך
surprised	adj		מופתע
talent	n		כישרון
tell on sb	v		להלשין
the next day	phrase		למחרת
these days	phrase		בימים אלו
threaten	v		לאיים
touch	v		לנגעת
trolling	n		להטריל
ugly	adj		מכוער
unless	conj		אלא אם כן



upset	adj		מודאג, מלא צער
weak	adj		חלש
whisper	v		לחש
why don't you..?	phrase		למה שלא..? / אולי
wipe	v		לנגב
work on <i>working on a project</i>	v		לעבוד על לעבוד על פרוייקט
worried	adj		מודאג
worthless	adj		לא מוערך
would rather ('d rather)	phrase		מעדיף ש..
You'd better	phrase		כדאי לך/ עדיף ש...
young	adj		צעיר

