

# STAND STRONG

## Teacher Guide



**GATE 1 - LEARNING TOGETHER**

**GATE 3 - LEARNING THROUGH EXPLORATION**



# STAND STRONG

## GATE 1 - Learning Together

## GATE 3 - Learning Through Exploration

### INTRODUCTION FOR TEACHERS:

This unit focuses on bullying, teaching students to recognize, prevent, and stand up to it. Through interactive activities, readings, and discussions, students explore various types of bullying—physical, verbal, emotional, and cyber. They learn to differentiate bullying from arguing, understand its impact, and develop empathy. The unit promotes critical thinking, self-reflection, and creativity. Students create anti-bullying posters and think about other actions they can do to make the world a better place. By the end, students will be empowered to combat bullying, support peers, and foster a positive school culture while enhancing their language and social skills.

 **Gate 3** Teachers will find here:

4 extra activities for Gate 3

All highlighted in gray in the Table of Contents and on gray pages.

This research project is designed to guide the students through a comprehensive exploration of bullying, focusing on different cultural perspectives and strategies for prevention. The project is divided into four parts, each building on the previous one, to develop students' research, critical thinking, and language skills. Remember! Nothing is set in stone and you can decide what to include, what to leave out and how long to allocate for each section or lesson.

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## INTRODUCTION

 This part of the unit contains two introductory lessons aimed to familiarize students with the concepts of harmful behaviour, and specifically, bullying. Students will be introduced to two characters who will guide them through the unit as they understand the concept of 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



**LESSON 1**  
**INVITATION TO LEARN**

In this lesson, students are introduced to the concept of bullying through Taylor Swift's song "Mean." They discuss the song's message about harmful behavior and participate in an activity to create memes that reflect their thoughts on bullying.

Recommended time frame: 1 lesson (45 min.)



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.

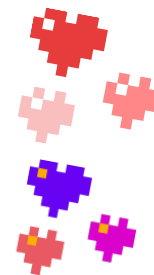
**PART A- LISTENING TO THE SONG**

**COVER (MALE) / ORIGINAL TAYLOR SWIFT**

- Listen to the song again and fill in the words as they hear them. [Student Portfolio]
- 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. (distractors)

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

You, with your [words] like knives  
 And swords and weapons that you use against me.  
 You have knocked me off my feet [again]  
 Got me feeling like a [nothing].  
 You, with your [voice] like nails on a chalkboard  
 Calling me out when I'm wounded.  
 You, pickin' on the [weaker] man.  
 Well, you can [take] me down  
 With just one [single] 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 [mean]  
 [Someday], 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?



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?

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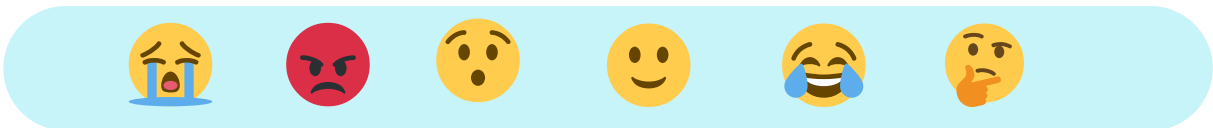
3. Match the following emotions to lines from the song that express that emotion.

**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"   |

**Answers:** 1-c, 2-a, 3-e, 4-b, 5-d

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.

|  |  |             |
|--|--|-------------|
| <b>שמציק באלימות</b>   | <b>בריון</b>   | <b>ליצן</b> |
| #Correct. But there are two correct answers. What's the other one? | #Correct. But there are two correct answers. What's the other one? |             |



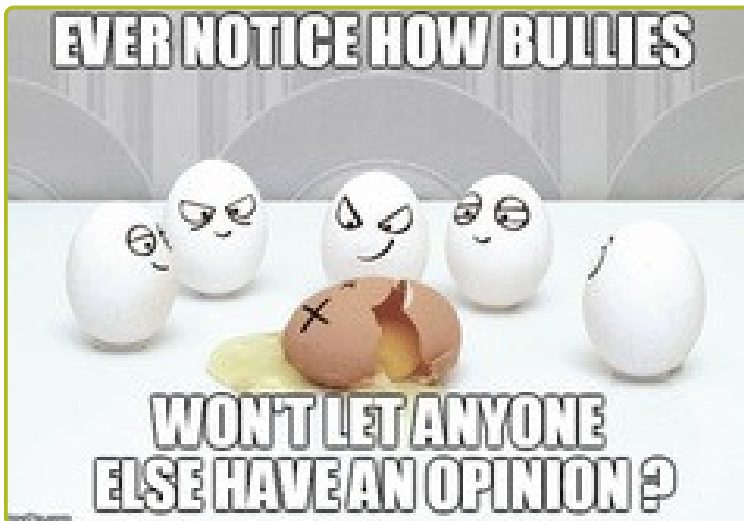
**A bully** is someone who uses their power to hurt people who are weaker or smaller

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**

- Give each group cards with the following memes and cards with messages.  
(Teacher Toolkit #1)
- Ask them to match the correct message to each meme.



Stay away from people who stop others from sharing their opinions



Bullying can happen online too.



When you see someone bullying your friend, tell them to stop



💡 When collecting answers about the different messages, draw students' attention to the pattern with "LET." This will be addressed later in the unit.



Independent Work

Guide students to create a meme that shows what they think about this topic, in a fun and creative way.

If you don't have computers / phones- you can provide students with magazines, newspapers and tell them to cut images or words and create memes on paper.



Gate Community

Have students present their memes (on the board or using a computer and projector). If you have many students in your class you can divide into groups and let them present in groups so everyone can present and it doesn't become too boring.



Exit Ticket

Ask students to write a short response to at least two of their friends' memes. They can write if they like it or not, and why, what the message of their meme is, etc.

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

Play Animation video #1, presenting Adiel and Shira, to the class.

#### 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?

[Adiel felt stupid when Uri was rude to him in class]

b. What does Shira think Adiel should do?

[Shira thinks Adiel should talk to Uri]

c. What does Adiel want to do? Why?

[Adiel doesn't want to talk to Uri because he's not a real friend]



Gate Community

Present the following slide from the ppt [\(Teacher Toolkit #2\)](#) and explain the topic:



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).

Independent  
Work

Have students work independently on various dialogues from the video of Shira and Adiel. They practice the use of 'd rather and 'd better.

Complete the following dialogues with rather or better.

**DIALOGUE 1**

**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's really rude!

**Shira:** Hmmm, 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 **[better]** ask her for an invitation. Maybe she forgot.

**Shira:** No, that's OK. I'd **[rather]** 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 **[rather]** not play with Uri.

**Shira:** You'd **[better]** 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 **[better]** talk to a teacher about it.

**Shira:** Maybe... I'd **[rather]** 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 **[better]** 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 **[rather]** 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!



**STATION ROTATION: VERBS AND PREPOSITIONS**

- Divide the students into groups of 3-4.
- Provide each group with the first dialogue from **Teacher Toolkit #3** and ask them to complete the answers.
- Turn it into a competition where the first group to finish with all correct answers gets the next dialogue.

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 **['s]** really rude!  
**Shira:** Hmm, if that **['s]** 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.





After most students have completed the second dialogue- move to slide #2 in the ppt (Teacher Toolkit #2) and explain:



**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

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

2. Shira: going not? Everyone's Why

Why not? Everyone's going

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

I'd rather not play with Uri

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

You'd better try to stand up to him. You love football!





**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 [at] the table [at] lunchtime. She's really mean [to] me.

**Adiel:** She can't do that. You'd better talk [to] a teacher [about] it .

**Shira:** Maybe... I'd rather deal [with] the problem myself, actually.

 Before completing this exercise, decide if you want to draw the students' attention to **tenses**. This topic will be covered later in the unit, so consider whether and how you want to introduce it at this stage.

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 [coming] to play football after school today?

**Adiel:** No, I [don't think] so.

I'd better [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 rather 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!

**PART B- PRONUNCIATION PRACTICE- ROLE PLAYS**

Give each group one of the scenarios to 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.

Help students use the following structures that are 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.



**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.



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

In these lessons, students learn to identify different types of bullying, including physical, verbal, passive, and cyberbullying. They watch a video to understand these categories and engage in group activities to categorize examples of bullying.

Recommended time frame: 2 lessons (90 min.)

## LESSONS 3-4

### WHAT IS BULLYING?



Opening

Bullying is a **repeated behavior** which is intended to **hurt** someone either **emotionally** or **physically**. It can take many different forms.

(If you don't understand the sentence- below is the Hebrew translation.)

**בריונות היא התנהגות מתמשכת שמטרתה לפגוע במישהו אחר בצורה פיזית או רגשית. ישנן צורות שונות של בריונות.**

1. Watch [this video](#) and count the different categories of bullying.

There are **4** 5 6 different types. (highlight the correct number)

Correct! There are 4 different **categories** of bullying:  
**physical, verbal, passive and cyber bullying.**

**2. Give one example from the video for each type of bullying:**

Physical: .....

Verbal: .....

Passive: .....

Cyber: .....



**3. Match the categories of bullying with examples**

Each group receives a set of cards with different examples written on them. (Teacher Toolkit #4)

The teacher writes the categories on the board. Groups take turns running to the board, where they must stick their example in the correct category before returning to their group.

The first group to correctly categorize all their examples wins.

|  |   |  |   |
|--|---|--|---|
| <b>Physical Bullying</b><br>is when someone hurts you physically | pushing   | <b>Verbal Bullying</b><br>is when someone uses language to hurt your feelings. | calling names or making nasty comments  |
|  | punching  |  | making threats                          |
|  | hitting   |  | spreading rumors or lying about someone |
| <b>Cyberbullying</b><br>is when people try to bully you online   | sending mean or hurtful messages by email or on social media            | <b>Passive Bullying</b><br>is when someone makes you feel invisible or alone   | ignoring someone                        |
|  | sending or posting photos or videos of someone without their permission |  | leaving someone out                     |
|  | trolling  |  |   |

After matching all the examples, still in groups- ask students to provide two more examples of bullying to whichever category they want.



Pair Work

**PART A - SHIRA AND ADIEL'S STORIES**

Each pair reads both texts, with each student reading one text. Then, they explain the story they read to their partner.

**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 [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.



## 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.

#No. That didn't happen. They thought she was telling on others (but she was just talking to a teacher).

C) Shira won a school award.

D) Shira skipped school.

2. How did the situation make Shira feel?

a. \_\_\_\_\_

b. \_\_\_\_\_

# alone, misunderstood

## 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

גבוך

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.  
#This happened in the story, but was this the reason?
- C) Students laughed at him for being new. #That's right. Make fun of has a similar meaning to laugh at.
- D) He forgot his lunch at home.

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

-----  
-----  
-----

Then, each pair **brainstorms solutions** to the problems faced by Shira and Adiel. They discuss their ideas and choose the best ones to present to the class.

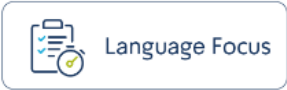
a. How can Shira and her classmates resolve this situation? Give her 2 tips.

-----  
-----

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

-----  
-----

💡 Later in the unit, students will learn how to give advice. Use the answers from this exercise as examples for teaching or correcting when you cover that topic.



**LF3.2A: SMALL WORDS**

1. Complete the gaps with 'small' words, e.g. **to, at** etc.

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.



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

Present this slide on the board ([teacher toolkit #5](#)).

Ask students if they have more examples of such words + preposition pairs



**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  |



### 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 **about**
- (to) point **at** her
- didn't go **as** planned
- (to) look **at** her
- (to) make fun **of** 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 [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.

### LF3.3: Feelings

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

embarrassed      alone and misunderstood      upset

|            |                           |
|------------|---------------------------|
| Adiel felt | [embarrassed]             |
| Shira felt | [alone and misunderstood] |

**LF3.3a Adjectives to describe feelings**

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

💡 Elicit from students the meanings or translations of the adjectives below.  
Note that they are given in a fully grammaticalized form showing common patterns of use.

- |   |   |
|---|---|
| <input type="checkbox"/> I was <b>excited</b>     | <input type="checkbox"/> I am <b>bored</b>        |
| <input type="checkbox"/> I was <b>surprised</b>   | <input type="checkbox"/> I am <b>confused</b>     |
| <input type="checkbox"/> I was <b>worried</b>     | <input type="checkbox"/> I am <b>depressed</b>    |
| <input type="checkbox"/> I was <b>annoyed</b>     | <input type="checkbox"/> I am <b>disappointed</b> |
| <input type="checkbox"/> I was <b>embarrassed</b> | <input type="checkbox"/> I am <b>scared</b>       |

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

|                          |                 |
|--------------------------|-----------------|
| I was <b>excited</b>     | התרגשתי         |
| I was <b>surprised</b>   | הופתעתי         |
| I was <b>worried</b>     | הייתי מודאג/ת   |
| I was <b>annoyed</b>     | הייתי מרוגז/ת   |
| I was <b>embarrassed</b> | הייתי נבוך/ה    |
| I am <b>bored</b>        | אני משועמם/ת    |
| I am <b>confused</b>     | אני מבולבל/ת    |
| I am <b>depressed</b>    | אני מאוד עצוב/ה |
| I am <b>disappointed</b> | אני מאוכזב/ת    |
| I am <b>scared</b>       | אני מפחד/ת      |

**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 [surprised] to get a good grade in the test. I didn't expect that to happen.
2. I was really [annoyed] when my parents said I couldn't go to the party!
3. I'm really [excited] about going on holiday – I can't wait till tomorrow!
4. I'm really [worried] 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 [confused] – I don't understand half of what the teacher says.
6. I'm a bit [depressed] – I've been in this new school for 6 months and I still don't have any friends.
7. I'm [bored] because the lessons are too easy for me and I have nothing to do.
8. I was [embarrassed] when everyone laughed at my new shoes.



- Assign each group 2-3 adjectives from the list above.
- They will discuss situations in which they have felt these emotions and share their personal experiences.
- Each group will then choose one adjective to present to the class, including examples.

**LF3.4: ADJECTIVES WITH -ED/-ING**

Use the same PPT from [\(teacher toolkit #5\)](#) to teach about 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:




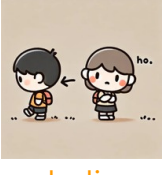

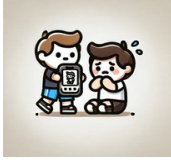
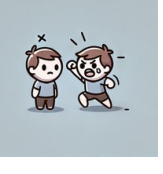
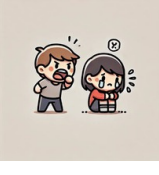
**Highlight the ways you or a close friend has experienced any of the following:**

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



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

Give each student a card with a sentence OR a type of bullying. [\(Teacher Toolkit #6\)](#)  
Students need to match the sentences with the type of bullying to create groups of 3.  
(Each situation should have two sentences.)

|  |   |  |
|--|---|--|
| <p>spreading rumours<br/>להפיץ שמועות</p>  <p>She told everyone I like Jack.<br/>He said I was the teacher's pet.</p>   | <p>pushing<br/>לדחוף</p>  <p>Hey, don't push me!<br/>Take your hands off me!</p>   | <p>name-calling<br/>לכנות בשמות גנאי</p>  <p>You're so dumb.<br/>You're so stupid.</p>  |
| <p>ignoring<br/>להתעלם</p>  <p>Can you believe she's wearing those shoes?!<br/>Let's not sit next to her.</p> <p>Can you believe she likes Math? Let's ignore her when she speaks to us.</p> | <p>trolling<br/>להטריל</p>  <p>He keeps posting nasty comments on my social media.<br/>She keeps sending mean messages.</p> | <p>sharing private photos<br/>לשתף תמונות אישיות</p>  <p>He won't delete the photo, unless I pay him.</p> <p>He's threatening to post the photo if I talk to a teacher about it.</p> |
| <p>threatening<br/>לאיים</p>  <p>If you don't move, I'll punch you!<br/>If you say something, I'll break your legs.</p>   | <p>making nasty comments<br/>להגיב בצורה פוגענית</p>  <p>What an ugly dress!<br/>What weird shoes!</p>                     |  |

**DIFFERENT KINDS OF BULLYING**

Someone can bully you in many different ways. Still in groups of 3- match the forms of bullying in the box with the definitions. (student portfolio)

|                      |                         |                               |                              |
|----------------------|-------------------------|-------------------------------|------------------------------|
| <b>calling names</b> | <b>pushing</b>          | <b>trolling</b>               | <b>making nasty comments</b> |
| <b>threatening</b>   | <b>spreading rumors</b> | <b>sharing private photos</b> | <b>ignoring</b>              |

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

Choose one of the examples above and write how it would make you feel.

Write 3-4 sentences.

---

---

---

---

---



**PART C- LISTENING ACTIVITY**

Play the short dialogues and match them with the different forms of bullying. Students should write in their student portfolio the correct form of bullying after listening to each file.



Calling someone names

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

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

---



Spreading rumors

**A:** Lucy is in love with Rafa!

**B:** No, I'm not. **That's just not true!** Stop saying that to people!

---



Making nasty comments

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

**B:** (laughing) – **That's so ugly!** Did you buy it in a second hand store?

---

4

sharing private photos

**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

Excluding someone

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

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

-----

6

Trolling someone

**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.

-----

**Note for the teacher:**

No need to explicitly address this here but if students ask why "always" is used with the Progressive form here, briefly explain that it's acceptable. This will be addressed later on in the unit.

7

Pushing

**A:** Can I sit here?

**B:** No, of course not. **Go away!** (shoving noise)

-----

8

Threatening someone

**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

מגניב

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 **[at]** this! This is Suzie with nothing but a towel **[on]**!

**B:** You can't show them that! That's not **[for]** 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

טלילי

**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!

תרחק!

**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!**

----- [If you try that again, I'll punch you!]

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

💡 Draw students attention to this pattern (1st conditional) but there's no need to go into grammar explanation yet. This will be the language focus of the next lesson.

**PART D- TALKING ABOUT PICTURES**



Divide students into groups. Guide them to look at these 3 pictures in their student portfolio 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

The following LF deals with Present Progressive. It might be too easy or repetitive for some students. If so- direct them to jump for a more advanced practice (on page 44).

**LF4: PRESENT PROGRESSIVE**

If you decide to teach this to the class- as a review or any other reason- use the PPT (Teacher Toolkit #7) to help you. Students also have this information in their Student Portfolio. We recommend to explain shortly, and allow independent work in the Student Portfolio.



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. I am not feeling well today. I'm not feeling well today.

She is making dinner today. She is not making dinner today. She isn't making dinner today.

We are going to the party. We are not going to the party. We aren't going to the party.

---

He is feeling sick today. He is not feeling sick today. He isn't 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

**These** are not 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**.

**PRESENT PROGRESSIVE IN CONTEXT**

Progressive form is common in conversation and text messages. [\(Teacher Toolkit #8\)](#)



**A. Give each group 10 cards with questions and responses. Students need to match.**

|          |  |   |
|----------|--|---|
| <b>1</b> | Why don't you ask Yifat to help you?   | She's not talking to me.                                |
| <b>2</b> | Can you come to my house after school? | Sorry, I'm going to my soccer practice.                 |
| <b>3</b> | Do you want to play soccer with us?    | I can't. I'm doing my homework right now.               |
| <b>4</b> | Are you ready for the test tomorrow?   | Not really. I'm feeling nervous about it.               |
| <b>5</b> | Where are you?                         | We're boarding the plane. I'll text you when we arrive. |

**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  | closing  | move | moving  |
| behave | behaving | hide | hiding  |
| boil   | boiling  | rain | raining |
| close  | closing  | hope | hoping  |
| joke   | joking   | look | looking |

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

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

**3. Which of them is not Present Progressive? \_\_\_\_\_ [2]**

**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** 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 **Picture [1]**



**COMMON VERBS IN THE PRESENT PROGRESSIVE**

These verbs are frequently used in the progressive form.

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



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

|             |                          |
|-------------|--------------------------|
| <b>joke</b> | I'm only joking!         |
| <b>kid</b>  | I'm just kidding. Relax! |

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

|            |            |       |
|------------|------------|-------|
| agree      | care about | like  |
| appreciate | invent     | reply |
| believe    | know       | want  |



**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 **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.



**REWRITE THE DIALOGUE**

 Note for the teacher: This is called regrammaring. Students rely partially on memory and partially on their emergent grammar knowledge to regrammar (i.e. put the grammar back in) a conversation. This promotes noticing and acquisition of new grammar forms.

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:

---

---

---

---

---

---

---

---

---

---

---

---

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?**



**GROUP WORK**

Divide the class into groups and give each group a set of cards. [\(Teacher Toolkit #9\)](#)  
Instruct them to sort the cards into "Bullying" versus "Arguing".

|    | <b>BULLYING</b>  | <b>ARGUING</b>  |
|----|--|---|
| 01 | One person is stronger or has more power.                                | Both people are equal and can talk and have their say.                      |
| 02 | Done on purpose to make someone feel bad                                 | Done to solve disagreements   |
| 03 | Hitting, saying nasty things, leaving someone out, or being mean online. | Make someone understand what you think or what your opinion is.             |
| 04 | Makes someone feel scared, sad, or alone                                 | Often ends when people find a way to agree or decide it's okay to disagree. |



Language Focus

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

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

1. If you did something **[on purpose]**, you wanted to do it; it wasn't an accident.
2. When there is **[disagreement]** **about** something, people don't agree or argue about what should be done.
3. If things or people are **[equal]**, they are the same in size or importance
4. If you are **[scared]**, you feel afraid.
5. Your **[opinion]** **about** something is what you think or believe about it.
6. If you **[have a say]** **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? (PPT- [Teacher Toolkit #10](#))

- 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

**Look at the student portfolio to check the answers.**

3. Still in groups, 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 {distracter}**

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

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

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

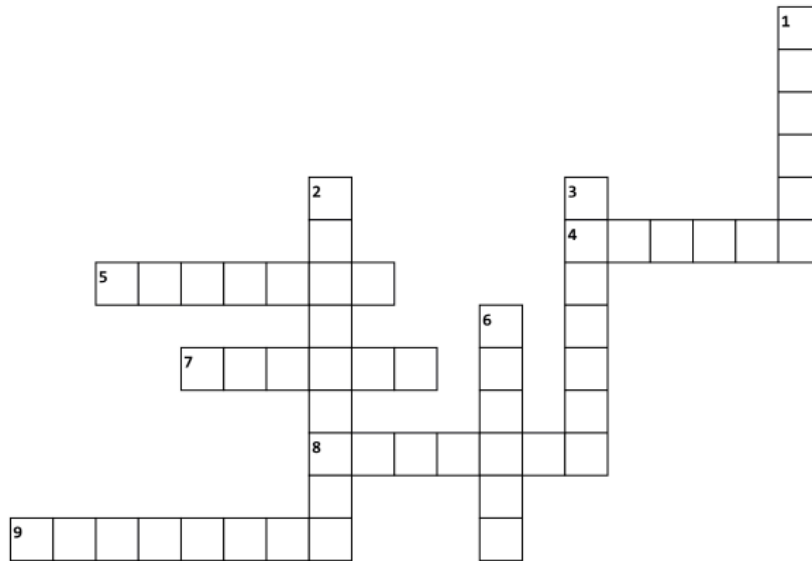
6. Your own sentences:

Stronger students can be encouraged to use the previous word bank (that has higher level words)

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"

**Answers:**

- stronger- If you have more strength than others, you are ...
- easier- Not difficult, simpler
- soccer- Another word for "football"
- alone- If no one is near you you're ...
- think- Something you do with your brain
- decide- to make a decision
- agree- opposite of "disagree"
- sharing- letting some know how you feel
- equal- the same as someone else

**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.



**SCRIPT FOR THE TEACHER:**

**Shira:** You won't believe what happened to me today... (flashback to school)

**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!

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

(Back to the dinner table)

**Adiel:** That's horrible, I had a similar thing today... (flashback to school)

**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.

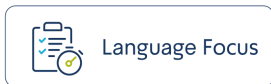
**Shillo:** Okay so I'd rather we just split up... You work on space and I'll work on animals!

(back at the dinner table)

**Mother:** You know, you both had an uncomfortable situation today, but they are both really quite different!

**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.



**PART B - FIRST CONDITIONAL**

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

(One slide ppt in [Teacher Toolkit #11](#))

**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? [**present simple**]

Which modal verb is used in the result part? [**will / 'll**]

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.

Answers: 1-c, 2-d, 3-f, 4-a, 5-f, 6-e

**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.

Answers: 1-b, 2-c, 3-d, 4-a



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**



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 [**starts**] bullying me online, I'll tell my parents about it.
- 2: A: If you['**re**] wrong about him, you'll have to apologize, you know.
- 3: A: What will you do if she [**doesn't stop**] pushing you?
- 4: A: Do you think he will come if we [**ask**] him?

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

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

**Answers:** 1-ii, 2-iv, 3-i, 4-iii

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



2. Complete the sentences with want or won't

1. If you wear those again, you [won't] have any friends here.
2. I [want] to go to the cinema tonight.
3. If people are kind, they [won't] bully anyone.
4. I promise it [won't] happen again.
5. Do you [want] 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 [want] to come?
2. You can try adding sugar, but it [won't] work.
3. Don't worry, they [want] to come and help us.
4. Does your sister [want] to play Settlers of Catan with us?
5. She's new here and she [wants] 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 try to match to make logical sentences. Did you manage to get 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**

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



**LF6.2 SAYING NO**

Pair Work

- Give students a few minutes to memorize the ways of **saying no** - from the previous exercise.
- Instruct one student in each pair to read the beginning of each dialogue aloud. The other student should respond with a statement that means "no" without actually using the word "no".
- Ensure students take turns reading and responding so that both have the opportunity to practice both roles.

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 [**'m/am going**] to my soccer practice.
- b. I [**go**] to soccer practice every day after school.

**2. WORK**

- a. They [**are/'re working**] on a new project.
- b. They [**work**] well together.

**3. TALK**

- a. She never [**talks**] about her family.
- b. Look! She [**is/'s talking**] to the teacher again.

**4. STAY**

- a. My cousin always [**stays**] with us when he comes to visit...
- b. ...but this time he [**'s/is staying**] 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.

💡 **Note:** You can draw students' attention to the use of **"this X"** and mention that we also use Present Progressive with a future meaning, especially when things have been planned/arranged (this is similar to Hebrew) - What are you doing tonight/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 \_\_\_\_\_ [afraid]

I'd \_\_\_\_\_ [rather]

\_\_\_\_\_ [Sorry, but / No, sorry]



**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 **[make] fun of me** – it's really nasty.
- b. She's worried he might start to **[send] mean messages** again.
- c. I'm really disappointed she's angry with me – I'll try and **[clear up] the misunderstanding**, but I don't know if she'll listen to me.
- d. My presentation didn't **[go] as planned** – it was really embarrassing.
- e. It can be really upsetting when you **[hear] 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 **[avoid]** this card game – I always lose because it's really confusing.
- g. You should try to **[ignore]** them or you'll get depressed.
- h. When I'm excited I start singing, but then my classmates just whisper and **[point]** at me.
- i. I didn't think you'd **[tell on]** me – you promised to keep a secret. I'm so annoyed.
- j. I'm scared. They **[keep]** 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             |



Exit Ticket

**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 :



If you don't have computers / phones- you can create a comic strip with pen and paper. (Teacher Toolkit #12)

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.





# 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.

| <b>Words or expressions connected to bullying:</b> | <b>Words or expressions connected to the culture we chose:</b> | <b>List of websites we found:</b> |
|--|--|-----------------------------------|
|  |  |                                   |
|  |  |                                   |
|  |  |                                   |
|  |  |                                   |

**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.

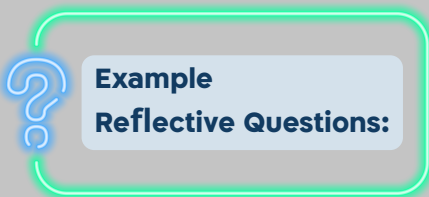
**GOOD LUCK WITH YOUR RESEARCH!**





**TEACHER'S CONSIDERATION:**


In this task, we intentionally did not ask students to present their findings, as the primary goal is to introduce them to the research process itself. However, if you believe it would be beneficial, you can encourage students to share their research in groups or with the entire class. This can provide an opportunity for them to reflect on what they've learned. Consider incorporating reflective questions to guide their presentations and discussions.



**Example  
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?

## **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. Students 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?**



 Opening

 Independent Work

**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

|                    |                  |
|--------------------|------------------|
| [protect]          | להגן             |
| [behave]           | להתנהג           |
| [in a certain way] | באופן מסוים      |
| [act the same way] | לפעול באותו אופן |
| [powerful]         | חזק / חזק מאוד   |
| [feel bad about]   | להרגיש רע לגבי   |
| [lack of]          | חסר ב            |



**LISTEN TO MOTHER'S STORY**

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



Divide the class into groups of 3. Each student has a role:

- **Student A** reads the paragraph
- **Student B** has come up with one question about the text
- **Student C** has to find an example for a behavior explained in the text.

Students then answer the questions together.

- **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:

|  |  |
|--|--|
| <b>חוסר אמפתיה (חוסר הזדהות עם רגשות האחר)</b> | <b>הציקו גם להם</b>                          |
| <b>חיקוי מעשים של אחרים</b>                    | <b>הערכה עצמית נמוכה או ביטחון עצמי נמוך</b> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• being bullied themselves</li> </ul>        | <p>הציקו גם להם</p>                            |
| <ul style="list-style-type: none"> <li>• low self-esteem/self-confidence</li> </ul> | <p>הערכה עצמית נמוכה או ביטחון עצמי נמוך</p>   |
| <ul style="list-style-type: none"> <li>• lack of empathy</li> </ul>                 | <p>חוסר אמפתיה (חוסר הזדהות עם רגשות האחר)</p> |
| <ul style="list-style-type: none"> <li>• copying others</li> </ul>                  | <p>חיקוי מעשים של אחרים</p>                    |

**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.
2. The only thing he **cares about** is money.
3. You're going to be late - I don't **care!**
4. So what? Who **cares?**

- A. איכפת
- B. איכפת
- C. דואגים ל...
- D. מעניין את

**Answers:** 1-c, 2-d, 3-a/b, 4-a/b



**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?

|                    |                    |
|--------------------|--------------------|
| [protect]          | להגן •             |
| [behave]           | להתנהג •           |
| [in a certain way] | באופן מסוים •      |
| [act the same way] | לפעול באותו אופן • |
| [powerful]         | חזק / חזק מאוד •   |
| [feel bad about]   | להרגיש רע לגבי •   |
| [lack of]          | חסר ב •            |

**3 - Mark True or False**

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

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

[To feel powerful, To protect themselves from being bullied again]



**F7B: VOCABULARY / PREPOSITIONS**



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** [about] themselves.
2. People who don't have empathy don't understand or **care** [about] other people's feelings.
3. Bullying others can also be a way of **protecting** themselves [from] being bullied themselves.
4. Sometimes bullies want to **be** [like] 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.

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 respect him more, and he will make real friends who like him for who he is. Helping others instead of being mean can make Sammy feel good about himself.

- get more respect / get more friends
- feel good about himself

Another reason to stop bullying is that it can make school a place where everyone feels happy and safe. 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 become a true role model.

- Spreading happiness around you
- becoming a leader

- 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?



**DIALOGUES**

- Jack is really mean! He doesn't **let me sit** at their table at lunchtime.
- [**Why don't you talk to him in private?**] Maybe he's not so bad if you speak to him alone.

- The teacher doesn't let us go to the toilet during the lesson.
- What? That's crazy! [**You should tell your parents.**] They can make a complaint.

- Lucy is telling lies about me in the whole school. Now everybody laughs at me.
- That's really serious. [**You should go to your homeroom teacher immediately.**] She can deal with that and make sure it doesn't happen again

- Every time I see Joe in the corridor, he pushes me on purpose.
- That's not very nice. [**Why don't you push him back**] so he knows he can't just push you?

- Einat told me the other girls make fun of her all the time. She's really sad about it.
- That's awful. [**You should tell her to speak to a teacher about it.**] It's usually better to ask an adult to help you.



**LF8A: NOT LET SOMEONE DO SOMETHING**



You can use the PPT ([Teacher Toolkit #13](#)) to explain this topic or let students understand through examples in the [student portfolio](#).



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 \_\_\_\_\_
2. The teacher **doesn't let me** go \_\_\_\_\_
3. Suzie **doesn't let me** say \_\_\_\_\_
4. Michael **doesn't let me** join \_\_\_\_\_
5. My brother **doesn't let me** use \_\_\_\_\_

- a. his computer for homework.
- b. anything when we're all talking together
- c. in the games during recess
- d. to the toilet during the lesson.
- e. at the same table at lunchtime.

ANSWER KEY: 1-e 2-d 3-b 4-c 5-a





**LF8B: WHAT SHOULD I DO?**

Add your advice.

Ask students to write their advice in their [Student Portfolio](#), and then have each student share one piece of advice for a scenario with the class. Highlight to the students how many different ways there are to respond to the same situation.



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. 🎧



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?



Opening



Gate Community

### 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.

You can either point students' attention to the explanation in the Student Portfolio, or use the PPT ([Teacher Toolkit #14](#)) to briefly explain "would".



#### 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.**



At this point, you can link back to 'I'd rather (I would rather)' which students learned earlier on in the unit without analysis.

**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 **wrong**.
- b) Try to **help** the victim

7. Match the different people with the correct reactions:

|                                 |                             |
|---------------------------------|-----------------------------|
| black hat<br>two last customers | green shirt<br>blonde woman |
| <b>Stop</b>                     | <b>Support</b>              |

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

**ANSWER: Report the bullying that you have witnessed to a trusted adult.**

**PART A- WHAT WOULD YOU DO? LANGUAGE FOCUS**

Independent Work



**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. (=עלוב)  
Bully 1: I'm not gonna be friends with a poor person.  
Stranger: [I don't think he's the problem.] I think it's you guys.  
Bully 1: He's the bum.  
Stranger: [It doesn't matter]. You're bullying him.  
Bully 2: He lives in a shelter.  
Stranger: [That's okay.]  
Bully 2: He's just sad, don't you think?  
Stranger: [You're sad.]

**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. (=עלוב)  
Bully 1: I'm not gonna be friends with a poor person.  
Stranger: I [don't] think he's the problem. I think it['s] you guys.  
Bully 1: He's the bum.  
Stranger: It [doesn't] matter. You['re] bullying him.  
Bully 2: He lives in a shelter.  
Stranger: That['s] okay.  
Bully 2: He['s] just sad, [don't] 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 **1 [making]** fun of him? Chill.  
Bully: Cos he don't got money.  
Man: Who **2 [cares]**? Stop!  
Bully: Me. It's pathetic.  
Man: It's not pathetic. Some people **3 [don't have]** money. You shouldn't make fun **4 [of]** 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 **5 [upset]**. Just stop!  
Bully: Would you wanna be around him?  
Man: Yo. I'd **6 [love to]** be his friend.  
Man: He **7 [doesn't have]** money.  
Man: Stop. Money **8 [is not]** all important in life, okay?

-----  
First of all = כל קודם      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? \_\_\_\_ [**he doesn't have / he hasn't got**]

**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[**'m**] not bothering anyone.  
 Bully 2: You[**'re/ are**] 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 [**are**] 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[**'re/ are**] just making fun of me.  
 Stranger: Yeah I know they are.  
 Stranger 2: That[**'s**] not right.  
 Stranger: They're downright rude.  
 Stranger 2: Why don't you two get out? He [**does**]n't need you.  
 Stranger 1: You don't know how to talk to people.  
 Stranger 2: Because, you know what?  
 Stranger 1: What [**do**] you want? Pick out a pair of shoes.  
 Stranger 2: The two of us are a lot bigger than you. Why [**don't**] you take a hike?  
 Alright?

-----  
 never mind = לא חשוב/לא משנה  
 first of all = קודם כל  
 in public = בפומבי



**LF9: PRESENT PROGRESSIVE - REVIEW**



**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

1. I'm very busy these days. I [**'m studying**] for my exams.
2. If you [**'re 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 [**is giving**] me trouble.
4. School bullying [**is becoming**] more and more common.
5. Just ignore him. He [**'s doing**] it on purpose.

Translate the words **in bold**.

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

בימים אלו

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

אם תרצה / תרצי

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

בעיות

School bullying is becoming **more and more common**.

יותר ויותר נפוץ

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

בכוונה



**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 [**m / am**] studying for my exams.
2. If you [**re / are**] 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 [**is**] giving me trouble.
4. School bullying [**is**] becoming more and more common.
5. Just ignore him. He [**'s / is**] 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 very interesting

**It's raining.**

(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?** [present progressive]

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? [Present Simple]



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 [**'s always making fun of me**] (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 does**] (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**] (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 [**'s always telling me**] (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?**

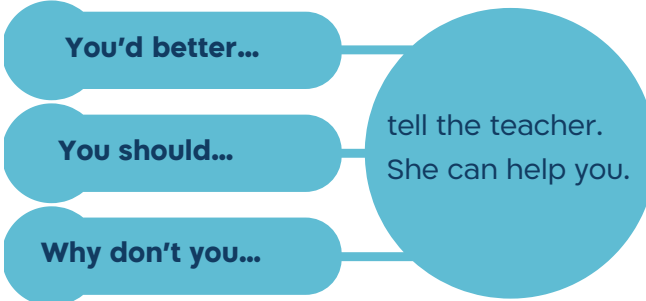
Lara: It's Paula and her mates. They [**'re always whispering**] (always/ whisper)  
behind my back. It's really upsetting,

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

Ben: I've had enough. They [**never listen to**] (never / listen to) anything I say.  
We're a team, but they [**'re always making**] (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...



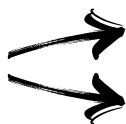
tell her that she's mean and she should stop.

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.



Pair Work

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

Optional- record your answers (in the LMS)





**PART B - CHOICES**



There are a few choices we have when dealing with bullying. In groups, let students match the heading of the 3 choices and the explanations that fit. (Teacher Toolkit #15).

**Choice to Get Involved:**

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

Here are 3 possible options for action:



Still in groups- discuss and answer the following questions:

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

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2- Why?

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**Role Play**

Tell students to write a short script of a situation that happened in school, and present it in class. They should use one of the choices above in their scripts. Alternatively, if writing a script is too difficult, let students use the sentences on the cards (Teacher Toolkit #16)





**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:

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First choice I made:

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Second choice I made:

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Final outcome:

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

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**Exit Ticket 6 - Write your own Adventure**

Based on the story you just read, write a new bullying scenario.  
Fill in 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

**SITUATION**

**OPTION 1**

**OPTION 2**

**CHOICES**



# 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 students strategies for responding to bullying with empathy and kindness. Students will engage in activities that promote understanding and compassion, learn how to build confidence in others, and explore practical ways to intervene and prevent bullying in their 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."**



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**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)         |

**Answers:** 1-c, 2-d, 3-b, 4-a



**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 \_\_\_\_\_.

Possible answers: good / nice / happy / better (positive adjectives)







### Human Bingo

Give each student a bingo card [\(Teacher Toolkit #17\)](#) and instruct them to find classmates who have done the actions on the card.

When they find someone, they write that person's name in the corresponding square and asks one question about this act. The other student replies.

|                                    |   |  |                                   |
|------------------------------------|---|--|-----------------------------------|
| 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 |





**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 |

**Answers: 1-b, 2-d, 3-a, 4-c**



**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 \_\_\_\_\_ **It**
- The verbs are \_\_\_\_\_ and \_\_\_\_\_ **helps, creates**
- How are they different from the other verbs?



The verbs have the letter \_\_\_\_\_ at the end of the verb. **s**

**# 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 help**s**")



**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 [someone] else feels.
- Kindness is when you do [something] nice for someone else.
- The new student speaks a different language and looks [worried].
- Small actions like saying hello or smiling at a new student can make a big [difference].
- People feel happy when [others] show kindness.



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

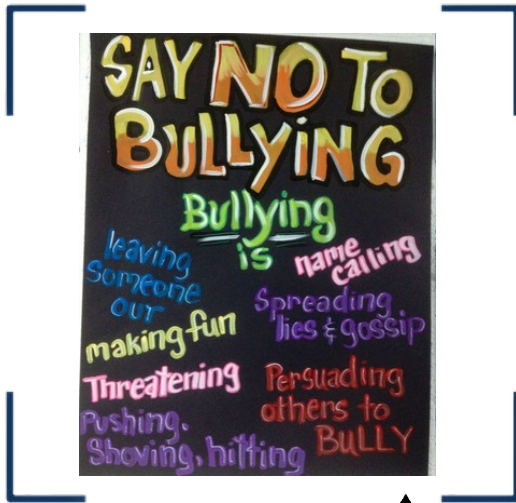
- Empathy is when you can understand how someone else (**feel / feels**).
- Kindness is when you (**do / does**) something nice for someone else.
- The new student (**speak / speaks**) a different language and looks worried.
- Small acts like saying hello or smiling at a new student can (**make / makes**) 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 (פעלים). There are 3. [say, are, say]



The verb: \_\_\_\_\_



The verb: \_\_\_\_\_



The verb: \_\_\_\_\_



**We are going to focus on "say".**



Language Focus



### 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**].

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

If you want to sound more polite, use [**please**].

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

If you want to sound less demanding, use [**just**].

- 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!                   |

**Answers:** 1-c, 2-e, 3-b, 4-a, 5-d



B. Complete the sentence below with the words from the box.  
You won't need all the words.

**solve   knock   delete   click   download   limit**

1. [**Click**] on the link to open the website.
2. [**Limit**] your screen time before bed.
3. [**Download**] the app to your phone.
4. [**Solve**] the puzzle before moving on.
5. [**Knock**] 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**

1. [**Wipe**] the table clean after you eat.
2. [**Support**] your local team!
3. [**Don't fight**] with your classmates.
4. Just [**don't say**] anything OK?
5. [**Don't touch**] 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      |

**Answers:** 1-d, 2-f, 3-e, 4-a, 5-c, 6-b

**Vocabulary check**

**Match the Hebrew words to their English translation.**

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

|        |        |        |       |
|--------|--------|--------|-------|
| להוריד | לתמוך  | להגביל | לנגב  |
| לדפוק  | להילחם | לנעת   | לפתור |

|          |        |
|----------|--------|
| touch    | לנעת   |
| knock    | לדפוק  |
| solve    | לפתור  |
| download | להוריד |
| limit    | להגביל |



**Exit Ticket****Exit Ticket 7: Anti Bullying Posters**

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

**Create your own poster here!**

You can use Canva or large sheets of paper, markers, and other materials, depending on your class's preferences and the availability of computers.

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?

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- Look for supportive details that explain or give examples.

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

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Reflection

**5. Reflect on Your Choice:**

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

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---

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

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

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**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 החרם she set up?

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

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**PART A - OFEK RISHON**

Here is a picture of Ofek in a Zoom.

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





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 \_\_\_\_\_.

bullying

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

Being kind and giving compliments

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

They can make a big difference even at a young age.

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**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**

He was called names; His school shirt was flushed down the toilet; People laughed at his handwriting.

**4. What was Charlie's idea?**

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

Bench / Buddy Bench

**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    |

**Answers: 1-c, 2-e, 3-h, 4-g, 5-f, 6-a, 7-b, 8-d**

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 [**in common**]. Both Ofek and Charlie were bullied when they were [**young**]. They both wanted to help other kids who felt sad or [**lonely**]. Ofek made a video and started a [**group**] to stop [**bullying**]. Charlie created a "Buddy Bench" where kids can sit if they want friends to play [**with**]. [**Both**] of them show that young people can make a big difference and help others feel [**better**].

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 [alone].
2. The old woman lived [alone] in a big house.
3. Friends started avoiding her, and she felt [alone/lonely] and misunderstood
4. She felt [lonely] without her family.
5. The child was scared to be [alone] in the dark.
6. They walked home [alone].
7. When I walked into the class I saw him sitting [alone] and looking 8. [lonely], so I sat next to him.

**Following sentence #4- Teacher's Note:**

If students challenge you as to why we said Shira "felt ALONE (and not lonely) and misunderstood" in L2, explain that if you add the word 'feel', the word "alone" becomes a feeling. Therefore both 'lonely' and 'alone' are possible:

She felt lonely / alone after her friends left.

Please note that there are other differences, e.g. that "alone" is a semi-adjective:

- we can't put it before a noun We don't say "an alone person"
- it's also an adverb

"He lives alone" But these differences and nuances are not dealt with here.

**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.



In groups, ask students to explain why celebrating success is important, in their own words. Then, each student writes 3 small (or big) successes they had in the past week and shares with their group.

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

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

Ask each group to share their explanation about the importance of celebrating success. If it didn't come up or you want to emphasize the topic:

Explain to the students that 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**

[Encourage] them to share feelings.

[Pay attention] to what they're saying.

[Celebrate] their success, big or small.

[Model] healthy self-esteem in actions.

[Connect] them with good, positive friends.

[Remind] them of their good qualities and talents.

[Involve] them in decisions to make them feel important.

[Ask] 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 | להזכיר  |

|           |             |                    |              |
|-----------|-------------|--------------------|--------------|
| involve   | לשתף        | pay attention      | לשים לב      |
| model     | להוות דוגמה | connect            | חבר \ להתחבר |
| celebrate | לחגוג       | remind somebody of | להזכיר       |
| encourage | לעודד       | professional help  | עזרה מקצועית |
| talent    | כישרון      |                    |              |

Complete the definitions with words form the box:

**encourage    involve    pay attention    connect**  
**remind    professional    models    talent    celebrate**

1. If you [**involve**] someone in something, you invite them to join an activity or project.
2. If someone [**models**] good behavior, they show others a positive example to follow.
3. If you [**celebrate**], you have a party or special event to show happiness about something good that happened.
4. If you [**encourage**] someone, you tell them what they are going is right or good and tell them to continue doing it
5. If someone has (a) [**talent**], they are very good at something, e.g. singing or drawing.
6. If you [**pay attention**] to something, you listen to it or watch it carefully
7. The two dots want to [**connect**].
8. If you [**remind**] someone of something, you help them remember it.
9. If you ask for [**professional**] 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**



**Divide the class into pairs and have them complete the work below.**

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

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?

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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.

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**Share your insights with the class.**



Ofek set up a 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.

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**WHAT WOULD YOU DO?**



**ANIMATION #4 – PRIOR TO WORKSHOP PREPARATION**

**SCRIPT FOR THE TEACHER:**

**(On their way to school)**

**Shira:** That story Mom shared with us about Sammy was quite surprising!

**Adiel:** I know! To think that Mom also had to deal with bullies so long ago.

**Shira:** No, that's not what I mean. I mean how Mom was able to work out why Sammy was bullying.

**Adiel:** Oh, yeah! Hearing about the reasons why she thinks people bully did help me understand that I don't have a problem, Uri does!

**Shira:** You know what? How about if we try and make a change in our school. I've heard about other schools that have found ways to help bullies understand their problems and help them change.

**Adiel:** Really? Like what? How do you think we could make them change?

**Shira:** I think you and I should start an anti-bullying club. It will give victims, like us, their confidence back.

We need to spread the word that bullying is a choice and that kindness and empathy are the only way to go!

**Adiel:** Wow Shira, that's a fantastic idea. But me and you? Alone?

**Shira:** Well, maybe not just us. Let's each bring a friend and meet at recess. I'm sure we can come up with an idea that just might work!



# 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.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





**3. Put the Ideas Together:**

- o Brainstorm and think how to combine the ideas to make a plan.
- o Your plan should show how teenagers can act to stop bullying.

**4. Write Your Plan:**

- Write a few sentences about why stopping bullying is important and how your plan can make a difference.

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- Combine your best ideas into a step-by-step plan. Write out each step in the order it should happen.

**Step 1:**

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**Details:**

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**Step 2:**

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**Details:**

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**Step 3:**

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**Details:**

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**Step 4:**

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**Details:**

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**5. Share Your Plan:**

Show your plan to your classmates.

Explain why you chose these ideas and why you think they can promote a healthy environment.

Here you can write some extra notes and thoughts, if needed:

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# 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:

| <b>Workshop Topic:</b> _____ |                   |                   |                  |
|------------------------------|-------------------|-------------------|------------------|
| <b>Goal:</b> _____           |                   |                   |                  |
| <b>Grade level:</b> _____    |                   |                   |                  |
| 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?

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- What would you do differently next time

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

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**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:**

| <b>Criteria</b>                       | <b>Excellent<br/>(10-12)</b>   | <b>Good<br/>(7-9)</b>   | <b>Satisfactory<br/>(4-6)</b>  | <b>Needs<br/>Improvement<br/>(1-3)</b>                                       |
|---------------------------------------|--|---|--|--|
| <b>Content Accuracy and Relevance</b> | 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.                                |
| <b>Engagement and Interaction</b>     | 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.                           |
| <b>Clarity and Organization</b>       | 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.                                |
| <b>Group Collaboration</b>            | 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. |
| <b>Creativity</b>                     | 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.           |
| <b>Use of Visual Aids</b>             | 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.                                       |

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

|  |     |                                |                                |
|--|-----|--------------------------------|--------------------------------|
| bored / boring   | adj |                                | משועמם/משעמם                   |
| bully  | n,v |                                | בריון                          |
| care (about)   | v   | think it's important,<br>worry | אכפת מ                         |
| celebrate  | v   |                                | לחגוג                          |
| certain<br><i>In a certain way</i>                     | adj |                                | מסוים<br>באופן מסוים           |
| clear (up)<br><i>clear up the<br/>misunderstanding</i> | v   |                                | ליישב<br>ליישב את אי<br>ההבנה  |
| click  | v   |                                | ללחוץ על                       |
| close<br><i>They're closing down</i>                   | v   | stop operating                 | לסגור<br>הם סוגרים את<br>החנות |
| comment  | n   |                                | תגובה                          |
| common   | adj |                                | נפוץ                           |
| confused / confusing                                   | adj |                                | מבולבל/ מבבלבל                 |
| 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<br><i>gather information</i>          | v      |         | לאסוף                         |
| go as planned<br><i>didn't go as planned</i> | phrase |         | הלך כמתוכנן<br>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<br><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<br><i>not let sb do sth</i> | v      | allow                            | לאפשר, לתת<br>לא לתת למישהו<br>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<br><i>felt misunderstood</i> | adj    |                                    | לא מובן<br>הרגיש שלא<br>מבינים אותו |
| model                                      | v      |                                    | להוות דוגמא                         |
| move (to)                                  | v      | change place                       | לעבור                               |
| nasty<br><i>make nasty comments</i>        | adj    |                                    | פוגעני<br>להגיב בצורה<br>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<br><i>sharing private photos</i>   | adj    | secret, not for everyone           | פרטי, אישי<br>לשתף תמונות<br>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<br><i>you should</i> | mod    |                           | צריך, כדאי<br>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      |                           | לגעת                        |
| trolling                    | n      |                           | להטריל                      |
| ugly                        | adj    |                           | מכוער                       |
| unless                      | conj   |                           | אלא אם כן                   |

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

