

Defeat Bullying

lesson plan day 5

Topics	Materials	Curriculum links
Day 5: Take a leap forward		PHSE; Citizenship; English; Drama
Desired outcome By the end of the assembly/lesson most pupils will: <ul style="list-style-type: none"> • understand how individuals or groups can help defeat bullying • be aware of important safeguarding messages • be motivated to help defeat bullying • know who they can turn to. 		
Introduction Understand the importance of self esteem and emotional wellbeing Learn to value their own attributes and skills and those of others Develop techniques for boosting their own self esteem and that of others Key point 1 Recognising how I feel and why Key point 2 Know how to problem solve Key point 3 Draw up an action plan Key point 4 The difference between assertion and aggression Activity: Who can I turn to? /Problem solving/My network of support/ Behaving Badly quiz? Key point 5 Know who to turn to		
Plenary Summarise the key points, and explain why it is important that everyone thinks about how they take positive steps to make a difference and help defeat bullying. Explain the sources of help and support available.		

Activity 1: “My personal network”

Equipment: Pens/ pencils/ photocopy of foot

Group size: Class

Venue: Class room

Key Stage: 2/3/4

Aim:

To develop pupils understanding of whom they can turn to for help and highlighting their own personal networks.

Methodology:

Pupils work in pairs or groups and develop a list of people who they might be able to go to with a problem. Pupils can either think up a range of problems for themselves or this can be teacher led. It needs to be stressed that they will need to review these networks periodically. Mention ChildLine and NSPCC helplines if their personal networks are unavailable.

Discussion:

If you don't feel safe, it's important for you to have a number of people you can talk to.

What kind of people would these be?

- Someone I can trust
- Someone honest
- Someone who understands and is willing to help
- Someone who really listens and believes what I have to say
- Someone who has the time to listen and help.

Who would these people be?

- Mum, dad or carer
- A grandparent
- An aunt or uncle
- A friends mum, dad or carer
- A teacher
- Best friend
- A policeman
- A helpline
- Someone in my church or safe group.

Activity 2: Steps for making decisions

Equipment: Pens/paper
Group size: Small group work
Venue: Classroom
Key Stage: 3/4

Aim:

To introduce and practise a model for problem solving which can be of use when experiencing personal and relationship problems.

Methodology:

Pupils are given the solving problems sheet. Working in threes, two take on the roles of advisers (buddies or peer supporters). One of the pupils has a problem and the others try to solve it using the problem solving model. The pupils can use their own problem situations if they prefer.

Look at the model below. Could this help you to make safe and sensible decisions and choices?

- Step 1:** What's the problem?
- Step 2:** What can I do? (Possible choices)
- Step 3:** What would happen if I did this? (Think of the consequences)
- Step 4:** Which course of action did you decide on? Why?
- Step 5:** Was this a good decision? Why? (Revise your decision)

Solving problems

Work in a three. Imagine that two of you have been asked for advice on solving this personal problem.

Using the decision making model, how could you help people through the following problems? Did it work?

I fell out with my best friend, and he told his friends that I'd been saying nasty things about them. Now they've all started calling me names, and they're threatening to set on me after school. I feel really scared. What should I do?

The football coach is horrible to me all the time. He calls me names and is always telling me I'm stupid. Lately the other boys have started joining in, and they laugh at me whenever they get the chance. I feel really depressed. What should I do?

My family is originally from Columbia. Up until now this hasn't been a problem, and I've got loads of friends - but this term a new boy has joined our class, and he's started saying nasty things about me and my family. He says that we're refugees and that we're into drugs. It just isn't true! The other day he asked me why we don't go back to Columbia. What should I do?

Activity 3: “Behaving badly” self-awareness quiz

Equipment: Photocopies of the quiz (template of 3 sections provided in resources section)

Group size: Any

Venue: Anywhere

Key Stage: 2/3/4

Aim:

This is an opportunity to get children and young people to think about their own behaviour and how it is perceived by others.

Methodology:

Give out a copy of the quiz to everyone, Explain that there are three sections to it:

- a) Questions: Which of these things have you done at any time in your life? If you did it - why? What could you have done instead?
- b) List of ideas as to why you might have done something and what you could have done instead.
- c) Conflict resolution strategies - such as compromising, using humour or expressing regret.

Stress that the quiz will be anonymous - no one is going to see anyone else's answers so they can all be absolutely honest.

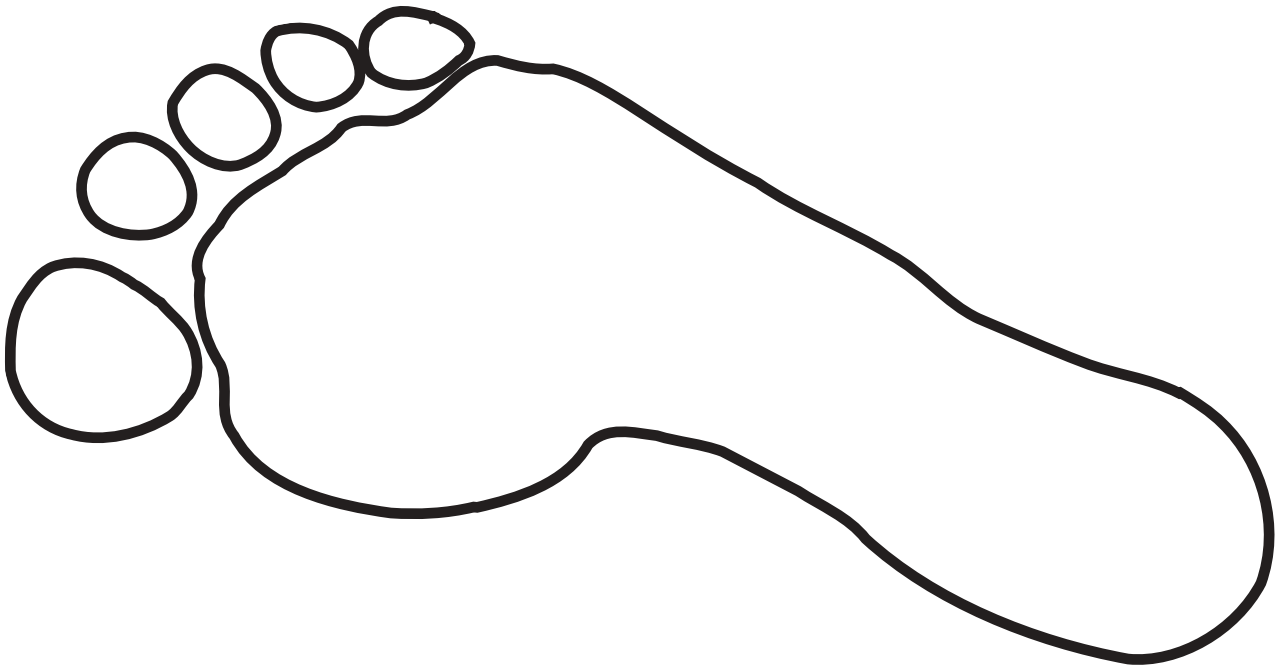
Check if anyone has any questions about filling in the quiz before they start. Then ask everyone to fill it in.

Once everyone has filled in their quiz, ask them to think of one thing they are going to do from the strategies section that would help them treat others better. If any of the group feel comfortable about sharing one of their experiences, ask them to tell it to the group.

A few of the reasons at the bottom of the ideas list don't have alternative suggestions. The group might want to discuss what could be done instead in these situations.

Activity 1: “My personal network” - resource

Think of five people who could form your personal network. Write their names, one for each toe on the foot below:



Remember to revise your personal network regularly:

- Are these people still available?
- Can you contact them easily?

My network of support

When I'm feeling anxious about something, I can speak to:

1. _____
2. _____
3. _____
4. _____
5. ChildLine 0800 1111

Activity 2: Problem Solving - resource

Look at the model below. Could this help you to make safe and sensible decisions and choices?

Step 1: What's the problem?

Step 2: What can I do? (Possible choices)

Step 3: What would happen if I did this? (Think of the consequences)

Step 4: Which course of action did you decide on? Why?

Step 5: Was this a good decision? Why? (Revise your decision)

Solving problems

Work in a group of three. Imagine that two of you have been asked for advice on solving this personal problem. Using the decision making model, how could you help people through the following problems? Did it work?

1) I fell out with my best friend, and he told his friends that I'd been saying nasty things about them. Now they've all started calling me names, and they're threatening to set on me after school. I feel really scared. What should I do?

2) The football coach is horrible to me all the time. He calls me names and is always telling me I'm stupid. Lately the other boys have started joining in, and they laugh at me whenever they get the chance. I feel really depressed. What should I do?

3) My family is originally from Columbia. Up until now this hasn't been a problem, and I've got loads of friends - but this term a new boy has joined our class, and he's started saying nasty things about me and my family. He says that we're refugees and that we're into drugs. It just isn't true! The other day he asked me why we don't go back to Columbia. What should I do?

Activity 3: “Behaving badly” self-awareness quiz - resource

CONFIDENTIAL -- do not show your completed form to anyone else.

QUESTION 1	QUESTION 2	QUESTION 3
<p>Which of the things below have you done at any time in your life? Put a tick if you have done it. If you haven't done it, move on to the next line</p>	<p>Why did you do it? Look at the following list for ideas. Leave this section blank for those things you didn't do.</p>	<p>What could you have done instead? Look at the following list for ideas. Leave this section blank for those things you didn't do.</p>
Given a dirty look		
Passed on a message between two sides of an argument		
Called someone a name a) behind their back b) to their face		
Shouted at someone		
Hit another person		
Passed on a rumour		
Blanked someone		
Used prejudiced language		
Ganged up on someone		
Believed a negative thing that someone told you without checking it out first		
Tried to keep a friend all to yourself		

Why did you do it?	What could you have done instead
You felt threatened or frightened	Spoken to the other person directly
You were angry	Been more honest with yourself about how you were feeling and what you were doing
You were not thinking	Considered more the choices of behaviour open to you
You were deliberately trying to hurt someone	Ignored the other person's behaviour
You felt insecure	Understood that maybe the other person was feeling threatened, sad or jealous, etc.
You felt left out	Accepted that you can't be friends with everyone
You felt sad	Shown more self respect
You wanted to make friends with someone	Been more honest with the other person about how you were feeling and what you felt like doing
You believed you were helping	Supported yourself and your friends without attacking or blaming someone else
You wanted revenge	Realised that feeling like doing something unpleasant doesn't mean you actually have to do it
You felt like others were attacking / getting at you	Spoken to an adult or older friend about your feelings
Something in another area of your life had upset you	Found a way to express your feelings that didn't involve hurting anyone else - eg: writing an angry letter, then ripping it up; hitting a pillow; listening to sad or angry music; keeping a private diary; crying; doing some relaxation / meditation
<ul style="list-style-type: none"> You were feeling bad about yourself You felt jealous You thought you were just having a laugh You didn't care 	

Conflict resolution strategies - resource

Relax: Give yourself a break! Remember - no one needs to see you tense up, clench muscles and then relax!

Listen to opinions: Give your mouth a rest and really tune in to what the other person is saying. What do they think happened and whose fault do they think it is? You may not agree -- but you need to know!

Listen to emotions: Yes, the other person is shouting and it's doing your head in, but why are they shouting? Aren't you angry too? This person is really feeling something and there may be more to it than rage - again, if you don't try to see it from the other person's point of view, neither of you will be able to move on.

Listen to yourself: Just how much sense are you making? Remember to read your own emotions - why is it that this situation has got to you so bad? Are there other ways to get your needs met? What can you realistically expect the other person to do?

My turn, your turn: Or, better still, the other way round! Agree to give each other time to state each side of the argument - without interrupting! And, to show that you've really listened, repeat back what you heard: "I heard you say that....." "I can see you feel....."

Be honest: We all know we're supposed to be rough tough fighting machines but, honestly - sometimes admitting that you lost control because you felt threatened really helps. Oh - and if you were wrong, own up!

Compromise: Give and take! Agree to give up part of what you want and ask the other person to do the same.

Express regret: Say you're sorry that you are both in this situation, or that you are sorry the other person is angry or upset. This is not the same as saying "I'm wrong"

Problem-solve: Work together to come up with as many possible solutions or courses of action as you can, including daft ones! Recognise that you have the choice to carry on fighting or even to knock each others blocks off - but do you really want to?

Get laughing: Can't you find anything here to smile at? Are you all suffering from a humour bypass? Be careful with this one - remember to laugh with, not at!

Do the unexpected: Think about it: if the other person is trying to wind you up, surely you don't want them to succeed? Don't walk right into it!