Lesson 8

Stealth and tactics: making a difference

Target group: Adults

Includes SEL strands: Self, Soc, Rel, M

Estimated time: 60-90 minutes

Lesson overview

Introduction, reflection, writing, discussion, group work, plenary

Key question: Which strategies overcome barriers? How to recognise success?

Students will learn to:

- Identify strategies that will change the dynamic and move the situation forward
- Understand what works and how to adapt strategies to move towards success
- Acknowledge that they can make a difference

Learning objectives

Materials and preparation

Leaders will need:

- Post-its or access by students to app (e.g. flipped classroom apps/websites)
- Scenarios from Lesson 7 (L7R1)

Introduction (10 minutes)

Review the previous session and emphasise the concept of an agent of change.

Ask

What are the characteristics of someone who can make a change?
- List the attributes on board/screen
- Pairs discussion - which attributes do you have and which ones do you find challenging?
- Review the 4 SEL areas on screen/board

Activity One (20 minutes)

Reflection – Overcoming barriers

Ask students to consider one area they may find challenging e.g. communication skills or lack of confidence
- Write down why this is a difficult area for them on a post-it/app
- Students post sentence anonymously
- Leader reviews some of the statements with whole group.
- Ask class to sort into common themes or similar features. Elicit, for example:
  - Communication skills/body language
  - Timing/focus
  - Self-defence/escape route
  - Courage/resilience/confidence
Activity Two (20 minutes)
Group work – Overcoming barriers

Students work in groups – Discuss ways in which barriers can be overcome. Elicit:
• Talking it through with a friend or sympathiser
• Bringing in an adult
• Saying to individual rather than group
• Communicating positively through own behaviour or body language
• Through technology rather than face to face

Ask for feedback from groups

Activity Three (20 minutes)
Demonstration and discussion

Ask: How do you know if what you are doing is successful? Elicit:
• Bullied student feels more supported
• Student who bullies has fewer supporters
• You feel better!
• Mood of the wider group is more positive
• Student who bullies has less effect

Ask: What if this is unsuccessful? Elicit the concept of “escape route”

Group work – discuss examples e.g. humour, walking away, discuss with adult, switch subject, block (online)
Consider the scenarios from Lesson 7 (L7R1) - Success or Escape?

Closing (5 minutes)
Review the learning: Ask

Do you have the confidence to try some of the strategies?
Can we make a difference? How will that affect life at school if we all tried it?

Progression

Introduce the objectives of the next lesson; Setting goals.

Take-away task

Talk to others, e.g. family members/friends, and ask them about the strategies they use.

Supporting activities

WRITING. Create a series of newspaper headlines, in a tabloid style that celebrate success in reducing bullying, e.g. It’s a great place to be, Say kids or “Bullies can’t thrive here”, Says school or bullying at its lowest ever. Gather the headlines into a press collage. Useful online tools can be found at Newspaper headlines and Newspaper Generator

MEDIA. Film a body language/communication skills master class with students as “experts” and others as presenters/reporters. Publish and share on school media site.

Links

Beat Bullying – My letter of apology
https://www.tes.co.uk/teaching-resource/my-apology-letter-6299469