

Lesson 5

It's not bullying, it's only...



Includes SEL strands: **SelfA SocA SelfM**



Estimated time: **60-90 minutes**

Lesson overview

Introduction, discussion 1, discussion 2, expand emotional vocabulary, plenary

Learning objectives

Key question:

How do others excuse their behaviour?

Students will be able to:

- ▶ Understand the strategies used to excuse, justify or hide bullying and the impact on others

Materials and preparation

Leaders will need:

- ▶ Misunderstood phrases sheet L5R1
- ▶ Behavioural Norms resource sheet L5R2
- ▶ Social Situations resource sheet L5R3

Introduction (10 minutes)

Outline lesson objectives and revisit the learning agreement from lesson 1. Discuss respect. Remind students of last session content. Revisit definition of bullying from Lesson 3.

Ask

Why does behaviour change depending on where we are and who we are with?

Activity One (20 minutes): Discussion

- ▶ When is it bullying? Hold a discussion with pupils/students discussing what excuses people might use to justify their bullying behaviour. Draw out the following excuses that might be given, but allow for your pupils/students to expand on these.



- ▶ Banter
- ▶ Teasing
- ▶ Joking
- ▶ Messing around
- ▶ Blaming others/situation...
- ▶ Context
- ▶ Fair game – everyone else does it
- ▶ Stereotype

- ▶ Ask: Think of a situation you may have been in where someone used one of these excuses – how did it make you feel? Share your experiences with a partner.

Activity Two (20 minutes) Group task - discussing 'misunderstood' phrases

- ▶ Divide the students into groups of 4 and provide each group with one set of 5 phrases (L5R1)
- ▶ Ask the students to read the 5 phrases given to them and rank them in order of 'negative impact' (which cause the worst reaction if said to someone)
- ▶ Encourage discussion and debate
- ▶ Ask groups to pass the worst one from their pile onto another group and then ask the groups to discuss and place the new phrase in their ranked set
- ▶ Repeat if time allows
- ▶ Bring the group together again and discuss the ranking completed by the students
- ▶ Ask Individuals to say one of the phrases out loud
- ▶ What emotion do you feel if this is aimed at you?
- ▶ How do you think others feel?



Activity Three (20 minutes) Group task – Behavioural norms

- ▶ Ask students how they would behave if they arrived at a queue at the same time as somebody else. Would they shove in, or allow the other person to join first, or would they accuse them of queue jumping?
- ▶ Explain that the way we interact with the world is defined by social or behavioural norms. Share this definition with them:

Norms provide order in society. Social norms are unwritten rules about how to behave. They provide us with an expected idea of how to behave in a particular social group or culture. For example, we expect students to arrive to lesson on time and complete their work. Social norms are the accepted standards of behaviour of social groups. These groups range from friendship and work groups to nation states. There are norms defining appropriate behaviour for every social group. As we move from one group to another, our behaviour changes accordingly.

- ▶ Divide the pupils into groups of three
- ▶ Ask pupils/students to give a range of social norms that they must adhere to
- ▶ Using resource sheet L5R2, ask the pupils/students to choose the norms that are important and they would use anywhere
- ▶ Then discuss how these might change according to your culture, faith or gender, or when the social situation changes - examples in L5R3
- ▶ Can the pupils/students provide you with rules or regulations that help define the behavioural/social norms they must comply with (laws/schools rules etc.)?

Closing (5 minutes) Review the learning Ask

- ▶ What do you think about today's session?
- ▶ Discuss any mood apps pupils/students may have used and invite students to try one out again.
- ▶ Introduce next session and the concept of positive mind set
- ▶ Introduce the concept of **meta-moment** as a supporting strategy or meta cognitive process

Emotions can either help or hinder relationships, and we all have moments that get the best of us. The meta-moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community. The meta-moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, "How would my 'best self' react in this situation? What strategy can I use so that my actions reflect my best self?" Over time and with practice, students and educators replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being¹.

¹ <http://ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/>

Progression

Where next? Advise students that the next lesson will look at emotions and how we can use a positive mindset to change our emotions.

Take-away task

Encourage as many pupils/students as possible to engage with an app to record their mood.

Supporting activities

TECHNOLOGY. Create a series of sound bites/5-10 second videos of students saying the "excuses" out loud. Compare how students express themselves and ask for reactions to "excuses".

WRITING. Create *Kennings poetry* (two word lines) compressing the "excuses". Record/publish poems on dedicated school website/ dedicated social media page.

DRAMA. Role-play using the "excuses". Film a "talking head" vignette of an excuse. Examples can be found at [SWGfL With Friends Like These](#).

WRITING. Present the behavioural norms accepted by the class as important. Create a themed mindmap on a large sheet of paper to gather and sort ideas. If using technology, then useful apps are Mindmeister, Coggle, MindMap

Links

Respect Me publication for young people "What is bullying"
<http://www.respectme.org.uk/LiteratureRetrieve.aspx?ID=119857>

Apps: see table in Making ENABLE Work, page 21