

Lesson 8

Stealth and tactics: making a difference



Includes SEL strands: **SelfA SocA ReIM**



Estimated time: **60-90 minutes**

Lesson overview

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

Learning objectives

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

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

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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>