Lesson 7

Sowing the seed

Includes SEL strands: **SocA RelM**   Estimated sime: **60-90 minutes**

Lesson overview	Introduction, discussion, group work, plenary
Learning objectives	**Key question:** How can I move a bad situation towards a positive outcome? **Students will:** ▶ In bullying situations, identify people whose behaviour can be positively used and influenced ▶ Develop strategies to change the dynamic and move the situation towards a positive outcome
Materials and preparation	**Leaders will need:** ▶ Images of 'bullying scenarios' L7R1
Introduction (10 minutes)	Review the purpose of the project. Emphasise that this lesson is about bullying and the responsibilities of all those involved. Remind students that everyone plays some role when bullying occurs
Ask	Are you an agent of change?
Activity One (15 minutes) Discussion – "Agents", secret agents, James Bond	Help the class create a mindmap or brainstorm. In the centre of the interactive whiteboard or sheet of paper write – What makes a good field agent? Then encourage the pupils/students to suggest characteristics. At this stage, record all responses on the mindmap. Then begin to highlight or add those listed below. ▶ Stealth ▶ Knowledge ▶ Skills ▶ Understanding the target Add this question: 'What skillset might they have?' Add a new area of the mindmap and again invite the students to suggest the skillsets an agent may need.

▶ Knowing where and when to intervene
▶ Timing
▶ Focus

▶ Language
▶ Communication skills
▶ Reading a situation
▶ Escape routes or strategies

▶ Self defence
▶ Resilience and coping
▶ Courage

Finally, invite students to consider: How do agents operate and survive? Elicit:
▸ Planning
▸ Backup

Explain that this session aims to help the pupils/students learn from agents in order to understand how they might prevent a bullying situation escalating further. Leave the mindmap on the board.

▶ Ask: What contribution could you make when bullying occurs?
Can we name each contribution?
  • Revisit the concept of roles and list on the board:

  ○ student who bullies (bully)   ○ cheerleader
  ○ bullied student (victim)   ○ stirrer
  ○ bystander   ○ admirer
  ○ upstander (= someone who   ○ sheep
    stands up to the bully)   ○ joker

  • Are there positive and negative contributions of each role?
  • Ask the pupils/students if they can identify the roles they may have in different situations.

Activity Two (15 minutes)
Discussion – Contributions you can make

▶ As the session leader, elicit the following from the discussions.
Note that the purpose of this part of the session is to support your pupils/student to understand that they have the power to positively influence the outcome of a bullying situation. You will need to facilitate the discussions and support them in identifying a range of actions suitable for your school and situation.

▶ Ask: How do you know when something is wrong?
  • Trust your emotions
  • Assess the situation
  • What strategy would you use to change the outcomes of the situation?
  • What can you say or do?
  • How do you say it or do it?
  • When should you do it?

▶ Give pupils resource sheet L7R1 – Photos – Leader to select one scenario from the range given (L7R1)

▶ What is happening?

Sowing the seed

Activity Three (20 minutes) Group work scenarios (L7R1)	▶ Pupils/students to identify the roles and create intervention strategies that might change the behaviour of the roles you have identified. • Share examples with the rest of the group • Role play a few of the suggestions to see how they sound and to gauge response • Discuss which phrases/actions are the most effective ▶ Ask: How would you execute your strategy • Identify your target (Is the bully always the target of your intervention?) • Take action • Step back (meta-moment) and observe ▶ Ask: What happened during your meta-moment – were you successful or would you need to use an exit strategy?
Closing (5 minutes) Review the learning Ask	Review the agents of change that improved the situation? Do you think this is a strategy that you feel you could use? What are the barriers?
Progression	Introduce the objectives of the next lesson; overcoming barriers, keeping things moving forward, identifying success.
Supporting activities	MEDIA/DRAMA/WRITING. You are the lead in the BIA (Bullying Intelligence Agency). You are known only as "B". Choose one of the scenarios from lesson 3 and design an intelligence briefing session for your agents (should they choose to accept it) to include planning; maps; scripts and escape routes to resolve a situation effectively. It may include flipcharts, presentation software or surveillance video planning. Good luck.
Links	Mindmapping software online *www.mindmup.com* *www.mindmeister.com* *https://bubbl.us/*

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