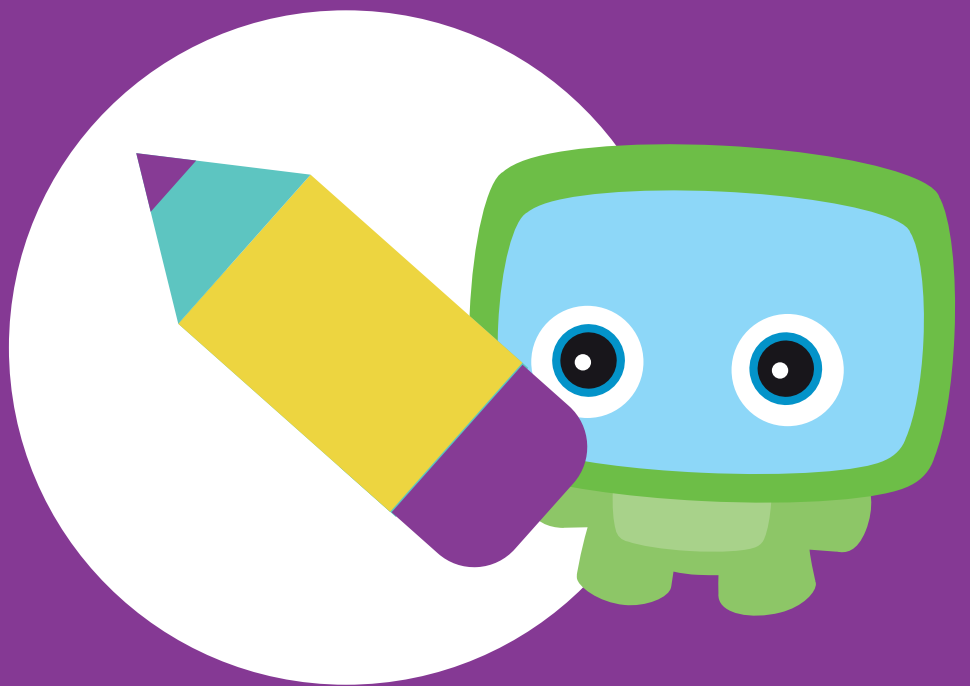


# THE POWER OF THE GROUP

Lesson Plan

**KS<sub>3</sub>/4**





## The Power of the Group

For Anti-Bullying Week this year, BeatBullying wants you to **band together** to make bullying unacceptable. We want young people and professionals to understand that tackling bullying is everyone's responsibility. Our series of resources have been created to help your students understand both the difference they can make as an individual, and the power of taking a stand collectively.

This lesson plan is designed for Key Stage 3 and 4 students, and has been created to help you encourage your pupils to explore the differences between positive and negative group behaviour. The lesson will also help your pupils to understand the huge impact that they can achieve by working together, as well as the power that they, as individuals, have to set an example - to speak out and take a stand against bullying.

### National Curriculum links:

- English KS3+4 - Students will engage in discussion, listen to other's opinions and take into account other's ideas.
- Citizenship KS3+4 - The lesson will see students listening to other's viewpoints, learning about working with others and looking at the rights of individuals and groups.
- PSHEE KS3+4 - Students will look at the roles and responsibilities of people within groups, and reflect on each other's, and their own, viewpoints.

### Lesson objectives:

- To understand that collective action can be both positive and negative
- To appreciate the power we have as individuals and the importance of taking responsibility for our actions
- To produce a class charter outlining how students in your school should band together to make bullying unacceptable.

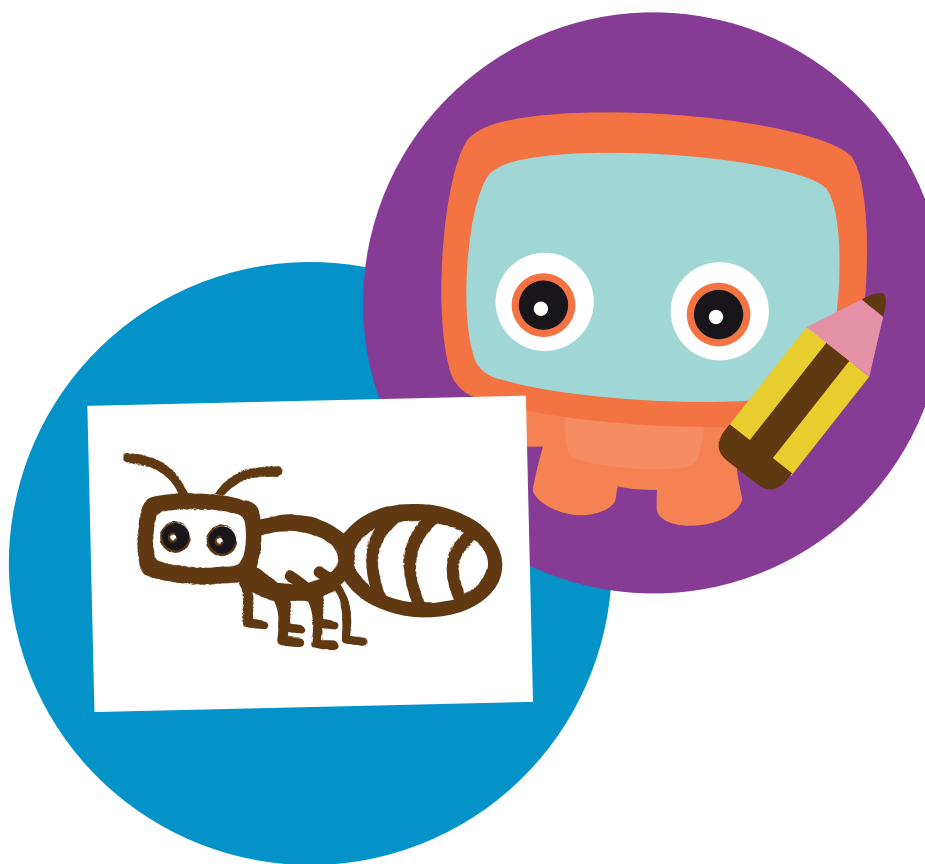
# Beat Bullying

## Key words:

- Collective action
- Banding together
- Speaking out
- Taking a stand
- Peer-pressure

## Resources:

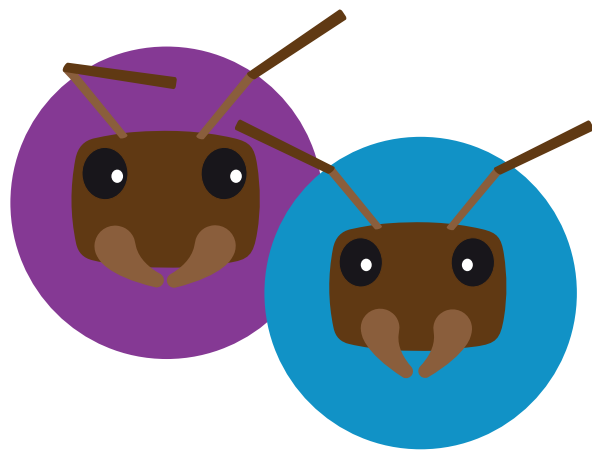
- Computer
- Paper
- Marker pens
- Projector/picture of an ant
- Pictures of powerful people/team leaders
- BeatBullying charter template



## DO NOW (3 MINS)

Project/stick a picture of an ant on the board as the students arrive. Ask the students to think of the first word that comes to mind when they look at it, and to write it down. When you take the register, ask them to shout their word out. To avoid repetition, ask them to think of the next thing that springs to mind if their word has already been said.

Explain that the purpose of this activity will become clear later on, but that it is linked to the core objectives of the lesson: to explore the positive power that we can have when we work together as a group, and the responsibility that we all have as individuals to contribute to that positive power.



## STARTER (7 MINS)

Show the class this video <http://www.youtube.com/watch?v=jop2I5u2F3U>.

1. Ask them to think about what the message in the film is, and to put it into their own words as a class (by creating a thought shower of words and ideas on the board).
2. Now ask them to list the different skills that are used by the animals to achieve their common goal. E.g. uniting to defend themselves, looking out for each other, thinking creatively to avoid danger.

**Differentiation:** In order to differentiate for the needs of your pupils, you may want to scaffold this activity for younger or less able pupils. You could pause the video in between scenes and ask the students to:

- Describe what is happening;
- Explain how the teams are successful in each case;
- Compare the different approaches to teamwork.

Now rewind the video and pause it at 0:45 (when the ants form a big ball). Ask them all to think of the first word that comes to mind, and to shout these out one by one (again, avoiding repetition). Remind them of the one-word answers that they gave at the start of the class (when shown a picture of an individual ant), and ask them why they think their two answers are different.

The major point that you should encourage them to understand/discuss is that there are certain objectives and goals that can only be achieved when people work together as a collective/group: while one ant cannot defend itself against an anteater, tens or hundreds of ants can. Ask them if they can think of a human equivalent i.e. how lots of people might step in to help an individual who's being bullied? Encourage them to discuss positive steps they could take (N.B. discourage them from thinking about taking on the bullies themselves).

Some ideas might include:

- All encouraging the person being bullied to speak out;
- All reporting it to a teacher or responsible adult (so that they can help);
- All promoting positive anti-bullying behaviour and the BeatBullying service/community!

Draw out the fact that this is about combining individual efforts to have maximum impact as a collective.



## MAIN ACTIVITIES (40 MINS)

### Discussion (10 mins)

#### Part one

Encourage your students to start thinking about the power that they have to make an impact as an individual.

Show the class this video: [http://www.youtube.com/watch?v=\\_QzjqOl2N9c#](http://www.youtube.com/watch?v=_QzjqOl2N9c#)

#### Ask them to:

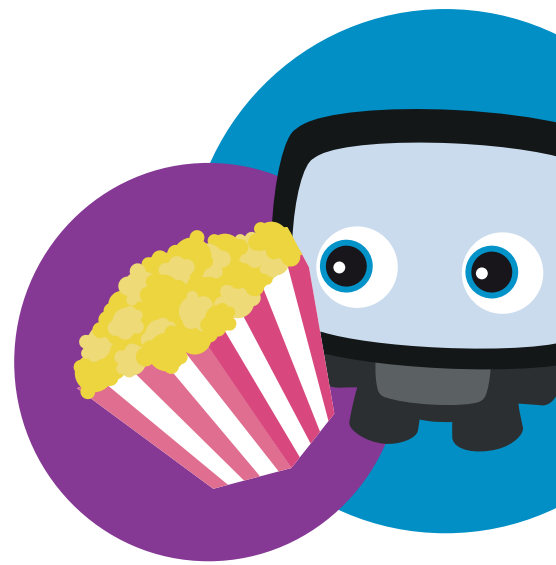
1. Explain what the message in the film is;
2. Think about how this differs from the first film's message, highlighting that individuals can be powerful too.

**Differentiation:** In order to differentiate for the needs of your pupils, you may want to scaffold this activity for younger or less able pupils.

#### Ask them to:

1. Describe what they think is happening;
2. Think about how the individuals are making a positive difference.

Now draw out the concept that, as an individual, you can have a positive influence on a group: you can take a stand against the actions of others, and persuade others to do the same - questioning and speaking out against negative behaviour such as bullying, for instance.





## Part two

To illustrate this, reshoot the film from the beginning. Split the class into three groups: crabs, ants and penguins. Ask each group to watch the **individuals** in their animal group and list anything that they see an **individual** do that makes a difference to the outcome of the story. Some examples:

- The first crab has to tell his friends he is in trouble; the rest of the crabs listen to him.
- The ants are organised by one of their members to make a ball; they all have to be brave and take part.
- If one of the penguins had stayed at the other end of the ice they would not have tipped it.

**Key point to make:** Standing up as an individual for what you think is right is good, but, it's even better to band together!

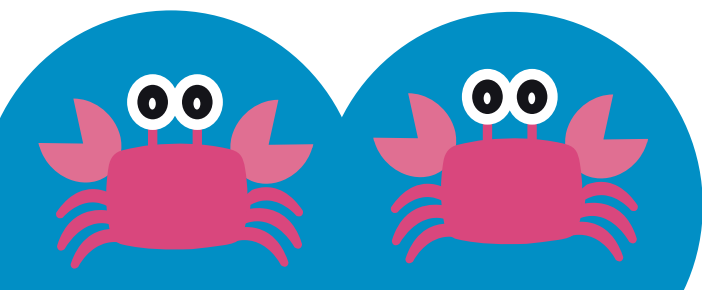
## Group work (10 mins)

Now that you have established that individuals can make an impact both on their own and as part of a group, introduce the fact that this impact may not always be positive e.g. bullying.

Write four different categories on the board:

1. Positive impact a group can have. E.g. teamwork, creating a positive atmosphere in class, looking out for one another, campaigning and fundraising.
2. Negative impact a group can have. E.g. leaving someone out, destruction, peer pressure, gang violence.
3. Positive impact an individual can have. E.g. being a role model, telling a teacher when they see bullying, running an assembly to raise awareness.
4. Negative impact an individual can have. E.g. hitting someone, starting rumours, graffitiing someone's belongings.

Split them into four groups and ask each group to come up with a list of examples for one of the four categories. Then ask a volunteer from each group to write their examples on the board (under their category). Get the class to discuss what they came up with, and to think about the differences/similarities.



## Mini plenary (5 mins)

Having fed back on their categories ask the class to discuss in pairs which of the behaviours on the board they would count as bullying. When you get their feedback encourage them to explore the actions of the group further - is it any better to be the person who stands by and watches others being bullied than it is to actually be a bully? Is it easier to challenge bullying behaviour if you see someone else challenge it first?

## Group work (15 mins)

Now split the class into small groups and give them 10 minutes to come up with their own class **'We Band Together to Make Bullying Unacceptable'** charter. Explain that this can include things which are already in place and which they would like to set up to make bullying unacceptable in their school, for example: setting up a safe space where teachers and mentors will be able to help; which member of staff is responsible for dealing with bullying; ideas on how to solve disputes; tips on how to treat each other; and encouragement about speaking up about what you think is right. Ask the class to share, agree, and write these up on the **We're banding together to beat bullying!** class charter template.

## CLOSING THE LESSON (10 MINS)

- Explain that these are their class charters and that they all have a responsibility to uphold them as individuals and as a team. You may want to write up all of the ideas and stick them on the door.
- Ask them how they are going to encourage others in the school to uphold the positive behaviours/ rules that they've come up with. Encourage them to think about appropriate ways of doing this e.g. speaking up if they see someone being bullied, or setting a good example to others.
- Suggestion for taking action on a bigger scale: If other classes are also creating a charter, they could send them all to the Headteacher/Senior Leadership Team and request that a whole school 'We Band Together to Make Bullying Unacceptable' charter be drawn up.
- To round things up, ask the students to shout out (one-by-one) what they think the most important aspect of working as a group to beat bullying is.

