

# Lesson Plan 1



Year Group	3rd Year
Suggested Time	60 minutes
Theme	The Power Of Noticing

## Learning Outcomes

<b>FUSE specific Learning Outcomes</b>	<p>This lesson assists teachers in facilitating a recap based on all of the main topics/ themes covered in the 1st and 2nd year FUSE Programme. This lesson may also be helpful to introduce the topic of bullying behaviour and bullying prevention if your school has not completed any previous FUSE lessons. It is important that all students are aware of what bullying behaviour is, what bullying behaviour may look like both online and offline, and crucially, the importance of noticing and reporting bullying behaviour.</p> <p>A recent Government study found that 17% of 9 - 17 year olds reported that they had experienced some form of bullying behaviour, either online or offline, in the past year. The highest number of reports came from 13-14 year olds, 22% of whom reported having been bullied in the past year. Furthermore, 11% of all children said that they had experienced online bullying behaviour in the past 12 months with 13-14 year olds reporting the highest incidence rates. (Bí Cineálta).</p> <p><b>Students should be enabled to:</b></p> <ul style="list-style-type: none"><li>• Explore and notice the signs of bullying behaviour, both online and offline</li><li>• Recognise and reflect on how bullying behaviour can make others feel</li><li>• Reflect on the role of a bystander and know what to do if they notice bullying behaviour, both online and offline</li><li>• Know what to do if they are experiencing bullying behaviour, online or offline, themselves</li></ul>
<b>SPHE Curriculum Learning Outcomes</b>	<p>In terms of the skills developed throughout the lessons, students will learn to:</p> <ul style="list-style-type: none"><li><b>4.6</b> Recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person</li><li><b>4.7</b> Explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report</li><li><b>4.8</b> Identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up</li></ul>

## Methodology

The lesson will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers are invited to contribute to the activity while taking a student-led approach that relies on activities, visual resources, and group discussion.

The methodologies covered include: Supportive learning climate; Integration of different approaches (pair discussions; classroom discussions; problem-solving); Encouraging participation; Promotion of cooperative learning; Reflection time; Generalisation of content.

## Introduction

- The teacher welcomes students to the lesson.
- The teacher reminds students of the ground rules for participating in the lessons. These can be shared by the teacher or co-constructed with the students (e.g., everyone is included; students will take turns; students raise their hand if they want to participate in the discussion; students are mindful and respectful of other people's opinion; students follow teacher's directions).
- The teacher reminds students of the rationale for the lesson.
- The teacher shares the learning outcomes with the students.
- The teacher shares the powerpoint slides on screen.

**Important Note:** The teacher is encouraged to adopt a sensitive approach when carrying out these activities and to ensure that students are comfortable.

Opening activity	Key Questions
<ul style="list-style-type: none"><li>• The teacher begins by showing the slide with the question <b>'What is Bullying Behaviour?'</b>. The teacher may wish to also write 'Bullying Behaviour' in large or capital letters on another board/flipchart. The students are given a post-it note each and invited to write down anything they know about bullying or bullying behaviour. The students shouldn't be given too much guidance with this, other than 'Write down one or two things you know about bullying, what it is, what its effects can be, how it happens, anything at all you have learned before.'</li><li>• The students are then invited to place their sticky notes around the words 'Bullying behaviour'. The teacher should facilitate a whole class discussion based on reading each of the notes.</li><li>• This will help the teacher to <b>assess the student's previous knowledge</b> on the topic of Bullying.</li></ul> <p><b>Key questions/Suggested questions</b> to start the conversation:</p>	<p><b>Do you see bullying behaviour in your school?</b></p> <p><b>Where do you think bullying behaviour is a problem in your school?</b></p> <p><b>What different types have you seen?</b></p> <p><b>Do you think bullying behaviour online or offline is worse?</b></p> <p><b>Is there a difference in how the two types may impact someone?</b></p> <p><b>How can we notice or spot bullying behaviour?</b></p>

## Resources

Resources: (The Unit of Learning contains other online resources you may find helpful).

- Powerpoint Presentation
- Videos
- Scenario Cards
- Post-it Notes
- Activity Sheets

## Activity Sheet 1

### Instructions for Teachers

- The teacher provides students with an exact definition of bullying behaviour.

*Bullying is targeted behaviour, online or offline, that causes harm. The harm caused can be physical, social and/or emotional in nature. Bullying behaviour is repeated over time and involves an imbalance of power in relationships between two people or groups of people in society.*  
Cineáltas Action Plan on Bullying, 2022

- The teacher should highlight the three main elements of bullying behaviour:
  1. It is targeted deliberate and unwanted behaviour.
  2. It is repeated behaviour.
  3. There is a real or perceived imbalance of power.
- The teacher will then show the students a video from the UK Anti Bullying Alliance (2 mins) **Anti-Bullying Alliance Definition of Bullying.**
- The teacher talks through the definition with the class and asks them to think about how they view bullying and what bullying behaviour looks like. The students will then complete **Activity Sheet 1**, in which the students are asked to think about and write down **what bullying behaviour might look like online and offline, how someone who is experiencing bullying behaviour might feel and what someone engaging in bullying behaviour might be thinking.**
- After this task the teacher should facilitate a whole class discussion in which the students share their answers. It is important that students can place themselves in someone else's shoes and realise how experiencing bullying behaviour might make someone feel.
- The next slide displays some possible answers.

### Noticing bullying behaviour both online & offline

- Now that the students have discussed and explored the various signs of bullying behaviour, the teacher should explain that once we notice bullying behaviour we are a bystander. A bystander is the person or persons that witness bullying behaviour as it is happening or that notices and spots that it is bullying behaviour.
- Bystanders should and must **report bullying behaviour** - to a teacher, a parent, a trusted adult in their school. Online bullying behaviour should also be reported to the relevant social media platform.
- Once you have noticed bullying behaviour, reporting is a crucial step in helping the person who is experiencing it.

## Activity Sheet 2: Scenario Cards - small group activity

### Instructions for Teachers

- Students are invited to work in small groups for this activity. The teacher will give one or two scenario cards to each group.
- Students are asked to read each scenario and provide some advice to the person experiencing the bullying behaviour or the bystander, or both. (depending on the scenario).
- The teacher may want to point out that sometimes the bystander may be reluctant to tell someone. The students might want to think about how to overcome some barriers to telling or reflect on why someone may not want to tell/report bullying behaviour (This will be discussed again in future lessons).
- Ultimately, we want each group to notice the bullying, and to take action by **reporting** the bullying behaviour.

### Scenario 1

Jake and Rory have been friends since 1st year, but this year Rory has started hanging out with a new group of guys in the other 3rd year class. He still likes Jake, however seems to have more in common with this new group. The new group of guys are forwarding pictures of Jake (ones that he doesn't know have been taken of him in school) on WhatsApp and talking about him in their WhatsApp group calling him names like 'creep', 'waster', and 'loner'. Rory is in this WhatsApp group but says nothing.

### Scenario 2

Jen has noticed that when she walks into class most of the other girls turn to each other, start to giggle or stare at her. They purposely brush past her in the corridor and knock her books off the desk and say it was an accident. At lunch Jen usually sits on her own in the canteen with people always looking over and smirking at her. Everyone in the class can see this is happening. What should they do?

### Scenario 3

A fake TikTok profile has been set up by someone in your year in school. Pictures of students in your school are taken without their consent from their Instagram and made into a TikTok video with mean comments slagging each person. The profile has been sent around on WhatsApp for the last few days and you know it's not nice, so you've just chosen not to comment on or like any of the videos.

### Scenario 4

In the boys changing room after PE Mustafa is always getting hit or slapped when some of the other boys walk through the changing room as he's getting changed. You feel sorry for Mustafa but aren't really sure what to do other than say "ah don't mind them!". If you tell it will just make things worse for him.

### Reminder

- The teacher should remind the students that once they notice bullying behaviour, they should respond, not react and report it.
  1. We **recognise (notice)** the incident as bullying behaviour.
  2. We **respond** by supporting the victim (asking them if they are okay, texting them, asking the person displaying the bullying behaviour to stop, if we feel safe to do so).
  3. We **report** the incident to an adult, teacher or parent.

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## Lesson Closure

- In conclusion, the teacher asks students to reflect on the topics discussed.
- The teacher reminds the students of today's key learnings.
- The teacher then asks the class to **“List/write down the three most important things you learnt during today's lesson”** or focuses on a specific question from the learning outcomes.

## Assessment

Formative Assessment	Summative Assessment
<ul style="list-style-type: none"><li>• Teachers share the <b>Learning Outcomes</b> with students at the beginning of each lesson.</li><li>• <b>Reflective Questions</b> are posed by teachers in order to frame students' prior learning and setting new learning goals.</li><li>• <b>Learning Checkpoints</b> will be placed throughout the lessons by using self-reflective questions, class discussion and the FUSE Activity Sheets, to monitor student learning and provide ongoing feedback.</li><li>• <b>Teacher Feedback</b> aimed to support students' learning and to address misinterpretation will be provided continuously.</li><li>• <b>Peer and Self-Assessment</b> will encourage students to self-reflect on their own learning, and will also offer the space to connect the contents learnt to their life experiences.</li></ul>	<ul style="list-style-type: none"><li>• At the end of each lesson students are asked to write down three important things they learnt in the lesson. Teachers can use this as an opportunity to assess students' learning. As an alternative, teachers may wish to ask students to answer a specific question based on the learning outcomes for each lesson.</li></ul>