



Everyone's Included - Introduction Session Plan

Learning Intentions:

- To understand what an active bystander is
- To explore barriers to intervening when I witness harm
- To discuss the importance of role models

Key Learning Outcomes:

HWB 2-10a / HWB 3-10a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 2-13a / HWB 3-13a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 2-16a / HWB 3-16a

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

UNCRC - Children's Rights:

Article 19 states that you have the right to be protected from being hurt or mistreated, in body or mind.

Article 29 states that children have the right to an education which encourages them to respect other people's rights and values.

Success Criteria:

- I can give a definition of 'active bystander'
- I can name some of the reasons why people don't get involved when they see harmful behaviour
- I can talk about the positive impact of having and being a good role model

RSHP: Second Level

<https://rshp.scot/second-level/#protectingme>

Preparation:

- Watch/Listen to Everyone's Included 'Pre-delivery Information' short PowerPoint presentation
- Locate 'Everyone's Included - Introduction' PowerPoint slides



Resources:

- Everyone's Included Introduction PowerPoint slides
- Projector and screen

Icebreaker

Common Ground

Show slide 4. This quote is used to contextualise the purpose of this lesson – to be united as a group and in their school community to be active bystanders against harm.

This icebreaker is about finding a shared area of interest to establish a sense of community.

Choose a pupil to share one of their interests, or start off by sharing one of your own e.g doing jigsaws.

Ask other pupils in the class to raise their hand if they share this interest. Once all pupils have raised their hand (as in everyone has indicated a similar interest in one of the suggestions), the icebreaker is over as common ground has been established.

If all pupils' hands are not raised, choose someone else (or ask the pupil to choose someone else) who didn't have their hand raised, to share one of their interests.

Continue until all hands are raised. If struggling, **suggestions could include:** kindness, being rewarded, birthdays.

Group Agreement

The Everyone's Included programme provides a platform to discuss a range of behaviours and attitudes that contribute to bullying. The reality of the issues that you will be discussing are that they are prevalent in the lives of young people.

It is likely that you will have pupils in your lesson who have either been victims of bullying or maybe even perpetrators of bullying.

It is also possible that your group will include individuals who hold beliefs that appear to contradict a lot of the teaching that you are going to deliver in your training. **It is important therefore to establish certain rules for lesson that protect those who have been affected by these**



issues as well as allowing individuals to express their views without feeling judged.

For anyone to change they have to see the issue themselves so try not to impose your own personal views here.

The establishment of a group agreement for training will:

- Create a safe environment to support discussion and learning
- Ensure that the needs of those affected are considered

Explain to pupils:

This lesson will explore your personal opinions on a range of issues. Remember that we won't all agree on everything all of the time. Why is it important to create a group agreement for how we will work together?

Responses will reflect the nature of discussion and may include; respect for others, potential for victims, not everyone has same views/level of understanding on issues etc...

With that in mind, what are some of the things you would like to have on the Group Agreement?

Ask the group to shout out/offer some ideas. You should note these on a piece of (flipchart) paper and display in a very visible place during each Everyone's Included lesson.

Bystander

Show slide 5 and read the following aloud:

Imagine you are in the playground and you can see two of your friends arguing about something. You notice the argument is getting louder and can hear them calling each other nasty names. They look really upset and angry with one another. You're worried that it might get physical.

Ask the pupils:

1. What things might you be thinking at this time?
→ Responses may include: I wonder what they're arguing about, it must be something serious, it sounds pretty bad, should I do something?



2. Who might be witnessing this take place, apart from you? Name all of the people you think might see this.
 - Suggestions: other pupils in the playground, playground monitors, teachers/staff looking out of windows, members of the pupil if passing by

Show slide 6 and explain the definition. Summarise:

- Bystanders are anyone who sees, hears or is aware of something happening, but is not directly involved.
- Click on the camera to watch a short clip called 'Corridor' which highlights what a bystander is.

Discuss:

- Bystanders have power – they can make a situation both better or worse
- If as many people as possible are able to do the right thing when they witness harm they will be active bystanders, helping to prevent harmful situations whilst keeping themselves safe

Hands up

Show slide 7. Often, people find it hard to intervene because they think they're the only ones who feel this way. Refer to your learning during the 'Pre-delivery Information' section on Pluralistic Ignorance.

This activity aims to dispel false perceptions and establish the 'actual social norm'.

Ask the pupils:

1. Close your eyes if you feel comfortable doing so
2. Keep your eyes closed and raise your hand if you think name calling can be harmful
3. Ask pupils to keep their hand raised, open their eyes and look around the room.

Reflections:

- If you heard someone call someone a name, most of us might be hesitant to do anything about it
- Actually, we can see that everyone (most) agrees that it can be harmful



- If we did do something about name-calling, we know that all of us (most) would be thinking it can be harmful, too
- If we know that other people are uncomfortable too, it can make it easier to act

Why some people don't get involved

We are asking young people to take on a pretty sizeable task – to be an active bystander. This never means putting yourself in harm's way, but is about doing *something* to intervene, even if after the fact. It's important though to be realistic and this means recognising why some people don't get involved.

Refer back to the playground argument analogy and ask the pupils:

1. Why might some people not want to get involved in this scenario?
 - Responses may include: don't want to be part of the argument too, don't want to be ostracised/left out by friends taking sides, don't want to appear as though you're trying to get them into trouble, don't want them to get in trouble if you do tell someone, fear of being bullied yourself, not seeing it as a 'big deal', not knowing what to do.

Show slide 8 which summarises the most common barriers to bystander intervention. Ask the pupils:

1. Can anyone empathise with/understand these reasons for not getting involved?
 - Yes. These are valid concerns and important to be aware of, so as **not to shame people for not getting involved**. It's never OK to shame someone for not being an active bystander, but we can equip people with the confidence and skills to intervene effectively.
2. What might happen if you get involved in the argument?
 - Responses may include: your friends might fall out with you, you could get into trouble
3. What might happen if you do nothing?



- ➔ Responses could include: The argument could turn physical, your friends might fall out which could make group relations difficult/lead to people feeling lonely and left out, your friends might think it's OK to say nasty things, other people witnessing the argument might think this is normal
4. What could happen if you get a teacher/older pupil/buddy to help out whilst your friends are arguing (reminder that there is no physical contact):
- ➔ They can use their experience to help both of your friends to calm down and be kinder to each other. They will be able to separate them if necessary, before anything escalates further

Stages of bystander intervention

Show slide 9. This explains the process that needs to take place for a bystander to feel able to be active. 1 = being present/being a witness. 2 = thinking about things that aren't right in the situation (remind pupils of when you asked them what they might be thinking when witnessing the playground argument). 3 = taking the barriers to intervention into account, but empathising with the person in need and upholding our own moral compass. 4 = knowing what to do and feeling able to do it.

Explain to pupils that you will now dig a little deeper into point 4.

Ask the pupils:

1. Thinking back to the playground argument scenario, what could you do to effectively intervene?
 - ➔ Responses could include: ask them to stop saying nasty things to each other, ask a friend to help you mediate/talk to both of them, distract both of them by doing something funny/interesting, try to find out what they're arguing about and sort it out for them, go and get a teacher/older pupil/buddy to help out
2. What would be the pros and cons of asking them to stop?



- It lets them know that you don't think what they're doing is right, but they might not react positively and might ignore you, or involve you in the argument
- 3. What would be the pros and cons of asking a friend to help?
 - There is safety in numbers and means you're not likely to be picked on however your friends may feel ganged up on and the argument may escalate
- 4. What would be the pros and cons of distracting your friends?
 - It could potentially stop the argument at that moment but it might pick back up again later and also doesn't really let them know that what they're doing isn't right
- 5. What would be the pros and cons of finding out what they're arguing about and sorting it out for yourself?
 - It might give you a better understanding of what's going on but they might think you're trying to take sides/get involved directly in the argument
- 6. What would be the pros and cons of finding a teacher/older pupil/buddy to help?
 - As discussed earlier, they can use their experience to help both of your friends to calm down and be kinder to each other. They will be able to separate them if necessary, before anything escalates further
- 7. Do you feel, after exploring lots of options in greater detail, that you would have an idea of what might work if you were to intervene in this situation?
 - Yes. By exploring and modelling possible outcomes, pupils feel more prepared to intervene with tangible options in their toolkit.

Role models

Another effective strategy to engage active bystanders, is having a role model. This is someone for the pupils to look up to who is an example of having a good moral compass and being able to effectively intervene.

Show slide 10 and ask the pupils/Can be done as a group activity:

1. Can you tell me who this is?
 - Marcus Rashford



2. Why is he famous/well-known?

- ➔ He is a professional footballer. Some pupils might know about his campaign to ensure free school meals were available during the Summer of the pandemic.

Discuss the story:

1. Marcus Rashford is a professional footballer. During the coronavirus pandemic, free school meals were not being given to low-income families during the Summer holidays, despite being available during the school term. He campaigned for an extension of the free school meal initiative so that children were well-nourished during the pandemic, even when schools were not open during Summer. His campaigning alongside the charity FareShareUK was effective which led to a review of how free school meals worked. This review led to free school meals being given to families in need all year long, even during Summer.

Ask the pupils:

1. How does it make you feel to hear about Marcus Rashford's story?
2. Does hearing about this story make you feel it's possible to enact positive change?
3. Can you think of anyone in your own life who is a good person, who you look up to?

Take a few examples, asking what makes them a good person and why they look up to them. Be alert to the fact that some role models may not be so positive and there may be scope for a wider discussion with the class about what makes a good role model.

Ask the pupils:

1. Think back to the playground argument once again. If you saw your role model (highlighted in previous discussion) doing something to intervene e.g go and tell a teacher, would you do this too?

Summarise:

- ➔ It's important that active bystander behaviour is modelled – you have explored some positive role models
- ➔ We have a responsibility to be a good role model for those around us
- ➔ If we do good, others around us are more likely to follow suit



Conclusion

Show slide 11. Summarise:

- ➔ We all have influence over others
- ➔ What we do, even if we do nothing, will influence others
- ➔ We need to be able to influence others in a positive way by being an active bystander when we see things that aren't right
- ➔ We have a responsibility to keep ourselves safe

Show the video by clicking on the Everyone's Included logo to finish off the lesson.

Homework suggestion: Look out for times you notice people being an active bystander