

# stay strong :)

## Session Plan

<b>Session:</b> Stay Strong Anti- bullying Campaign			
<b>Who's delivering:</b>	<b>School/Group/College:</b> Cornwall College	<b>Year / Level/ age:</b> 14+	<b>Group size:</b>
<b>Date:</b> Anti- Bullying week 2014	<b>Location:</b> Cornwall College	<b>Duration:</b>	

### Session Aim:

- ❖ To educate the group on the meaning of Bullying
- ❖ To support the group to understand what the Stay Strong Campaign is.
- ❖ To enable the group to understand the impact of Bullying.

**Subject Learning Outcomes or Expectations:** By the end of the session the group should have a better understanding of what bullying is and to know what the Stay Strong Campaign aims to achieve and why it was started. Participants will understand the impact of hurtful words and what bullying can do to a person.

ECM Descriptors: 1. Be Healthy, 2. Stay Safe, 3. Enjoy and Achieve 4. Make a Positive Contribution 5. Achieve Economic Wellbeing

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Timing	Plan	Engage and Personalise		Practice and Explore	Review
	Content and objectives	Differentiation <i>To include specific role of support staff</i>	Resources	Learning Activity <i>Cross reference embedded English, maths, ICT, employability, ECM and ED</i>	Reflection, assessment and target setting
5mins	<p><b>Content:</b> Introduction</p> <p><b>Objectives:</b> To know what Stay Strong is and why it was started</p>	Group lead/LSP to provide additional support to those who require it.	<ul style="list-style-type: none"> <li>-Leaflet</li> <li>-Computer Power Point</li> <li>- Stay Strong Website</li> <li>-Info sheet provided on What Stay Strong is and how it started.</li> </ul>	<ul style="list-style-type: none"> <li>• Group lead to explain what Stay Strong is and how it started using resources provided in pack and by bringing up the Stay Strong website.</li> <li>• Hand out leaflet to each group member.</li> </ul>	Observation, Q & A
15 mins	<p><b>Content:</b> Activity- What is Bullying?</p> <p><b>Objective:</b> To understand what Bullying is.</p>	<p>Group lead/LSP to provide additional support to those who require it.</p> <p>Activity can be broken down and students can be split into smaller groups if required.</p> <p>Appropriate use of Language throughout.</p>	<ul style="list-style-type: none"> <li>-Flip chart paper</li> <li>-Pens</li> </ul>	<p>What is Bullying?</p> <ul style="list-style-type: none"> <li>• Split into groups</li> <li>• 5 mins to discuss in groups what bullying is and write on paper provided.</li> <li>• Each group to stand up and present their answers in front of the group and then display on the wall. Discussion around the definition of Bullying and Lead to add anything they may have missed.</li> <li>• Continue discussion with different types of bullying.</li> </ul>	Observation, Q & A and activity participation and completion.

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<p>20 mins</p>	<p><b>Content:</b> Names activity</p> <p><b>Objective:</b> Participants will understand the impact of hurtful words and what bullying can do to a person.</p>		<p>-Roll of paper or flip chart paper joined together</p> <p>-Pens</p> <p>-blue tac/ cellotape</p>	<p style="text-align: center;">Activity</p> <ul style="list-style-type: none"><li>• Draw the outline of a full body person on a piece of flip chart paper.</li><li>• Have participants come up to the front and write unkind, rude and disrespectful statements all over their outline. E.g. These are statements that could be made to another person like, "You're a loser, Nobody likes you, You are dumb."</li><li>• After your person is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it.</li><li>• The leader will hold the crumpled piece of paper to the class and explain to the class that this drawing is an example of what negative comments can do to a person who is bullied.</li><li>• Bullying comments can destroy a person's self image and often leads to a defeated body language in the victim.</li> <li>• Next, draw the same outline of a full body person on another piece of flip chart paper.</li><li>• This time write as many positive comments on the drawing as possible.</li><li>• Statements like, "You did such a nice job, or I enjoy your friendship, you're great, you're smart"</li><li>• Fill it with really nice statements.</li><li>• Cut this drawing out, but don't wrinkle it.</li><li>• Post this drawing in the room.</li><li>• This person is now just called Wanda.</li><li>• What is the difference between the two?</li></ul> <p style="text-align: center;">Make sure this activity is done in a respectful manner.</p>	<p>Observation, Q &amp; A and activity participation and completion.</p>
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5 mins	<p>Content: Conclusion</p> <p>Objective: Participants will understand the impact of hurtful words and what bullying can do to a person.</p>			<p>Conclusion</p> <p>Names do hurt. The way that others treat us has a direct effect on our self-esteem and self-confidence. Using the Wrinkled person activity in your social space shows students the long term, lasting impacts of bullying and name calling and allows the students to have visual reminder to take away with them, keeping them mindful of how they treat others and understanding the importance of respecting others feelings.</p>	Observation, Q & A
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## Follow up activity

Please encourage your students to visit [www.staystrong.org](http://www.staystrong.org) and sign up to stay involved or "like" us on Facebook.

## Evaluation of session.

## Notes