

Year 9 PSHEE

Reminder: Ground rules

- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.
- We will show respect for each other.
- We will support each other and encourage those who are less confident than ourselves.

Autumn Term 1

Kindness and Communication

Discussion/ Reflection:



- Why do you think 'Kindness and Communication' have been chosen as a key theme?
- Do you think you are always kind to others?
- How good are you at communicating with others?

Session 1

Be together. Not the same

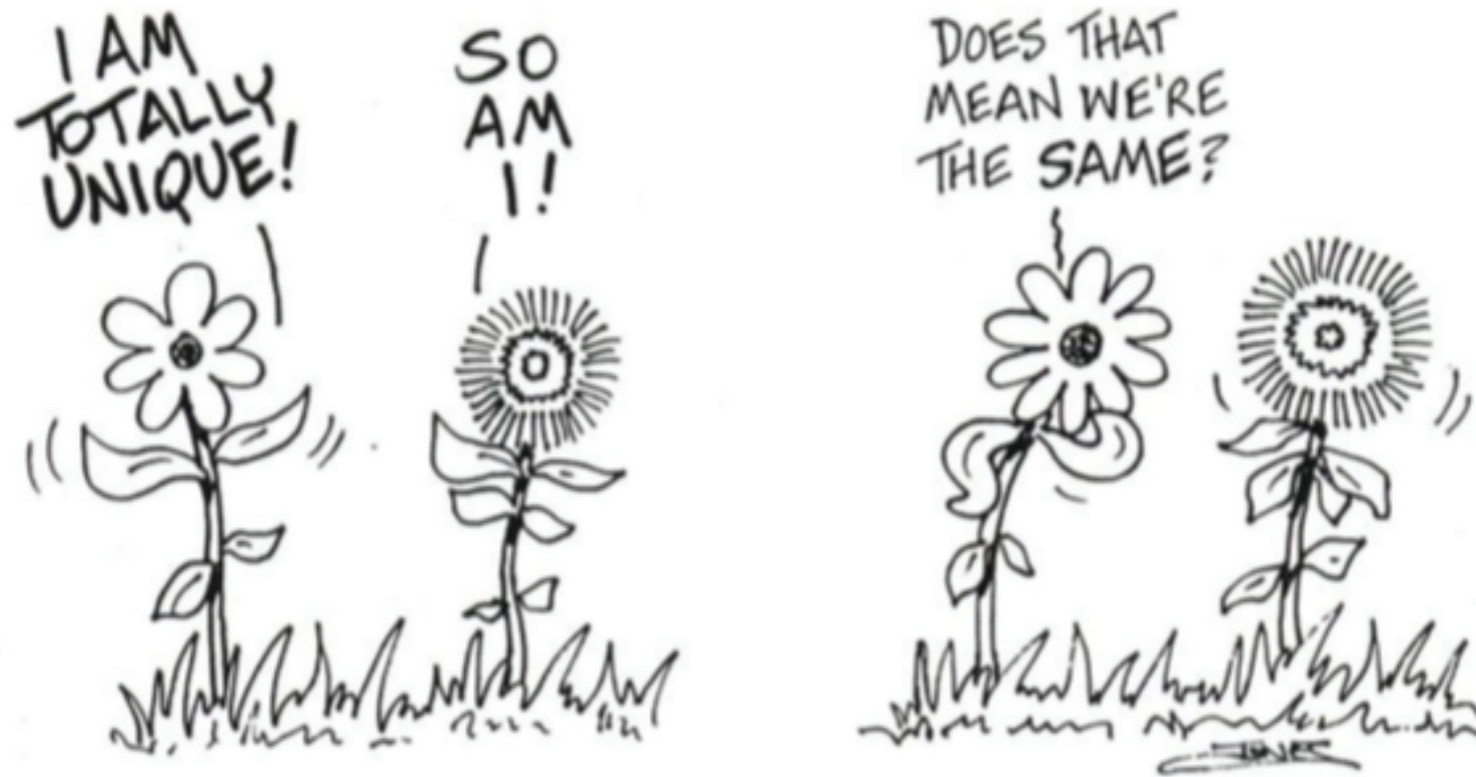
Lesson plan:

- Starter: Video 'Rock, Papers, Scissors.' Watch the video and think about what the message behind the video is. (5 minutes)
- Worksheet: Page 1 - 'Be together. Not the same' Feedback as a class at the end (15 minutes)
- Worksheet task: Pages 2-5 - 'A group of friends vs a clique'. Feedback as a class at the end (20 minutes)

Be together. Not the same

Learning objectives:

- To appreciate diversity and being unique.
- To consider the importance of getting along with people who are different to you.



Starter:

Video: Rock, Paper, Scissors

Time: 1.30 minutes

- Watch the video on the next slide and think about what the message behind the video is.



- Video link just in case (first add only) <https://www.youtube.com/watch?v=WMZChujwrBs>

Complete the worksheet tasks: Page 1

Think carefully about your answers and be ready to share your ideas later on.

Name:..... Form:..... Date:.....

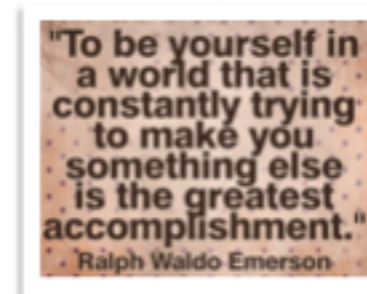
Be together. Not the same

1. "Be together. Not the same". Why is this such an important message?

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2. We are all different and unique. Give some examples of what makes you different and unique.

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3. What do you think is the meaning behind this quote?

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4. Is it always easy to be yourself? Explain your thoughts.

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5. Young people often want to 'fit in'. Sometimes there is this idea that we have to be a certain way to 'fit in'. Is this right?

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Class feedback:

“Be together. Not the same”

Why is this such an important message?

Read:

Everyone is different

- There are lots of things about us that are the same and lots of things about us that are different.
- There is nobody on this planet who is exactly like us, so it's very important that we take care of ourselves and realise how special we are.
- We should appreciate difference and be able to spend time with those who are different from us.
- Being different is what makes us special!

**"To be yourself in
a world that is
constantly trying
to make you
something else
is the greatest
accomplishment."**

Ralph Waldo Emerson

happytoinspire

Read:

Young people often want to 'fit in'.
Sometimes there is this idea that we have
to be a certain way to 'fit in'. Is this right?

Complete the worksheet tasks: Page 2 - 5

Carefully read the information and answers the questions in the spaces provided.

A Group of Friends vs a Clique

Read the following sections and answer the questions below:

A Group of Friends vs. a Clique

Figuring out friendship is part of growing up. It can be great to have a best friend or a group of pals to hang out with. Being part of a group can help make your day easier to deal with — and you can learn some great life skills like being a good listener, sharing experiences, and respecting people.

Groups can form around things people have in common. The people in these groups feel they have a place where they are welcome and supported, and where they can be themselves, quirks and all. Some people form groups from being in drama club, or liking the same music or movies.

Some groups stick together for a long time. Others drift apart after a while as people develop new interests, make different friends, or just find they have less in common. People can move in and out of different groups and can even be part of several at the same time. Even within a group, people often have one or two friends they feel closest to and enjoy the most.

Some friendship groups seem pretty flexible and welcome people to join in. Others seem much more restricted, though. People in these groups make it clear that not just anyone can be part of their crowd. That type of restricted group is sometimes called a **clique**.

1. What's the difference between a group of friends and a clique?

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What's the Deal With Cliques?

Cliques are tight groups that usually have a strict code of membership and ways to act. Instead of being centred on shared values and beliefs, many cliques tend to focus on maintaining their status and popularity. For instance, a certain clique may try to make it seem like the people in the clique are "better" than those outside, or that their clique is higher status than another clique.

People in cliques sometimes use their power to hurt others on purpose, either by excluding them, being mean, or both. Sometimes they might insult people by trying to "fix" them or give them "makeovers." Sometimes it becomes more serious and someone outside the group is targeted or victimised for being, looking, or acting different.

Unlike regular groups of friends, where members are free to socialise with others outside the group, people in cliques do nearly everything together. They sit together in class, go shopping together after school — and they only do stuff with other clique members or people they decide are "cool."

Although people might think it is better to belong to a clique than to be excluded, many times people in cliques end up dealing with lots of pressures and rules. They soon start to worry about whether they'll continue to be popular or whether they'll be dropped. After a while, they may begin to realise that true friends wouldn't be so bossy or demanding.

Class feedback:

What is the difference between a clique and a group of friends?

What can you do to prevent cliques from forming at the school?

What can you do to be a good friend?

Session 2

Be together. Not the same

By standers

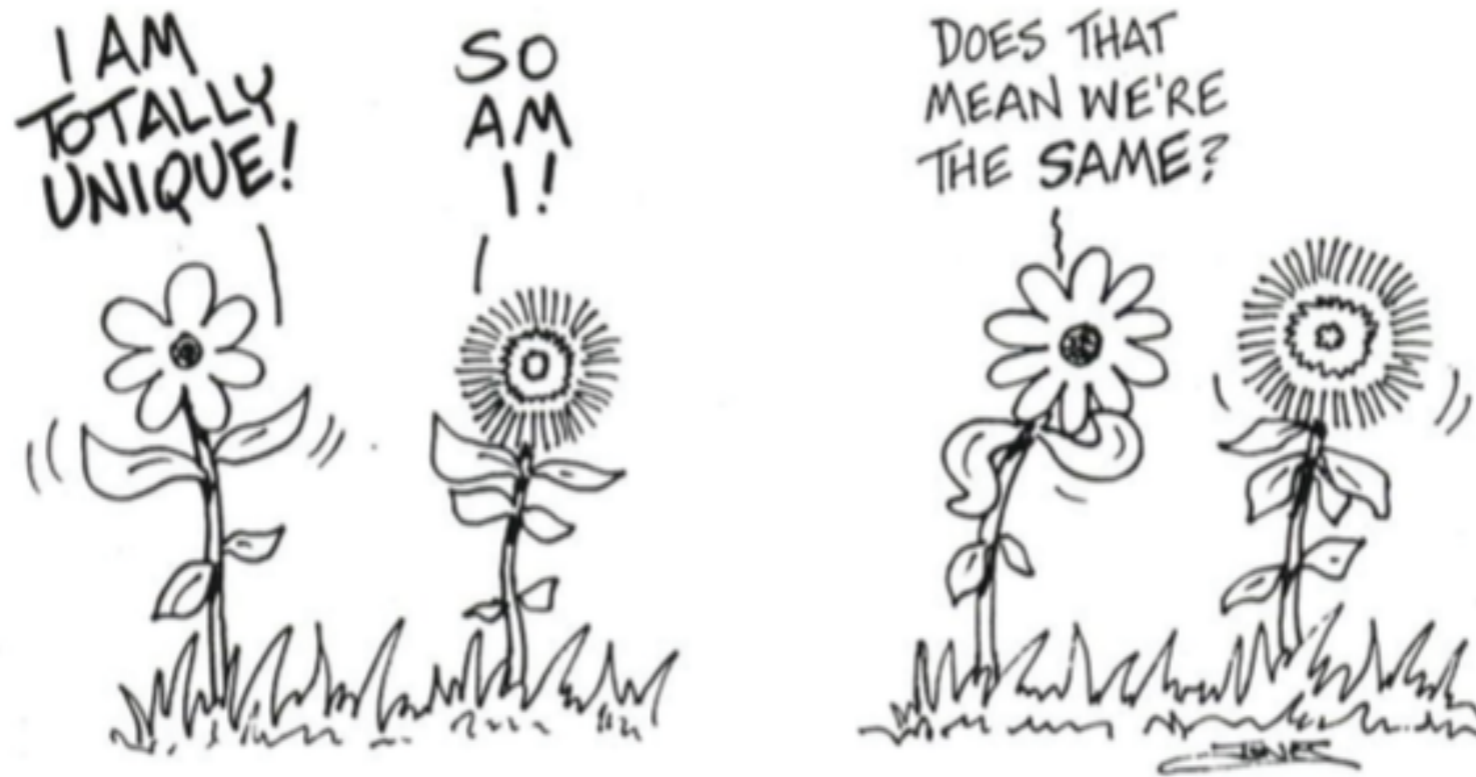
Lesson plan:

- Worksheet task: Page 6 - Poetry on bullying. Read and reflect what the key messages of each poem are. Feedback as a class (15 minutes)
- Worksheet task: Page 7 - 'Bystanders'. Read through information on the slides as a class and then students fill it out as they're going along. (10 minutes)
- Worksheet task: Page 8 - The importance of doing what's right. Students read the poem and quote and reflect on why it's important to stand up against what's wrong. (10 minutes)
- Plenary: Reflection and revising the learning objectives (5 minutes)

Be together. Not the same

Learning objectives:

- To consider the impacts of excluding others and bullying.
- To understand the important role of bystanders to do what's right.



Poetry task:

Complete the worksheet page 6:

- Read the three poems you have been given. Think carefully about what the message in each poem is. Write down your ideas in the space provided.

POETRY

Read the poems and think about what the key messages in each one are. Write what you think the key messages are in the box beside each poem.

| | What's the key message? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| <p>Identity – The Bully by Jon Evans</p> <p>They all try to look the same, All try to give themselves a name. Pick on the boy who is all alone Just because his identity is his own What has this world come to? All this wrong that people do, Just for the image they want to show. Down the evil path they seem to go.</p> <p>The next person you go to hurt Or try to make feel like dirt, Instead of trying to look cool Feel for the guy you make look a fool.</p> <p>A cool identity isn't a need. Let those you bully be freed. Your identity should be your own. A better person you will be known.</p> | |
| <p>Shame by Tracey Blance</p> <p>There's a girl at school We teased today Made jokes, called her names. My friends all laughed, Called it harmless fun. Said it was just a game. Now I'm at home Feeling horrid inside, Long gone that thoughtless grin. How will I face her Tomorrow at school? I wish I hadn't joined in.</p> | |
| <p>Being Bullied by Jan Allison</p> <p>Sometimes we all say things we don't mean. Private thoughts to be kept inside that should never be seen, Then others join to be part of the scene. They use nasty words that are meant to demean, Scared to speak for fear of ridicule. How can others be so cruel? They join in because they think its fun, Not knowing the harm they do to anyone. Social media can be fun But to those being bullied the damage is done. 'Do it, do it, just go away!' These are the words the bullies may say, Until one day the victim they may crack. Those poisoned words can't be taken back. So think before another word you say, Because the bullied may not be able to face another day.</p> | |

Class feedback:

Identity – The Bully by Jon Evans

*They all try to look the same,
All try to give themselves a name.
Pick on the boy who is all alone
Just because his identity is his own
What has this world come to?
All this wrong that people do,
Just for the image they want to show.
Down the evil path they seem to go.*

*The next person you go to hurt
Or try to make feel like dirt,
Instead of trying to look cool
Feel for the guy you make look a fool.*

*A cool identity isn't a need.
Let those you bully be freed.
Your identity should be your own.
A better person you will be known.*

Identity – The Bully by Jon Evans

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All try to give themselves a name.
Pick on the boy who is all alone
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Feel for the guy you make look a fool.*

*A cool identity isn't a need.
Let those you bully be freed.
Your identity should be your own.
A better person you will be known.*

This poem addresses the bully personally and attempts to get him or her to try feeling empathetic for once towards the person they are victimising. The writer also wants the bully to know that bullying doesn't give you a cool identity.

Shame by Tracey Blance

*There's a girl at school
We teased today
Made jokes, called her names.
My friends all laughed,
Called it harmless fun.
Said it was just a game.
Now I'm at home
Feeling horrid inside,
Long gone that thoughtless grin.
How will I face her
Tomorrow at school?
I wish I hadn't joined in.*

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How will I face her
Tomorrow at school?
I wish I hadn't joined in.*

Some bullies are not really bullies deep down. Instead, they feel an overwhelming need to be accepted by a group of their peers, usually due to low self-esteem or fear of being ostracised. Consequently, they will follow the group even though they know what they are doing is wrong, and later feel even worse about themselves upon reflecting on their actions.

Being Bullied by Jan Allison

*Sometimes we all say things we don't mean.
Private thoughts to be kept inside that should never be seen,
Then others join to be part of the scene.
They use nasty words that are meant to demean,
Scared to speak for fear of ridicule.
How can others be so cruel?
They join in because they think its fun,
Not knowing the harm they do to anyone.
Social media can be fun
But to those being bullied the damage is done.
'Do it, do it, just go away!'
These are the words the bullies may say,
Until one day the victim they may crack.
Those poisoned words can't be taken back.
So think before another word you say,
Because the bullied may not be able to face another day.*

BYSTANDERS

Read the following slides and use the information to help you complete page 7.

Bystanders

1. Who do you think a 'bystander' is?

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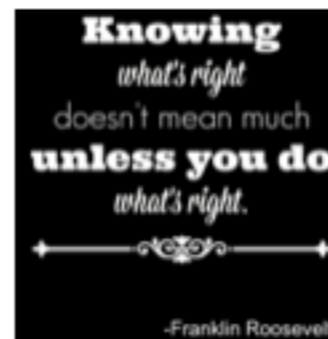
2. 85% of bullying takes place in front of bystanders. Why do you think bystanders don't intervene and stand up to the bullying?

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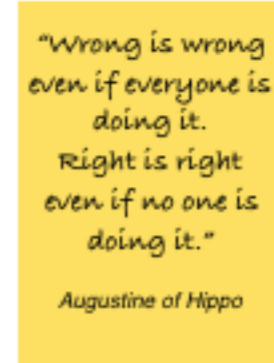
3. How can bystanders help to prevent bullying?

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4. What do you think the following quotes mean?



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Read:

Who are bystanders?

- Some bystanders **instigate** the bullying by prodding the bully to begin.
- Other bystanders **encourage** the bullying by laughing, cheering, or making comments that further stimulate the bully.
- And other bystanders **join in** the bullying once it has begun.
- Most bystanders **passively accept** bullying by watching and doing nothing. Often without realising it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.

Read:

Who are bystanders?

BYSTANDERS!

Bystanders are bullies if they:

Join in with the bullying

Laugh with or cheer on the bully

Copy what the bully is doing

Show support for the bully

Do nothing to stop the bullying

FACT:
85% OF
BULLYING
TAKES PLACE
IN FRONT OF OTHERS
DON'T BE A BYSTANDER!

WWW.BULLYASSEMBLIESNY.COM

Discuss:

Why don't more bystanders
intervene and stand up to the bully?

Read: Why don't more bystanders intervene and stand up to the bully?

- They think, "It's none of my business."
- They fear getting hurt or becoming another victim.
- They feel powerless to stop the bully.
- They don't like the victim or believe the victim "deserves" it.
- They don't want to draw attention to themselves.
- They fear retribution.
- They think that telling adults won't help or it may make things worse.
- They don't know what to do.

What can bystanders do to help prevent bullying?



Read:

Bystanders can help to stop the bullying if they:

Object to what the bully is saying or doing

Report the bullying

Show support for the target

- Any other ideas?

Read and reflect:

Do not be a bystander. If you see something, say something!

Manwar Khan
Anti-bullying activist

Knowing

what's right

doesn't mean much

unless you do

what's right.



-Franklin Roosevelt

Wrong is wrong
even if everyone
is doing it.

Right is right
even if
no one is doing it.

Augustine of Hippo

Read:

Helpful bystanders

- Bystanders also have the power to play a key role in preventing or stopping bullying.
- Some bystanders **directly intervene**, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- Other bystanders **get help**, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Read:

Why is it important to learn about how to be a helpful bystander?

Why is it so important to stand up against what is wrong?

Complete the worksheet tasks: Page 8

Carefully read the information and answers the questions in the spaces provided.

Read the following poem and answer the questions below:

This poem was written by Martin Niemöller (1892–1984) who was a prominent Protestant pastor and an outspoken public enemy of Adolf Hitler.

First they came for the Socialists, and I did not speak out—
Because I was not a Socialist.
Then they came for the Trade Unionists, and I did not speak out—
Because I was not a Trade Unionist.
Then they came for the Jews, and I did not speak out—
Because I was not a Jew.
Then they came for me—and there was no one left to speak for me.

5. What do you think the message behind the poem is?

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Read the following quote. It can be found written in the Imperial War Museum in London.

"The only thing necessary for the triumph of evil is for good men to do nothing."
Edmund Burke

6. What do you think the message behind this quote is?

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7. Why is it so important to stand up against what is wrong?

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This poem was written by Martin Niemöller (1892–1984) who was a prominent Protestant pastor and an outspoken public enemy of Adolf Hitler.

What do you think the message behind this poem is?

First they came for the Socialists, and I did not speak out—
Because I was not a Socialist.

Then they came for the Trade Unionists, and I did not speak out—
Because I was not a Trade Unionist.

Then they came for the Jews, and I did not speak out—
Because I was not a Jew.

Then they came for me—and there was no one left to speak for
me.

"The only thing necessary for the triumph of evil is for good men to do nothing."

Edmund Burke

This quote can be found written in the Imperial War Museum in London.

What do you think the message behind this quote is?

Plenary: Reflection

What have you learnt today?

Look at the learning objectives below and decide whether you have fulfilled these:

- To appreciate diversity and being unique.
- To consider the importance of getting along with people who are different from you.
- To consider the impacts of excluding others and bullying.
- To understand the important role of bystanders to do what's right.

Final bit of information:

Do you need extra help or advice?

- Remember you can always speak to your form tutor, another teacher, a student mentor or visit the following website which has loads of useful information about some of the issues raised in this lesson: [teenshealth.org](https://www.teenshealth.org)

Session 3

Bias, prejudice and
discrimination.

Lesson plan

- Starter: Riddle (5 mins)
- Key terms and concepts
 - Definition and discussion: Implicit vs explicit bias, prejudice and discrimination (5/10 mins)
- Your experiences of bias, prejudice and discrimination and what can be done to reduce it?
 - Agony aunt replies: In pairs/ groups write replies, then feedback to the rest of the class (15 mins)
 - Discussion and reading: What can you do to overcome implicit bias, prejudice and discrimination? (10 mins)
- Plenary: Write your own saying to discourage prejudice and discrimination (2 mins)

Starter: Riddle

A van driver whistles to a nurse on the street then swerves to miss a parked car and crashes into a young boy and his father who are driving to school. The father dies at the scene. The boy is transported to the hospital, taken immediately into surgery... but the surgeon steps out of the operating room and says, "I can't operate on this boy - he is my son"!

Riddle - question 1

- How can the boy be the surgeon's son?



Riddle - answer for Q1

- How can the boy be the surgeon's son?
 - The surgeon could be a woman and it is her son.
 - Or the surgeon could be a man and they are a gay couple with a son.

Riddle - question 2

- Is the van driver a man or woman?

Riddle - answer for Q2

- Is the van driver a man or woman?
 - Unknown – it could be man or woman. He or she could be whistling at a male or female nurse.

What can we learn from the riddle?

- At first glance we might be confused because we may have wrongly assumed that the surgeon is the father - who is now dead - it is in fact the mother.
- Our judgements and assumptions come from the ancient, unconscious part of our mind - our decisions are rigged before they are even made. Our gut instincts are riddled with flaws. These assumptions are influenced by a **hidden bias** (also known as **implicit bias**).

Hidden bias, prejudice and discrimination

Learning objectives:

- To know the difference between hidden bias, prejudice and discrimination.
- To explore where hidden bias and prejudice come from and how it can lead to discrimination.
- To consider scenarios where you may have witnessed hidden bias, prejudice and discrimination and consider what you can do about it.

Key terms and concepts

Implicit vs explicit bias

- **Hidden bias** (also known as **implicit bias**) is often an unconscious or an automatic bias. It refers to attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner. (e.g. in the riddle thinking the surgeon wasn't the mother)
- It's the opposite of **explicit bias**, which refers to attitudes or beliefs that we fully admit to.

Discussion



- Do we all have hidden biases?
- Can you give some examples of implicit and explicit bias?

Hidden or implicit bias can lead to **prejudice** and **discrimination**.

What do these two words mean?

What's the difference between prejudice and discrimination?

Prejudice is often based on our hidden biases and stereotypes. It is a prejudgement, which is normally an unjustified, typically negative, attitude toward an individual or group. It divides people into inferior and superior groups based on what one person thinks about another person or group.

Discrimination is an action. When people act based on their prejudices, they are discriminating against others.

Discussion



- Can you give some examples of prejudice and discrimination?

Examples of prejudice and discrimination

Are there some forms of prejudice that we might not know so much about?

- Do you know what all of these words mean?

Classism, Ageism, Ableism, Lookism,
Racism, Sexism, Homophobia

Reminder of some of these definitions:

- **Ableism** - believing that physical and/or mental ability makes one group superior (e.g. people with a disability are inferior)
- **Ageism** - believing that age determines status (e.g. young people are superior to the the elderly)
- **Classism** - believing that certain economic classes are superior (e.g. the rich are superior to the poor)
- **Homophobia** - believing that sexual or gender orientation makes one group inferior (e.g. heterosexual people are superior to homosexual people)
- **Lookism** - believing that appearance and looks determine status (e.g. "unattractive" people are inferior to "attractive" people)

**Your experiences of bias,
prejudice and discrimination and
what can be done to reduce it?**

Discussion:



What type of discriminatory behaviour...
occurs at school?
at home?
online?

How can we react to prejudice and discrimination?

Task: Agony aunt replies

- Look at the following issues raised by different young people.
- Think about what an agony aunt reply to these could be.

My grandparents often say racist things about immigrants. It confuses me as I have a lot of respect for my grandparents and it makes it hard for me to know what to think.

What should I do?

I'm in a group chat and lots of my friends send inappropriate and rude pictures. It seems as though this is the done thing, so I don't really want to say anything. Is this discriminatory? Should I just accept this as normal behaviour?

Some of the other students in my class judge me and make me feel uncomfortable when I'm trying to study and do my work. They make it seem weird for me to want to do well. What's the best way to react?

A few boys in my class make comments about the way some of the girls in our class look. It's easier just to ignore it, but it's quite offensive. What should I do?

I'm a boy and not very good at sports. Lots of the other boys play football and I feel like I don't fit in. I don't want to join in as I don't like football, but I also don't want to feel bad about myself anymore. Something needs to change.

I've heard my aunty make homophobic comments. What should I do?

Some of the language used by me and my class mates is really rude and offensive (especially when we speak in spanish!). It is the way many of us talk between ourselves and seems normal.

Is it that much of a big deal?

I often don't feel comfortable about my size. Many of my class mates make comments about people's bodies and what they eat. I don't want to feel like the odd one out and am worried what people think about me. What should I do?

Write your own...



?

Agony aunt: feedback

- Were any of the statements familiar?
- What useful advice was given?
- Do some of the issues raised seem quite normal to you that you may just accept that these things happen?
- Is it right to just stand back knowing such things happen?

Discussion



- What can you do to overcome hidden or implicit bias?

How can we overcome hidden bias?

- We can slow down our decision and query our first reactions. We can monitor and challenge each other because we see bias more easily in others than in ourselves.
- Of course we should not blame each other. It's only human to have unconscious biases. The good news is that we can get out of the trap by being willing to first acknowledge they exist.

Discussion



- What can you do about prejudice and discrimination?

What can you do about prejudice and discrimination?

There are many ways that you can help reduce prejudice and discrimination.

Here are just a few suggestions:

- **Refuse to see movies, listen to music, play video games or participate in activities that promote violence or discrimination against certain groups.**

What can you do about prejudice and discrimination?

- **Confront your friends or peers who express prejudiced or discriminatory beliefs in a sensitive way.**

What can you do about prejudice and discrimination?

- **Don't ignore it, report it - if you see discrimination at school, on TV or online, report it.**

What can you do about prejudice and discrimination?

- **Don't accept arguments that people use to justify prejudiced behaviour. Find out the real facts for yourself.**

What can you do about prejudice and discrimination?

- **Refuse to laugh at racist, sexist or prejudiced jokes.**

What can you do about prejudice and discrimination?

- **Carefully consider what language you use to express yourself. You may be using terms that are offensive without really thinking about the meaning behind some of the words you use.**

What can you do about prejudice and discrimination?

- **Support associations or organisations whose mission is to help address the roots or effects of prejudice.**

<http://www.equalitynow.org>

MTV's Look Different - <http://www.lookdifferent.org>

Plenary task: Write your own saying to discourage prejudice and discriminatory behaviour.

Here are a few quotes to give you some ideas...

IF ONLY
CLOSED MINDS
CAME WITH
CLOSED MOUTHS

DISCRIMINATION.

It stops with **you**.

If not **you**, then who?



JOIN THE MOVEMENT
WWW.FGCU.EDU/HOUSING

FLORIDA GULF COAST UNIVERSITY
DC PROJECT
OFFICE OF HOUSING & RESIDENCE LIFE

**“NEVER KEEP
SILENT
WHEN FACING
INJUSTICE”**

JUDGING A PERSON DOES
NOT DEFINE WHO THEY
ARE...IT DEFINES WHO
YOU ARE.

Agrippa van Trone, Tumblr

No one is born hating another person because of the colour of his skin, or his background or his religion. People learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

Nelson Mandela

