

Anti-Bullying Assertive Behaviours and Risk Assessment Lesson

Resources:

SEAL 'Be Assertive' Poster
Being Assertive – Standing up for Myself one for each small group of 4/5 pupils
Situation Cards

Learning Objectives:

- To be able to act in an assertive way using the appropriate body language and tone of voice
- To be able to assess the potential risk in a situation and to adopt an appropriate strategy to help myself
- To be able to express needs – 'I feel...when...because...I would like to...'
- To understand passive, assertive and aggressive behaviour
- To respect own and others' rights, and act responsibly

Introduction

Discuss what the children do and say when they are being pressurized/bullied/made to feel uncomfortable.

Look at the SEAL Assertive poster. Ask them to think of the last time they this happened did they handle it like a mouse, fox, lion or other?

Explain:

- Passive - situation ends in win-lose. The passive person does not achieve what they want
- Aggressive – situation ends with a win-lose where the aggressive person ends with what they want but the other one does not
- Assertive – situation ends with a win-win where both people feel listened to and OK about the outcome (Peaceful Problem Solving)

Explain it is not always possible to find a win-win solution on your own if someone has more power than you. At these times you need to assess the risk and choose a strategy to keep you safe until you can have support. This is the first step towards resolution and is still acting assertively.

Role play being assertive

Look at the 'Being Assertive – Standing up for Myself' Poster.

Which strategies have the children already mentioned? Are any new? Ask for some volunteers to act out the strategies, possibly with you, or another child. Ask the class to comment on their attempt. Was their body language confident? Did they stick to the strategy?

Divide the children into groups of 4/5. Give out the situation cards (one per group) and the 'Being Assertive – Standing up for Myself' Poster (one per each group). Children choose one of the strategies from the 'Being Assertive

poster – Standing up for Myself’ and apply it to the situation on the card. Emphasise the groups must work out the level of risk in each situation and choose a strategy in keeping with this.

Groups should let as many children as possible try out the strategy. It is only through practise that these become real options of choice.

Gather the class together and ask for volunteer groups to show their role play. First read the situation and assess the risk – rank it on a scale of 1 to 10. Discuss the merits of the strategy in context of the risk.

Plenary

Note to Teacher:

Stress if it doesn't work it's not your fault – no one deserves to be made to feel uncomfortable. Tell an adult you trust.

Ask pupils to stand on an imaginary continuum line to assess whether they have achieved each learning objective.

Yes I feel confident with that objective.....No I can't do it at all

You can thought tap individuals to find out why they have chosen to stand on a certain point.

Closing round: One thing I will try and do from now on is.....

Situation Cards

You are crossing the park after school and one of your class mates who is a 'bit big for their boots' comes over and asks you to handover your mobile phone. You are about the same size as him/her and you notice there are some known adults close by.

Which strategy will you use?

You are walking to school and a group of kids from another school are hanging around the zebra crossing. Yesterday they teased you but today they just stare. There are other children walking to your school and you feel quite safe but embarrassed.

Which strategy will you use?

You are with your older brother/sister and s/he has started smoking the odd cigarette. Her/his friends try to persuade you to try one. You have been doing smoking at school and don't want to smoke.

Which strategy will you use?

You are at youth club and your older cousin comes over and offers you some alcohol. You have been learning about alcohol at school and don't want to drink it.

Which strategy will you use?

Your best mate is trying to persuade you to give her your new CD. She/he has been on about it all day and you are feeling upset.

Which strategy will you use?

You notice that a group of children in your class are sending nasty texts to a new girl/boy in your class.

Which strategy do you use?

You are on your way back from a friend's house when you see a large group of teenagers shouting. In the middle of them you can just see someone looking very upset and trying to get away. You are on your own.

Which strategy will you use?