

Leicester, Leicestershire & Rutland
Violence Reduction Network

MAKE A STAND AGAINST VIOLENCE

Lesson Plans

Duration: 3 x 45 minutes

Topic: Violence Reduction in Leicestershire

**MAKE A
STAND
AGAINST
VIOLENCE**

**VIOLENCE
REDUCTION
NETWORK**

PREVENTION THROUGH
CONNECTION

About the campaign

The [Make A Stand Against Violence](#) campaign is grounded in 'active bystander theory'. The campaign encourages young people to safely act whenever they see or hear about something that doesn't feel quite right, whilst always considering their own safety first. By safely challenging negative behaviours young people are using their peer-to-peer influence to prevent situations from escalating into serious violence.

The campaign was co-created with 40 young people from across Leicester, Leicestershire, and Rutland and has been well received by a youth audience online and offline.

Please use these lesson plans to help provide young people with the tools, knowledge and confidence

to be an 'active bystander' and to work together to prevent violence.

On the following pages, please find an overview for three lesson plans related to violence reduction among young people. Each lesson plan relates to a ready-made power point presentation, ready for you to deliver the lesson.

Lesson Plan Objectives

Contribute to a reduction in violence among young people, across Leicestershire by:

- Increasing awareness of what violence is and the harm it causes to friends, family members and communities.
- Engendering positive social norms.
- Providing an alternative to involvement in violence.

Key skills to be addressed

- Communication – speaking and listening
- Debate - expressing a point of view and considering the implications of others' opinions to your argument
- Tolerance, democracy and respect as per Fundamental British Values

Notes

Please ensure that any activities undertaken comply with you school or centres' Covid-19 guidance and safeguarding policies.

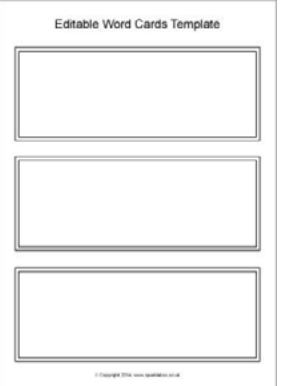
Lesson 1 – What is Violence?

Lesson objective/key take away:

- Learners to understand the definition of 'violence' and to be able to apply this to their own context
- Learners to understand where to get support and who to speak to if/when help is needed

Resources

- PowerPoint presentation
- Violent and Non-Violent encounter cards
- Paper
- Pens
- Instagram template

Time	Content and Teacher Activity	Student Activity	Resources
Ahead of the session	<p>As learners are walking into the assembly, provide them with two post-it notes, each a different colour. Learners will be asked to use these post-it notes at the end of the session – they will also need a pen.</p> <p>If a learner requires adjustments, the outcome of the request is the teacher’s discretion.</p>	N/A	
10 minutes	<p>Introduce the campaign (using information from the campaign overview paragraph above), session and first activity.</p> <p>Introduce the purpose and objectives of the session.</p> <p>This will be an overview (not discussing what violence is), as we want the learners to come up with these ideas themselves.</p>	Learners will be introduced to the campaign, concept of violence and the lesson objectives.	PowerPoint presentation to help guide the session.
10 minutes inc. feedback	<p>Facilitate first activity – ‘What is violence?’</p> <p>This is a card sorting exercise where different violent and non-violent actions / case studies need to be organised into piles of ‘yes’, ‘no’ and ‘maybe’ to decide if it’s violence or not.</p> <p>This activity will open discussion to what violence means and the impact it has on young people.</p>	<p>Learners will be asked ‘what is violence’ and will work in pairs or small groups to put behaviours and actions into yes/no/maybe piles.</p> <p>Learners will have to consider different types of violence, not just physical violence. This may include cyberbullying and verbal violence (e.g., use of negative or aggressive language).</p> <p>At the end of the activity, young people will feedback what behaviours are in each pile and why, but also if they found certain cards more difficult than others – group to discuss where the behaviour would sit.</p>	<p>Cards containing instances of violence or harmful behaviours.</p> 

Time	Content and Teacher Activity	Student Activity	Resources
10 minutes inc. feedback	<p>Facilitate second activity – ‘Your definition of violence’</p> <p>In pairs, ask learners to write down a one-sentence definition of what violence is.</p> <p>On the next slide, share the definition of violence and ask the pairs if they would change anything about their definition.</p> <p>Ask them in their pairs to quickly update their definition. Final question of the session will be “who does violence affect?”. Learners will have 3 minutes to compile a list.</p> <p>On the next slide, they will discuss what changes they made to their definitions as well as their lists.</p>	<p>Learners will be asked to write down their own definition of violence. They will then be presented with the correct definition of violence and asked to discuss in pair if they would change anything about the definition they had written down and if so, what?</p> <p>Learners to amend their definition after discussion in pairs in no more than 2 minutes.</p> <p>Once that is done, have them consider who violence affects and make a list. This can be an individual person or a group, it can be short or long term.</p> <p>Discuss the amendments to the definition as well as their thoughts on who is affected by violence. Have them explain why and how they think violence affects their chosen people and update their list according to other people’s answers.</p>	<ul style="list-style-type: none"> • Pen • Paper
7 minutes	<p>Discussion and Conclusions</p> <p>This is a chance to address the points raised by the students themselves.</p> <p>Students are encouraged to state one thing they have learnt from the session.</p>	<p>Learners can either raise their hands to say one thing they learnt from the session, or something they want to know more about.</p>	
3 minutes	<p>Session end - learners are provided with links and advice on where to access further help and support. Please also provide information of any school support.</p>	<p>Learners should feel more well informed about ‘what is violence.’ They should also be advised on where to go for help. Discuss what will be covered in next weeks lesson.</p>	<p>Information on where to seek additional help and support.</p>

Lesson 2 – Bystander Theory / Being a mate and taking action

Lesson objective/key take away:

- Learners to understand the role of the bystander and the 'Bystander Effect'
- To appreciate their roles and responsibilities to be a good mate, by taking appropriate action when they see something that isn't right
- To understand moral dilemmas, identify difficult situations and the importance of making informed decisions – whilst always thinking of their own safety first
- To recap where to get further help/support and guidance

Resources

- PowerPoint presentation
- Case study material
- Paper
- Pens
- Links and advice handout on where to seek additional help

Time	Content and Teacher Activity	Student Activity	Resources
10 Minutes	<p>Introduce the session, the concept of bystander theory and first activity.</p> <p>Show the bystander video to the class and using a pre-prepared presentation, explain the actions you can take to be a good mate and take action - cool it down, be direct, get help.</p>	Learners will be introduced to the bystander theory and what this means.	PowerPoint presentation to help guide the session.
10 Minutes inc. feedback	<p>Facilitate first activity – ‘Being a good mate – what would you do?’</p> <p>This is a roleplay exercise. Show the class the 3 case study examples of different types of violence and in small groups of 3-4 ask them to roleplay how they would address the scenario with the knowledge they have just learnt - take it in turns to be ‘the mate’ and show what action you would take to be a good mate?</p> <p>How they would act and what they would say to their friends to be an active bystander.</p> <p>End this activity by asking groups to compare how they would act.</p>	<p>Learners will think about safe intervention tactics and positive tactics that they can do to be a good mate. This goes beyond identifying violence and actually giving students the ability to make changes within their peer group.</p> <p>Students will think about positive and safe (!) ways that they could help to prevent violence.</p> <p>This includes:</p> <ul style="list-style-type: none"> • getting help • removing yourself from the situation • telling someone their actions are not ok. • checking if someone is ok, if you think they’ve been affected by violence. <p>Students should think about how they would do the actions, probe what they would say, to who, how would they distract, who would they get help from ?</p>	Case study material

Time	Content and Teacher Activity	Student Activity	Resources
15 minutes inc. feedback	<p>Facilitate second activity – ‘The best mate’.</p> <p>Students will be asked to draw ‘the best mate’ – e.g., personify them. What’s their name, what are they like, where do they go, who do they hang out with, what do they do on a day-to-day basis? We would aim for young people to identify and relate to the person they draw, remembering this in times when they can be an active bystander.</p>	<p>Learners will think about traits they would want to see in a ‘best mate’ and being ‘the best mate’ in a scenario when it comes to violence.</p> <p>Learners will be asked to come and stick their best mate picture on a wall and review/talk about the pictures</p>	<p>Resources to facilitate ‘the best mate’ drawing include:</p> <ul style="list-style-type: none"> • Pens • Paper
7 minutes	<p>Discussion and Conclusions</p> <p>This is a chance to address the points raised by the students themselves.</p> <p>Students are encouraged to state one thing they have learnt from the session.</p>	<p>Learners can either raise their hands to say one thing they learnt from the session, or something they want to know more about.</p>	<p>PowerPoint slides with key takeaway points.</p>
3 minutes	<p>Session end - learners should be provided with links and advice on where to access further help and support on being a bystander.</p>	<p>Learners should feel more well informed about ‘bystander theory.’ They should also be advised on where to go for help and advice. Discuss what will be covered in next week’s lesson.</p> <p>Updates presentation with list of traits for best mate and key points for each case study in activity 1.</p>	<p>Links on where to seek additional help.</p>

Lesson 3 – Being Prepared

Lesson objective/key take away:

- Post lesson, all learners feel more informed about the links to Fundamental British values with a focus on democracy, tolerance, respect and the rule of law and can apply this learning to the scenarios presented in this lesson

Resources

- PowerPoint presentation
- Paper
- Pens
- Links for where to seek additional help

Time	Content and Teacher Activity	Student Activity	Resources
5 minutes	Recap what class learnt the previous week and introduce this week's session and first activity.	Learners will be recapped on bystander theory and introduced to this week's session.	PowerPoint presentation to help guide the session.
15 minutes inc. feedback	<p>Facilitate first activity – 'What to do'.</p> <p>Students will be guided through formal information on potential negative scenarios they may encounter and how to respond.</p> <p>What language could they use, what techniques to distract someone and who they could get help from.</p> <p>Ask students to write down key points for their own 'toolbox of pre-planned ideas' that they will take away with them in case they face a scenario where violence is involved. This can be a creative session for students with the use of pens and paper.</p>	<p>Learners will acknowledge ways to respond in certain scenarios and develop a short toolkit with key learnings included to take with them, so they always know 'how to respond' – whilst always considering their own safety.</p> <p>Learners will write a few key points onto a post it note and stick it on the wall to share.</p>	<p>PowerPoint presentation to help guide the session.</p> <ul style="list-style-type: none"> • Pens • Paper
15 minutes inc. feedback	<p>Facilitate second activity – 'How you can make a difference'.</p> <p>To conclude all sessions, students will discuss in pairs, and each write a pledge of 'how will you make your stand against violence' (implement skills learnt, tell other friends and family about learnings, visit the live safe website for more information etc) and why do they want to?' (to make LLR a safer place, to look after friends and family in the community etc)</p>	<p>Learners will share their own reasons for how they intend to make their stand against violence and why they want to do this.</p> <p>At the end of the activity, young people to raise hand and feedback if they are comfortable to share.</p>	<ul style="list-style-type: none"> • Pens • Paper

Time	Content and Teacher Activity	Student Activity	Resources
7 minutes	<p>Discussion and Conclusions</p> <p>A short feedback survey will be handed out for students to complete.</p>	Learners can either raise their hands to say one thing they learnt from the session, or something they want to know more about.	PowerPoint slides with key takeaway points.
3 minutes	<p>Session end - learners should be provided with links and advice on where to access further help and support.</p>	Learners should feel more well informed about 'what is violence', 'bystander theory' and how to act in certain scenarios. They should also be advised on where to go for help and advice.	Links and advice handout on where to seek additional help.