“INSULTS”

SESSION PLAN

Preparation needed

- Projector/PC if needed
- Flipchart/whiteboard and marker pens if needed
- Use relevant PowerPoint slides

Reflection

- Consider the last session and spend a short period of time covering any learning points and observations since last session.
- If relevant **Ask** – has anyone done anything that was influenced by this session?
- Reference any relevant news/information to update on the previous session.
- Re-do/remind group the GROUP AGREEMENT

Setting the Scene

Learning Intentions:

To understand the impact of insults and bullying behaviour, and how these can contribute to other types of abuse.

To recognise the role of bystanders and ways in which bystanders can intervene.

- **Introduce the session** – Inform the group that this session will explore the issue of insulting behaviour.
- Remind the group that for the session they are bystanders to a scenario
- **Hands up** if you have been aware of this happening in your school? – have the group discuss their thoughts and share any examples if appropriate.

The Scene

Have a volunteer read aloud the scenario? Thereafter read the scenario yourself.

A friend of yours frequently insults and makes fun of another boy you know. You've never seen your friend hit the other boy, but you wouldn't be surprised if he did.

Ask the group whether this is a realistic and relevant scenario. **Could this happen?**

Ask the group to identify the red flags from the scenario. Clarify you are looking for the words/phrases that appear wrong or unhealthy.

After a few minutes **ask** the group for their red flags.

Ask the group to raise their hands if they feel there is something wrong / hurtful in this scenario. Have group look around room at the responses from their peers.

My Challenges

Ask the group to discuss with a partner or within their group what they are thinking when they read this scenario? **DO NOT SHOW THE TRAIN OF THOUGHT SLIDE AT THIS TIME**

After allowing time for discussion get some feedback and then read aloud or show the following **train of thought.**

Why is he doing this? … I feel bad about what's happening. But at least it's not happening to me … Why doesn't the other boy stand up for himself? … Is it my place to get involved? … If I do will I be next? But I feel really uncomfortable when I see someone being treated like this … What should I do?

Ask – What reasons might someone give for not getting involved? – Scared, not their

Discussion Time

Agree/Disagree/Unsure (ADU) Activity & Discussion

Statement - **<u>Sticks and stones may break my bones but names will never hurt me.</u>**

Give a short amount of time for group to make their choice then ask 2-3 people in each group: Why did you agree/disagree/why are you unsure?

Ask the group:

1. Has anyone here ever been called a hurtful name or had someone say something horrible to them? Can you remember how it felt? You should note the feelings on flipchart/board if possible.

2. Do you think the effects will be long lasting or just short term? Reinforce that the effects can long lasting. You can make use of personal experiences if relevant.

3. What could this statement say instead to reflect the real impact of insults? Let group suggest alternatives and agree a consensus – write on flipchart/board **(example: Sticks and stones may break my bones but names cause permanent damage.**

Ask the group to sit down and again show the scenario.

DISCUSSION STARTERS:

<u>Ask the group:</u>

1. **What things might people call others names about?** Suggestions may include: Their appearance, their family, rumours about what they have said or done.

2. **What reasons might people give to justify calling others names?** Suggestions may include: They think it's just a joke / just 'banter', the other person shouldn't have said/done what they did etc.

3. **Apart from name-calling, how else do people make fun of others?** Examples may include: impersonating, embarrassing them, laughing/sniggering etc.

4. **How do you think the boy who is being insulted feels**? - Refer to the feelings you noted earlier during the ADU activity.

5. **Where are the places that people might insult others?** Examples may include school, sports groups, youth club etc. If required prompt by asking: Does it always have to be face to face, how else could this be done? Suggest that name calling takes place online/via text as well.

6**. Does it make any less serious if it takes place online as opposed to face to face?** Suggest it does not make a difference - both are equally harmful, and if done online there is evidence of this behaviour for all to see.

7. **Why might a person choose to call someone names online?** Suggestions may include: they want to embarrass them and for others to see, because it is easier – they don't have to see the reaction of the person they are insulting, they may feel braver online etc.

8. **In the scenario it says, "**You've never seen your friend hit the other boy but you wouldn't be surprised if he did." **Do you think insults can lead to other forms of violence?** In what way? If the name-calling goes unchallenged, or others laugh at it, your friend might think their behaviour is okay or even funny. This might lead to them thinking it would therefore also be okay, or even funnier, to trip that person up or push them around.

9. **In the train of thought it says, "Why doesn't the boy stand up for himself?" Why might he choose not to stand up to your friend?** Responses may include: He might be hurt or embarrassed and not want to draw attention to himself, he may be lacking self-esteem or be afraid he'll make matters worse or be physically hurt if he challenges your friend, he might want to pretend it doesn't bother him even though it does etc.

10. **In the train of thought it says, "If I get involved will I be next?".** Why might this stop people from helping others? Suggestions may be: Some people are afraid of being targeted, so choose not to draw attention to themselves, no one likes to be called names; you don't want to fall out with your friend etc.

10. **How is your friend's behaviour impacting on you**? He is potentially silencing you, by making you feel you can't speak up for fear of being targeted next.

11. **Do you think insults and name calling at school is still a problem?**

My Leadership

- **Ask** the group to discuss with partners/in groups what is their role in this scenario?
- **Ask** them to think who they should be thinking about in this scenario.
- **Ask** the group to identify who they have a responsibility to help in this situation. Your friend? The boy being insulted? Yourself? WHY?

My Plan

Provide the group with a short period of time to discuss in their groups their plan.

Say - We have discussed the 'scene' and your 'challenges' lets now think what we can do. Ask group to make sure that the think of any consequences that could occur. Thereafter discuss the range of options available

Option 1: Do nothing. It's none of my business.

1. Is this an option that some might consider using? We have already identified some of the reasons people might give for not getting involved.

2. What might happen if you do nothing? Responses may include: It could get worse, your friend might get into trouble, the boy being insulted may be hurt / upset.

3. What does do nothing say to the person who is being insulting? That you think what is happening is okay, that he is not supported.

4. What does do nothing say to your friend? That his behaviour is okay, that you agree with what is happening.

Option 2: Next time it happens distract my friend to stop the behaviour.

Ask the group:

1. How could you distract your friend? Suggestions may include: pointing out something you see, telling a funny story about yourself, asking a question etc.

2. What might this say to your friend? He might recognise that you don't find the insults funny.

3. What doesn't this option do? It doesn't stop it from happening again in the future.

Option 3: Talk to the boy who is being insulted to offer support.

Ask the group:

1. Do you think this would be an easy thing to do? When could you talk to the boy? Suggestions might include: next time you see him, after school, in the next class etc.

2. How would you feel if you were upset and someone asked if you wanted some support? It would feel good, wouldn't it? It's nice to know others have recognised something is upsetting you.

Option 4: Tell your friend you think he's out of order.

Ask the group:

1. What might stop someone from choosing this option? Suggestions might include: you don't want get into an argument, you don't want to fall out with your friend, you don't want to be targeted next etc.

2. What could you do to make this option safer and easier to do? Consider tone of voice and how/where you challenge him. Perhaps you could tell him you don't want him to get into trouble so he should be careful what he says to others.

3. If you were insulting someone else, could you accept that your friends might not agree with your behaviour and might challenge it? It is important you get the group to consider what may happen. Remind the group that many of them agreed that this scenario was wrong and that being a good friend is about being able to challenge, as well as support, one another.

Option 5: Share with your friends what you've seen and discuss what to do together.

Ask the group:

1. Why do you think that this might be a good option? It may be safer to do something with your friends. Remind the group that as most/all have already agreed that they see this behaviour as wrong, their friends will most likely think this too.

2. What might happen if you did this? Suggestions may include: Your friend might recognise that his behaviour is wrong, and that people don't agree with it; Your friend might feel ganged up on etc.

Option 6: Talk about what happened with a parent/carer, a teacher/ adult you trust or an MVP mentor, and ask their advice on what to do.

Ask the group:

1. What might stop a person speaking to a teacher or someone at home? If required prompt: Is telling on someone always seen as a good thing? You might hear the word 'grass' being used. Do you think being called a grass might stop someone telling an adult?

2. Would telling a teacher that your friend is in trouble make you a grass or a good friend? Acknowledge that this might be difficult, however a friend looks out for another friend.

3. What might happen if you did this? Suggestions might include: It stops it going any further; your friend might have to talk to someone about what he was doing, he might get into trouble etc.

4. Why might some people choose to speak to an MVP Mentor? Is this easier than talking to an adult?

Option 7: Personal Option

Ask the group:

1. Is there anything else you could do? Remember to explore the possible consequences for any additional options.

Final Words

Reinforce key messages

Reinforce the key messages from discussion to include:

- Being abusive to another whether online or face to face is not right and is hurtful.
- There are many reasons why a person might choose to be abusive. Whatever the reason given, there is never an excuse to do this.
- A person who is being abused can be impacted on in a variety of ways that will be harmful to their mental and physical health.
- There are several options we can choose from to challenge behaviour when we don't agree with it.
- We have a responsibility to help our friends and keep ourselves safe.