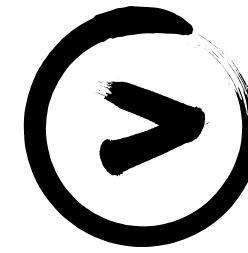


Lesson/Activity Plan (10-17 years)

Topic: Violence Prevention in Greater Manchester

Duration: Up to one hour



**I am
greater**

Aims of Session:

- Increase social unacceptability of violence (in all forms)
- Decrease perception of crime/serious violence
- Provide a positive alternative to violence

Lesson objective:

Students will be able to...

- Identify different forms of violence
- Identify an appropriate course of action if a situation feels like it could become violent
- Identify different paths to take as an alternative to violence
- Plan goals and ambitions for a violence free future

Resources

- Powerpoint presentation
- Violent and harmful behaviour cards
- Whiteboards/Tablets
- Paper
- Pens
- Tablets
- Written statements about violence
- Links and advice handout on where to seek additional help

Please note, not all activities need to be undertaken, activities may be completed separately or at different times.

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
- Critical thinking - analysing a situation and making decisions

Notes

Please ensure that any activities undertaken comply with your school or youth club Covid-19 guidance.

Plan

Time	Content and Teacher/Youth Group Activity	Student Activity	Resources
Ahead of the session	Ahead of the session taking place (e.g., the day before) mention to the class that you will be discussing violence, that some people may find upsetting. (Put the positive emphasis on discussing violence reduction) If a learner requires adjustments, the outcome of the request is the teacher's discretion.	N/A	N/A
5 minutes	Introduce the session and first activity. Introduce the purpose and objectives of the session. This will just be an overview (not discussing what violence is), as we want the learners to come up with these ideas themselves.	Learners will be introduced to the concept of violence and the lesson objectives.	Powerpoint presentation, to help guide the session.
10 minutes inc. feedback	Facilitate first activity - 'What is violence?' This is a quick card sorting exercise where different actions/ case studies need to be organised into pile of 'yes' 'no' and 'maybe' to decide if it's violence or not. This activity will open discussion to what violence means and the impact it has on young people.	Learners will be asked 'what is violence' and will be asked to work in pairs or small groups to put behaviours and actions into yes/no/maybe piles. Learners will have to consider different types of violence, not just physical violence. This may include cyberbullying and verbal violence. At the end of the activity, young people to feedback what behaviours are in each pile and if they found any more difficult than others - group to discuss where it would sit.	Cards containing instances of violence or harmful behaviours.
10 minutes inc. feedback	Facilitate second activity - 'Agree or Disagree' Learners will be provided with statements about violence and harmful behaviours, and they will have to work in pairs or small groups, to decide whether they agree or disagree with them and why.	Learners will have to consider their own morals and values when it comes to violence and debate it with their peers. This will encourage learners to consider other people's opinions and difficult situations that aren't always black and white. Learners will be encouraged to feedback, teacher/leader to ask how pairs/groups grouped statements. Teacher/youth group leader will ask questions to stimulate debate e.g. 'how else could someone respond', 'what other options are there available?', 'what impact do you think that would have on someone, is it positive?' Pairs could also be encouraged to ask each other these questions, once they have grouped the statements. Here there is the opportunity to explore what violence is, and if all violence is serious. This is an additional 5 minutes.	Written statements about violence either on paper or on the board

Plan (continued)

Time	Content and Teacher/Youth Group Activity	Student Activity	Resources
30 minutes inc. time for discussion and showing a video	<p>Facilitate third activity – ‘What can you do?’</p> <p>Introduce what you can do to help prevent violence - that everyone has a role to play in stopping violence.</p> <p>Show the class case study examples of different types of violence (not just serious violence) and ask the group to suggest (or discuss in pairs) the best way to act.</p> <p>At the end of this session, ask students to anonymously write down one thing they’ll do differently after this session (e.g., I will do X if I see X) and fold the paper. Students to drop paper into a bowl.</p> <p>Reminder – encourage learners to always check they are safe and what to do if not (999).</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. • this goes beyond identifying violence and gives students the ability to make changes within their communities. <p>SILENCE is the problem. SILENCE is deafening for a victim. It suggests they are responsible, and nobody cares. Worryingly our SILENCE communicates to some that perpetrate abuse that what they are doing is ok.</p>	<p>Whiteboards/Tablets.</p> <p>Paper</p> <p>Video to show (in powerpoint)</p>
5 minutes	<p>Facilitate fourth activity - ‘I am greater than violence’</p> <p>Learners will work individually – they will be asked to think about what’s important to them in life – their values. This could be sports, music, family, friends, community – anything they feel passionately about that they feel they live their life by.</p> <p>Learners will then be asked to think about what their aspirations are – how do these values link into this?</p> <p>Learners will then be asked to think about how they’ll get there ... what do they think they need to do.</p> <p>Lastly, teachers will hand out slips of paper which say ‘violence isn’t me ... I am greater .. I am ...’</p> <p>Students will be encouraged to write/draw/paint something that represents them, that shows they are greater than violence. (e.g., I am a DJ, I am a friend, I am an aspiring teacher).</p> <p>These slips can be pinned to a wall in the classroom, and images of social media can be posted out with the hashtag #iamgreater</p>	<p>Students will think about what their future looks like, a career, a goal or ambition.</p>	<p>Paper slips of designed paper to print out and cut out. Pens/pencils to draw.</p>

Plan (continued)

Time	Content and Teacher/Youth Group Activity	Student Activity	Resources
5 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>Students 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>
5 minutes	<p>Session end - learners should be provided with links and advice on where to access further help and support.</p>	<p>Learners should feel more well informed about violence. But more importantly they should feel like they know how to mitigate it and take an alternative path. They should also be advised on where to go for help. Overall, they should feel positive about themselves and their peers, that they are 'greater than' violence.</p>	<p>Links and advice handout on where to seek additional help.</p> <p>iamgreater.co.uk</p> <p>www.kooth.com</p> <p>www.victimsupport.org.uk</p> <p>Metropolitan police</p> <p>Volunteer Police Cadets</p> <p>London Councils</p> <p>Health services</p> <p>EduKit</p> <p>Crimestoppers - 0800 555 111</p> <p>NSPCC -0808 800 5000</p> <p>Childline 0800 1111</p>