

Module 2: Developing skills that bystanders require to intervene.

Lesson Plan 6	Storyboard: Gemma Video exercise: scene 5 ('There she goes')
Resources	'Face Up' CD-ROM, smartboard and projector, handouts 6.1 & 6.2
Aims	Pupils should develop strategies that they might use should they find themselves in the role of the bystander.
Objectives	Identify appropriate words to describe the role of the bystander. Discuss the role of the bystanders in the film, 'There she goes'. Describe ways in which the bystanders in the film might act to reduce risk.
Starter 15 mins	Pupils should start to think about how a bystander could intervene. Read out the drama that is described in the storyboard for Gemma then, in a large group, discuss what Gemma might advise Tom. The discussion should focus on practical strategies that Tom could use to challenge the behaviour of his friend, Jay. There are some questions to help facilitate this discussion in the teachers notes.
Introduction 15 mins	Watch the film 'There she goes', this time divide the class into small groups and ask them to discuss the role of the bystanders in the video. Handout 6.1 contains a series of questions which ask pupils to think about how the bystanders might intervene.
Plenary 10 mins	In a larger group, ask pupils to feedback their answers in relation to the way bystanders can intervene in positive ways.
Development (or homework activity) 15 mins	Handout 6.2 - Sentence building and synonyms exercise, provide opportunities to reinforce the words from the list in Lesson 5.

Assessment	<p>Assessment can be carried out through the observation of class discussion. To what extent do pupils understand the language associated with the role of the bystander? Do they have ideas about how they might positively intervene to reduce risk?</p> <p>Handout 6.2 can be assessed as a piece of written work to demonstrate understanding and application of the language in the word list.</p>
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Teachers' notes – Lesson 6

Starter (15 minutes)

This storyboard portrays Jay and Lucy's friends, Gemma and Tom, talking about what happened outside the café. They both know Jay's behaviour is wrong and Tom wants to speak to Jay, but isn't sure how to approach the discussion.

- Is this just normal behaviour in teenage relationships? What is it that shows Jay has gone too far?
- What could Tom say to make Jay see things from Lucy's point of view?
- How can Tom approach the conversation in constructive ways, rather than as a confrontation?
- Are body language and tone of voice as important as the words used?
- How might Jay feel when Tom challenges him? What positive support could Tom offer him? E.g. Tom might identify somewhere Jay could go to talk things through.

Introduction (15 minutes) - 'There she goes' small group discussion.

The software provides three questions to encourage discussion but handout 6.1 provides a list of questions that small groups might discuss in relation to the role of the bystander. It is also important to discuss how the young woman's friends can intervene to reduce risk.

Plenary (10 minutes) - Feedback the pupils ideas in relation to how the bystanders can intervene in order to reduce risk.

- Do you think the young woman's friends would help if they were asked?
- What could they do to help her?
- What could they do to reduce risk if she goes off in the car?
- What could they say to Mark?
- How could they make sure she is safe?
- Who else could provide advice and support?
- If you were in a similar situation, who would you approach for advice and support?

Development (15 minutes)

Handout 6.2 provides three activities that reinforce the words that were introduced in Lesson 5. They introduce the concept of synonyms and provide progressively more challenging activities which identify synonyms and then use them in sentences.



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