

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Aims:

- Understanding the term intimidation and the behaviours it highlights.
- To be observant of behaviour associated with bullying.
- Know how to get help if you are a victim or if you identify with intimidation.

Resources:

- PowerPoint
- A4 paper, worksheets

Please note: Work through the PowerPoint – all student tasks are on power point. There are no right and wrong answers all ideas and thoughts should be welcomed.

Activity 1: Nobody likes a Bully (10 mins)

Follow the instructions on screen, working in pairs to complete a list of behaviour associated with bullying and intimidation.

Bitesize Topic: For all activities include an ongoing key vocabulary list on the white board.

Activity 2: Feelings (10 mins)

Ask students to complete the exercise on the slide, writing additional thoughts and ideas on the white board, link in with the bitesize topic. Compare thoughts and ideas in class discussion

Activity 3: Who and Why? (10 mins)

Role Play activity, swapping roles as intimidator and listener.

Activity 4: What have we learnt today? Class Discussion (10mins)

Class discussion about the scenario on the the screen, optional activity complete the reflection worksheet.

Power point Example

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LET'S THINK...

- To intimidate is to frighten someone or to make someone be in awe of you, especially if you do so in order to get what you want.
- Intimidation can also be a communication that makes you afraid to try something.

LET'S THINK...

Intimidation can be a feeling of discouragement in the face of someone's superior fame or wealth or status.

Activity 1

Nobody likes a Bully

We call the intimidator a bully.

Working in pairs, write a list of behaviour associated with bullying and intimidation, then share your thoughts with the class.

Below are some behaviors for your lists.

- ❖ Making someone feel uncomfortable.
- ❖ Hurting someone by hitting and pushing and name calling.
- ❖ Spreading nasty rumours.

Activity 2

Feelings

Work in pairs writing a list of the behaviours and feelings on intimidation. Below are some behaviours for your list, compare your ideas with the class.

- The person being intimidated feels that he or she can do nothing to stop it
 - He or she might feel smaller or weaker than the intimidator
- He or she might feel outnumbered by the bully and the bully's friends
 - He or she might feel there is no help
 - No one to talk to.
 - No one is standing up for him or her.
- He or she often feels very sad, but does not know how to change the situation.

Activity 3

Who and Why?

Working in pairs one person is the intimidator the other the listener. Explain to the listener the questions below then swap over.

Share your thoughts with the class.

- 1 Who do bullies pick on?
- 2 Why do they do what they do?
- 3 Are intimidators girls or boys?

Teachers Evaluation and Handouts

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Teacher Evaluation Assessments

1. How challenged by the work did the pupils appear to be?
2. Did pupils ask any questions?
3. Were those questions covered in the materials?
4. Did the pupils engage enthusiastically in the activities?
5. Did any student lose interest at any point?
6. Which point do you think the lessons are age relevant?
7. Was the pace of the lesson suitable for the students?
8. Would the Teacher like more Animation / more Activities introduced?
9. Key Metrics, for Teachers to monitor in each child, over a set number of weeks
 - Growth Mind-set
 - Perseverance
 - Empathy
 - Gratitude
 - Active Listening
 - Participating in Class
 - Working Hard