

Unit Two and Three

Understanding and discussing Power Structures, Self and Group Dynamics

Unit Two and Three

Understanding and discussing Power Structures, Self and Group Dynamics

Drama Activity: Chair game – Whole class activity	28 - 29
Group Poster Collage Activity – Small group activity	30 - 31
Drama Activity: Wizards, Giants and Elves game – Whole group activity	32 - 33
Graffiti Board - Discussion about group identity and choices – Pairs work	34 - 35
Drama Activity: Status cards – Whole group and pairs activity	36 - 38
Drama Activity: Stop/Start –Small group activity and pairs activity	39 - 41
Power structures – Walking debate – whole group activity and pairs activity	42 - 43
Letter writing – Magazine – Individual activity	44
Drama Activity – Poem – using still images – small group activity	45 -47
Small Group activity – Discussion groups – small group activity	48 -50
Group Diamond Nine activity - small group activity	51 -53
Create an Anti-bullying campaign booklet – whole group and small group activity	54-55
Responding to the Webwise -Bebo Generation Video – whole group and small group	56-57

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics

Active Learning - Drama Activity: Chair game

Whole class activity

Year groups:
2nd, 3rd, TY

SPHE: Belonging and Integrating	<i>Topic: Group work</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power - Responding to words, images and texts</i>

Learning Objective: To understand the idea of power and group dynamics.

Learning Outcomes:

Students will develop an understanding of power and group dynamics.

Students will work together to understand the concept of power.

Students will discuss and determine how power is shown using the chairs and group dynamics.

Materials: Chairs for each person in the group.

NOTE: *Remind students to be aware of **health and safety** and **each other's personal safety** when playing this game. **The chairs cannot be moved during the game.**

The Chair game is adapted from The Young Vic Book by Ruth Little, "Empty Chair" (Little, 2004, 48).

1. Explain the learning objective to the group and give an outline of the Chair activity.
2. The chairs – one chair for everyone in the room, are spread out around the room in any direction, leaving equal space between the chairs and any walls. Explain that one person's chair will remain empty.
- 3.

A volunteer will step out, walk to the other side of the room, vacating their chair. The volunteer's aim is to sit down.

The volunteer must try and sit on the empty chair but the group must work together to keep the chair empty. **The chairs cannot be moved.**

This could mean moving from their chairs and sitting on another chair, therefore a new chair will become empty and the volunteer will try and sit on this newly vacated chair.

The volunteer can only move slowly, no running.

When someone moves from their chair they must move onto a new chair, you cannot return to your chair until you have sat on another chair. Even the smallest intention of movement from the chair must be followed through and you must move to another chair.

This activity is done using non-verbal communication.

4. Students can swop places and fill any empty chair that becomes vacant. The volunteer's objective is to sit on a chair.
5. The game is completed when the volunteer gains an empty chair. The game can be played again with another volunteer aiming to sit on a new empty chair.
6. Once the game has been played a few times ask the group to place the chairs into a large circle.

Discussion and Reflection on the activity:

Discuss with the group what were the power structures in that game?

How did the empty chair become filled?

What did the group do to prevent the chair from being sat upon?

How did the volunteers feel when they were trying to sit on the chair?

How did the group feel when they were preventing the volunteer from sitting down/ protecting the chair?

Did the group consider how the volunteer felt or was their main focus on keeping the chair vacant?

Follow-on discussion about Power in the Play:

Ask the group to think about the play *The Shape of a Girl*, what groups did they see?

Maybe think about the group Braidie was in, the group of girls in the media, her family group.

What power existed in the group Braidie was part of?

What power did Braidie/Adrienne/Sofie have in the group?

What did they do with that power?

How did Braidie feel about her group?

Could they have done anything differently?

Was Trevor, Braidie's brother part of a group?

How did Trevor's group show their power?

End the session with a **Closing Round:** In a circle

Ask the students to use a sentence or a word to describe what they learned in today's session.

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics

Active Learning – Group Poster Collage Activity:

Small groups
activity

Year groups:
2nd, 3rd, TY

SPHE: Belonging and Integrating Self Management	<i>Topic: Group work</i> Topic: What motivates me? Organising my time
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power - Responding to images</i> <i>Link: Media Studies – advertising, register – audience, power of the media, decision making.</i>

Learning Objective: To understand the idea of power through images and texts used in making a small group poster collage.

Learning Outcomes:

Students will develop an understanding of power in images and texts.
Students will work together discussing how power is presented in images and texts.
Students will develop an understanding of how posters, text and images are used to convey messages in advertising and the media.

Materials: Magazines, newspapers, comics, posters, A3 paper, markers, pens, colouring pencils, glue, sticky tape.

1. Explain the learning objective and the give an outline of the poster collage activity – work in groups to make a poster showing power. The class are divided into six groups depending on class size. Each group is assigned a group representative who will take notes during the reflection part of the session. Give the group a time limit – 20 minutes to create the poster collage as a group.

2. Each group are given magazines, comics, newspapers, headlines, texts, and colouring pencils, markers, A3 paper or a two A4 sheets stuck together and asked to use those materials to create a Group Poster Collage showing power. The group can use images, text, words, songs; anything they believe conveys the message of power. Ask the group to decide on who this poster is aimed at? What age group? How can they appeal to that age group?

While the groups are working together the teacher can “visit” the groups and help with any questions they may have. The teacher can write the **Discussion and reflection questions** on the board or use the photocopiable question cards and hand them out to the groups during the five –ten minute time slot follow on activity.

3. When the group have completed their posters explain to the students that they now have five minutes to think about the **Discussion and Reflection questions 3a**. A copy of these questions is in the photocopiable section. The group representatives can write down answers or take notes which

they will then discuss with the whole group when explaining and showing their posters to each other in the discussion element of the session.

3a. Discussion and reflection on the activity:

How did we decide on what images, texts we would use?

What audience did we choose? How did we decide on this audience group?

Did we plan the poster layout first?

How did we approach the work?

Did we prefer using words/images or both? Why?

Follow-on discussion linking with *The Shape of a Girl*:

The following questions can be discussed as a whole group or in smaller groups and then discussed as a whole class group. The groups' ideas can be displayed using a mind map or a word wall with the key words the group highlight from the discussion.

In the play Braidie becomes interested in the reports about the group of girls on trial about murdering another young girl their own age.

What images of the group of girls are conveyed in the media?

Who decided what images should be chosen? Why are particular images and words used or shown?

How do the news reports affect Braidie and/or other characters in the play? For example, how does Braidie's Mum react to one of the images?

Does the media influence the way in which we interpret information? What power do the media have?

What other sources inform or influence how we view situations?

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics

Active Learning: Drama Activity: Wizards , Giants and Elves game

Whole group activity

Year groups:

2nd, 3rd,TY

SPHE: Belonging and Integrating	<i>Topic: Group work – roles within a group, group identity and groupthink.</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power – Group dynamics, group identity, groupthink, roles in a group.</i>

Learning Objective: To understand the idea of group identity using the game Wizards, Giants and Elves

Learning Outcomes:

Students will work imaginatively to create group identities for the Wizards, Giants and Elves game.

Students will develop an understanding of group identity, groupthink and roles within a group.

Students will work together to discuss group identity and roles within the play *The Shape of a Girl*.

Materials: Space in the hall, print out the rules of the game on a large poster –Wizards are stronger than Giants, Giants are stronger than Elves, Elves are stronger than Wizards.

Clear the space for this activity!

1. Explain the learning objective to the class.

***Note: The names of the characters for the game Wizards, Giants and Elves can be changed if the teacher or students would prefer to use different character names. Instead the characters could be Rock, Paper and Scissors?**

The class will be playing the game, Wizards, Giants and Elves. To begin, they need to create group identities for the three groups. Divide the class into three equal groups as is possible with the class size. Give each group an identity – Wizards, Giants or Elves. Explain that when they play the game as a group they can choose to be Wizards, Giants or Elves.

2. Now the group work together to create a group identity for either the Wizards the Giants or the Elves. They must have one distinct sound and movement for their group that everybody is happy with.

3. After a given amount of time, approximately five minutes ask the class to come back together. Each group must now teach the other groups their group sound and movement. Once each group has taught the sound and movement to each other, the groups are divided into two larger groups to play the game.

4. Have a little reminder of the three distinct sounds and movements for the Wizards, Giants and Elves and remind the group that they can choose to be Wizards, Giants or Elves. The game is very similar to the Rock, Paper and Scissors' game.

Explain to the groups prior to starting the game that:

Wizards are stronger than Giants, Giants are stronger than Elves and Elves are stronger than Wizards.

5. The two groups stand opposite each other in a line. The teacher asks each group to get together and decide if their group is going to be Wizards, Giants or Elves. Each person in the group should be in agreement. The teacher asks the groups to stand in their two lines opposite each other and gives a countdown, 1, 2, 3. On 3 both groups sound out their distinct sound and gesture. Remind the groups of the rules: **Wizards are stronger than Giants, Giants are stronger than Elves and Elves are stronger than Wizards.**

6. The class could play three to six rounds of the game. Once the rounds are completed de-role the groups. Ask the class to stand in a large circle. Turn to the person beside them and shake their hand. Turn to the person on their other side and shake their hand. Ask the class to place their chairs in a circle for the discussion and reflection activity.

Discussion and reflection on the activity:

Did the students enjoy creating the sound and movement for Wizards, Giants and Elves?

What role did they take in the group? How did you all reach a decision about your group action and sound?

Did you feel powerful when your group won?

Follow on discussion about *The Shape of a Girl*:

Thinking about the play what identity did Braidie's group of friends have? Did they have a group identity?

If yes, how did they present themselves as a group?

Is it important to have an identity as a group? Who decides on what identity a group has or should have? Think about pop groups, sport and fashion – who decides what, is in fashion or music wise what is in fashion?

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning – Graffiti Board - Pairs activity – Discussion about group identity and choices

Pairs work:

Year groups:
2nd, 3rd, TY

SPHE: Belonging and Integrating	<i>Topic: Group work and decision making.</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity and choices, Rights and Responsibilities</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power and group dynamics - Responding to text from the play.</i>

Learning Objective: To understand the idea of group identity and choices and to place these choices on a graffiti board.

Learning Outcomes:

Students will work in pairs to discuss group identity using an extract from the play *The Shape of a Girl*.

Students will develop an understanding of group identity, roles in a group and choices that are and can be made.

Students will discuss these ideas as a whole group and create a graffiti board display which can be viewed by other students in the school.

Materials: The photocopiable question cards, pens, paper, large sheet of paper for the Graffiti Board, Blu Tac.

The concept of a Graffiti Board is adapted from: National PSHE CPD Programme, Gateshill, Paul, (2010) Principal Consultant for PSHE, Website: www.pshe-cpd.com [Accessed on: 3rd August 2010]

1. Explain the learning objective to the class, there will be pairs work activity and as a group the class will create a graffiti board of ideas about choices. First read the following extract from *The Shape of a Girl*.

Thinking about the play, *The Shape of a Girl*, one day Adrienne decides that it is “Penalty Day”.

Read this quotation from the play *The Shape of a Girl* aloud to the class.

“And then one day, one normal un-special day Adrienne comes to school and announces that it’s penalty day. We don’t know what penalty day is. Adrienne explains that on penalty day one girl is chosen and everyone is mean to that one girl for the whole day. *Why?* Adrienne doesn’t know. It’s just part of school.” (Mac Leod, 30)

2. Divide the class into pairs. Remind the class what happened on “Penalty Day”. The girls all wrote FP, meaning flea proof on their hands, all except Sofie did this. Give each pair a copy of the questions on the following page. These are also available in the photocopiable section on the pack.

3. Ask each pair to think about the questions. As a pair discuss, consider and write three suggestions for what people could have done to stop or change “Penalty day”. If they have more suggestions these are welcome too. Give each pair ten to fifteen minutes to discuss the questions. While the class is working in pairs the teacher can “visit” each group – discuss ideas. Before bringing the class

back together the teacher sticks the large piece of paper with the words **“Graffiti Board”** written on it, on the wall/board and has Blu Tac ready to use.

4. Ask the pairs to come back together as a whole group. Listen to each pairs’ ideas. Ask each pair to place their ideas for change and choices cards that they have written up on the Graffiti Board. Discuss the different ideas as a group. This can be displayed in the classroom for all students to see and consider.

Pairs activity questions:

Why did everybody take part in “Penalty Day”?

Would it have been difficult to say “no” and not take part?

Could people have said “no”?

Was everyone happy to be part of it? Why?/Why not?

How did Braidie feel about being part of it?

What could people have done when “Penalty Day” was announced?

What was the after effect of “Penalty Day”?

In your pair write down three suggestions for what people could have done to change or stop “Penalty Day”.

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics

Active Learning – Drama Activity: Status cards

Pairs work

Whole class activity:

Year groups:
2nd, 3rd, TY

SPHE: Belonging and Integrating	<i>Topic: Group work</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power – status, character analysis and creating characters</i>

Learning Objective: To understand the idea of status and roles in a group

Learning Outcomes:

Students will develop an understanding of different roles in a group.

Students will consider what is meant by status in a group.

Students will work together to discuss the ideas of status and roles in the play *The Shape of a Girl*.

Materials: A deck of cards-joker cards removed, photocopiable pairs question cards.

Clear the space for this activity!

Equality, inclusion and citizenship – this activity could be played seated in small groups, using the status cards, thinking about; what status is presented or played if you stand, sit in the group, make eye contact, greet the other people.

1. Explain the learning objective and the outline of the game to the class – Status activity. Using a deck of cards (with the joker cards removed for this activity) to look at status and roles in a group.
2. Ask the students what they understand by the word **status**. As a whole group write down the suggestions on the board or a large sheet of paper, this activity could be done a similar way to the Mind Map about the play in Unit 1. Ask the group to think about the concept of status in relation to groups of people.
3. Explain that in this context, status is a position in a group. Status can change. People “play” different status with different people. There is high, middle and low status.

Status Activity:

1. Ask the group to stand in a circle. Shuffle the deck of cards, remove the joker cards.
 - King, Queen, Jack and ten are high status cards
 - Ace, two, three, four are low status cards
 - Five, six, seven, eight and nine are middle status cards
 - Ask each student to take a card but to keep the status of the card to themselves.
2. Set the context for the status cards. Everyone is on the main street of a town/city. Ask the students to walk around the space – the main street with the status of the card they have been given. Ask them to think about eye contact, how they walk, do they greet other people. Bring the group back together in a circle after a few minutes. Discuss with the group how they walked with the status card, if they made eye contact, greeted people if they had a high, middle or low status card.
3. Play the activity again. Shuffle the deck of cards. This time ask the students to take a card, but not to look at it themselves. This time they will try and determine what their status is from the way other people respond to them. The students hold the card up to their forehead.
4. Give a context again – main street, school, shop. Students move around the space and respond to each other by considering status. Again considering eye contact, how they walk and greet other people.
5. Ask the group to come back into a circle. Without talking to each other place themselves in the high, middle or low status group according to what status they felt other people treated them with and how they then walked, made eye contact, greeted people. The teacher asks each status group why they felt they had high/middle or low status. Ask the students to look at the cards.
6. Ask the group to sit in a circle for a discussion about the activity and a follow on pairs discussion about the play.

Discussion and Reflection:

Discuss with the group how they presented the different types of status. What showed high/middle or low status?

Discuss with the group how it felt when they had a high/low/middle status card?

How did they respond to each other?

Was it difficult to play the different status? Why?

How did they feel when the status was imposed on them? Did they change the way they walked in the space according to how other people were responding to them?

Ask the group to think about status in relation to the play.

Pairs Activity:

Discussion and reflection follow on activity about *The Shape of a Girl*:

Thinking about the play, *The Shape of a Girl*, read the following extract aloud to the group:

“But right now, if you put me in a room filled with girls, girls my age that I’ve never seen before in my life – I could divide them all up. I could decide who goes where and just where I fit in without anyone even opening their mouth. They could be from Taiwan. It doesn’t matter. Nobody would have to say a word. You know something Trevor? I could have divided up a room like that when I was in grade two.”(MacLeod, 34)

Pairs’ activity: These questions are available in the photocopiable section.

Think about the different roles and status in *The Shape of a Girl*.

What role did Adrienne/Sofie/Braidie have in the group?

What status did they have? Why and how did Adrienne/Sofie/Braidie have that status?

Did any characters status change? How? Why?

As a whole group discuss the pairs’ ideas together.

Did Braidie’s brother Trevor understand what she was talking about?

Do boys divide themselves up into groups in the same way as Braidie describes girls do?

Do male and females differ in their presentation of status?

Do they present high, middle or low status in the same way?

How did Trevor and his friends show their status?

Closing Round: Ask the group to think about the discussion they have had about status. Have they discovered anything new about the concept of status?
Did the group enjoy this activity?
Why?

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning – Drama Activity: Stop/Start

Whole group activity

Year groups: 2nd, 3rd,TY

SPHE: Belonging and Integrating	<i>Topic: Group work</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Self awareness</i>

Learning Objective: To work together as a group.

Learning Outcomes:

- Students will develop an understanding of working together as a group.
- Students will work together to stop and start as a group.
- Students will develop an understanding of how they work in a group.
- Students will consider how the characters in *The Shape of a Girl* worked as a group.

Clear the space for this activity

1. Explain the learning objective to the group. Ask the group to find a space for themselves in the room. **A cleared room is necessary for this activity or a larger hall space.**
2. Ask the group to move around the room, move in different directions and to fill any empty spaces in the room. * **Health and safety – remove any chairs or objects that could cause injury when the group are moving in the space.**

Explain to the group that you would like them to stop as a group and then start again as a group walking around the space. Encourage the group to use non-verbal communication and to work together. This activity is done in silence.

3. When the group have tried the exercise a few times ask the group to come together.

Reflection and discussion:

Ask the group if they enjoyed the activity? Why? Why not?
 Did they notice if they were leaders or followers in the exercise?
 Did they try to stop or start the group?
 Did they work together as a group?
 If they played the game again would they do anything differently?

Follow on discussion:

Thinking about the play what group dynamics existed in *The Shape of a Girl*?
 How did the groups decide what to do?
 Was there a clear leader/follower?
 Were the characters aware of their position in the group?

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning – Self-esteem – Buzz Groups

Small group activity

Pairs activity

Year groups:
2nd, 3rd, TY

SPHE: Belonging and Integrating Self Management	<i>Topic: Group work</i> <i>Topic: What motivates me? Organising my time</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Self awareness</i>

Learning Objective: To work together in buzz groups to discuss the idea of self-esteem

Learning Outcomes:
 Students will develop an understanding of working together as a group.
 Students will discuss what they understand by the term self-esteem.

Materials: Paper, pens, pencils, extract from Passer and Smith book, whiteboard, projector, whiteboard markers, photocopyable questions – pairs activity and the extract.

Buzz group idea adapted from: National PSHE CPD Programme, Gatheshill, Paul, (2010) Principal Consultant for PSHE, Website: www.pshe-cpd.com [Accessed on: 3rd August 2010]

1. Explain the learning objective to the group. Divide the class into small groups of four or five depending on the class size.
2. Ask each group to discuss what they understand by the term self-esteem? Ask the group to write the word self-esteem in the middle of the page and to write their ideas about self-esteem around it or any questions they have about it.

Give each group the discussion questions handout as another approach to thinking about self-esteem. Set a time limit for the activity – five – eight minutes. Ask the small groups to make a large circle for a group discussion. The discussion questions are available in the photocopyable section.

Some discussion questions:
 Where have you heard the term self-esteem used?
 What does it mean to you?
 What is high self-esteem/low self-esteem?

3. Listen to the ideas and suggestions from each group. Create a whole group mind map with self-esteem as the centre point using suggestions and ideas in the small groups' discussion as a starting point.

4. Read the concept of self-esteem from Passer and Smith's book, ask the group to think about these statements. If possible an overhead projector or whiteboard could be used to show the text on a screen either during or after the teacher has read the extract. If using these technologies, the teacher or students can add to the text during the discussion.

From: Passer, Michael and Ronald E. Smith. (2007) (3rd ed.) Psychology: The Science of Mind and Behaviour, India, McGraw Hill.

"Self-esteem, how *positively or negatively we feel about ourselves*, is a very important aspect of personal well being, happiness, and adjustment (Brown, 1998; Diener, 2000)." (Passer and Smith, 3rd Ed, 2007, 453)

"High self-esteem is related to many positive behaviours and life outcomes. People with high self esteem are happier with their lives, have fewer interpersonal problems, achieve higher and more consistent level, are less susceptible to social pressure, and are more capable of forming satisfying love relationships (Brown, 1998). (Passer and Smith, 3rd Ed. 2007, 454)

"In contrast, people with poor self-images are less likely to try to make themselves feel better when they experience negative moods in response to perceived failures in their lives (Heimpel et a., 2002). This may be one reason why they are more prone to psychological problems such as anxiety and depression, to physical illness, and to poor social relationships and underachievement (Brown, 1998)." (Passer and Smith, 2007)

Discuss this extract with the whole group. Do they agree with what is being said? Why? Why not? Would they add anything to the statements? The teacher and/or the students can add the statements if they are using an interactive whiteboard or overhead projector with acetates.

Pairs activity:

1. Divide group into pairs or groups of three. After listening to the whole group discussion and the extract from Passer and Smith's book ask the group to consider:

2. Ask the pairs and groups of three to write down their suggestions on the paper.

How you can develop your self-esteem? What things could you do and what could schools and communities do to help people develop their self-esteem?

Reflection and discussion:

Ask a representative from each group to discuss the ideas from their group about developing self-esteem and to share these ideas with the whole class.

Consider if these ideas could be used in your school or community to promote self-esteem?

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning – Power structures – Walking debate

Whole group activity

Pairs activity

Year groups: 2nd,
3rd,TY

SPHE: Belonging and Integrating Self Management	<i>Topic: Group work</i> <i>Topic: What motivates me? Organising my time</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Self awareness</i>

Learning Objective: To think about power structures using a walking debate.

Learning Outcomes:

- Students will think about power structures using a walking debate.
- Students will consider different choices they can make in the walking debate.
- Students will discuss what they understand by power structures in the walking debate.

Materials: Paper, signs with Agree, Disagree, Undecided and the statements.

Clear the space for this activity!

Adapted from:

<http://www.trocaire.org/sites/trocaire/files/pdfs/edu/theme/foodcrisiswalkingdebate.pdf> [Accessed on: 29th September 2010]

And adapted from: <http://cspe.slss.ie/resources/CSPE%20Teacher%20Guidelines%20Revised%202005.pdf> [Accessed on: 29th September 2010]

1. Explain the concept of a walking debate to the group. Place a sign saying “Agree” on one side of the classroom and “Disagree” on the other side of the classroom, “Undecided” in the middle space of the classroom. Explain that the students will stand in the middle of the classroom if they are unsure if they agree or disagree with a statement and closer to the “Agree” or “Disagree” sign depending on what they think about each statement.
2. Call out the following **statements** to the group: After each statement ask the group to step off the Agree, Undecided and Disagree line. Discuss reasons for standing closer to the Agree, Undecided and Disagree signs after calling out each statement.

Statements for the walking debate:

- **A good leader is very controlling**
- **Power is everything.**
- **The person in power is more important than the people supporting them.**
- **It would be good to be the most powerful person in the world.**
- **Followers should always agree with their leader.**
- **It is important to share power.**
- **Sensitivity does not lend itself to being powerful.**

3. When the group have considered all the statements ask the group to sit in a large circle. Discuss the various statements with the group. The teacher can call out the statements again and the group can discuss the statements in more detail.

4. To develop this idea the group could consider their own statements and create a walking debate from them.

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning –Letter writing – Magazine

Individual activity

Year groups:
2nd, 3rd,TY

SPHE: Belonging and Integrating Self Management	<i>Topic: Group work</i> <i>Topic: What motivates me? Organising my time</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Self awareness</i>

Learning Objective: To use a letter writing activity in a fictional magazine to develop ideas about different approaches and choices we can make.

Learning Outcomes:

Students will think about ideas and approaches to different scenarios when writing the letter.
 Students will consider different choices the character can make when writing the response.
 Students will discuss the various choices that characters made in the play.

1. Explain the learning objective to the group. Give each student a copy of the letter and the instructions from the magazine.
2. Explain that you are a writer for a Letters Page in a magazine. You have received a letter from one of the characters in the play explaining that they are in a group and that they are unhappy and feel that they always left out. Write a reply letter in the magazine giving three strategies for helping the character. Also think about any other helpful agencies or people they could speak to for more advice.

Letters Page

Dear

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics

Active Learning – Drama Activity – Poem – using still images:

Small groups activity:		Year groups: 2 nd , 3 rd ,TY
SPHE: Belonging and Integrating	<i>Topic: Group work</i>	
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>	
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power, bullying, bystander. Approaches to poetry. Using poems as a stimulus for further discussion.</i>	

Learning Objective: To understand the idea of the silent bystander and bullying using still image and a poem.

Learning Outcomes:

Students will develop an understanding of what is meant by bullying.
 Students will consider the role of the silent bystander.
 Students will use poetry as a means of discussing bullying, the ideas of a silent bystander and the play.
 Students will work together using Still Images and the play *The Shape of a Girl*.

Materials: Poem

Clear the space for this

Still-Image, (Neelands, 1990, pg 19) concept adapted from; Neelands, J. (1990) ed. Tony Goode, Structuring Drama Work, Musselburgh, Cambridge University Press.

Poem – Remember Me? By Ray Mather (1988) Available from:
<http://www.raymather.co.uk/schoolspeak.htm> [Accessed 6th October 2010]

1. Explain the learning objective to the class. Read the poem, Remember Me? by Ray Mather aloud to the class. Divide the class into smaller groups of five or six in a group depending on class size.
2. Give a copy of the poem to each group. Ask the small groups to choose one image from the poem that strikes them or that they find interesting.
3. Explain to the group that they are going to make a still image – like a photograph or a frozen picture of that striking image from the poem. Remind the groups to consider status and how that could help illustrate the image. Give the groups five to eight minutes to create their still image or frozen picture.
4. When the groups have created their image ask the groups if they would like to share their still image with the class. Encourage the class to discuss what image from the poem they might be presenting to the class, how have they shown this image?

5. Next, ask the groups to create the image that takes place just before that moment or just after that moment in the poem. How has the image changed? Again ask the groups if they would like to share their images with the group. Discuss how the images have changed.

REMEMBER ME?

Remember Me?

I am the boy who sought friendship;
The boy you turned away.
I the boy who asked you
If I too might play.
I the face at the window
When your party was inside.
I the lonely figure
Who walked away and cried.
I the one who hung around,
A punchbag for your games.
Someone you could kick and beat,
Someone to call names.
But how strange is the change
After time has hurried by,
Four years have passed since then,
Now I'm not so quick to cry.
I'm bigger and I'm stronger,
I've grown a foot in height.
Suddenly I'M popular
And YOU'RE left out the light.
I could, if I wanted,
Be so unkind to you.
I would only have to say
And the other boys would do.
But the memory of my pain
Holds back the revenge I'd planned
And instead I feel much stronger
By offering you my hand.

By Ray Mather

Follow on discussion and reflection: Link with the play:

Ray Mather's poem, *Remember Me?* asks us to consider how the person being left out and/or bullied may feel.

Think about this in relation to the play, *The Shape of a Girl*.

Read the following excerpt from *The Shape of a Girl* aloud to the class:

“Adrieene goes to light a smoke and then stops. *Look ...* And we look out on the beach and there is Sofie. *What is it doing?* We haven't seen Sofie in ages. God, *look at IT!* Adrieene makes it sound as if Sofie is out there killing something. I squint in on her but Sofie is just hunched over a little book. Maybe Sofie still draws pictures of horses. Maybe she also likes trying to write poems and stories. The possibility that Sofie and I might have even one thing in common makes a little shift in me.” (MacLeod, 45)

As whole class consider the following questions:

How does the character of Adrienne feel about Sofie? Why does she feel this way?

Does Braidie agree with Adrienne? How does Braidie feel about Sofie?

How does Braidie feel about Adrienne's reaction?

Why does the possibility that Sofie and [Braidie] might have even one thing in common [make] a little shift in [Braidie]?

What could Braidie do or say at that moment? What choices or decisions could she make?

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics

Active Learning –Small Group activity – Discussion groups:

Small groups activity:		Year groups: 2 nd , 3 rd ,TY
SPHE: Belonging and Integrating	<i>Topic: Group work</i>	
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity</i>	
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power, bullying, bystander. Discussion groups- mind mapping ideas about bullying.</i>	

Learning Objective: To understand the idea of the silent bystander and different types of bullying using small group mind mapping.

Learning Outcomes:

Students will develop an understanding of what is meant by bullying and the different types of bullying.

Students will consider the role of the silent bystander.

Students will use small group mind mapping as a means of discussing bullying, the ideas of a silent bystander and the play.

Students will work together creating and discussing bullying and the play *The Shape of a Girl*.

Materials: Larger sheets of paper, pens, markers, whiteboard, whiteboard makers or blackboard and chalk, a copy of the school's anti-bullying policies, useful information and advice sheets from Unit 4, photocopyable questions to think about.

1. Explain the learning objective to the group, as in every classroom and lesson ensure that all the SPHE ground rules are in place; ensure that this is a safe environment for discussion and to have a sensitivity to the group and each other when discussing various ideas. In the centre of the whiteboard/blackboard, write the word "Bullying" and the "Silent bystander". Ask the group to think about those terms. What is their understanding of these terms? Write the groups' ideas on the board. Ask the group to consider if there are different types of bullying and silent bystanders? Write down any suggestions from the group on the board.

2. Divide the group into smaller groups, maybe five or six groups depending on class size. Give each group a large sheet of paper. Ask each group to choose a different type of bullying. Or give each group a different heading. For example: Discuss and write any ideas about; Cyber bullying, Emotional bullying, Verbal bullying, Physical bullying. Give the group ten – twelve minutes to work together.

3. Using the Mind Map strategy from Unit One of the Teacher Pack ask the group to create a mind map of the different types of bullying. Ask the group to consider the idea of a silent bystander.

Give each group the Questions to think about sheet which is also available in the photocopyable section. As the groups are working together the teacher can "visit" each group and discuss their ideas and offer help or advice to the different groups.

Questions to think about:

What is bullying? Why or how does bullying happen?

What is cyber bullying/emotional bullying/physical bullying/verbal bullying?

What is a silent bystander? What is their role in the bullying?

What can or could people do if they were being bullied?

Who could they talk to? What advice would you give them?

What can schools and the wider community do to prevent bullying?

4. Ask the groups to come back together as a whole group in a circle.

Reflection and discussion about the activity:

Ask a spokesperson from each group to discuss the various thoughts and ideas their group had about the different types of bullying and the concept of a silent bystander and ideas about what people could do if they were being bullied.

Think about the various suggestions; ask the group to think about what policies their school has about bullying. Are they aware of the schools policies?

(Have a copy of the Schools Anti-bullying policies which the class can look at and discuss)

Do the group have any more ideas about policies that could or should be added to the schools Anti-bullying policies?

Does the school have a Student Council in place? What is the role of the Student Council?

What could the Student Council do to promote anti-bullying in the school?

Discuss ideas with the group; write down any suggestions from the group. If the school does not at present have a Student Council could the group discuss this with the wider school community, principal and other teachers and think about setting up a Student Council?

What does the wider community do to promote anti-bullying policies? Ask the group to think about various advice agencies. What agencies could help with promoting anti-bullying in the school and the wider community? What agencies could people talk to if they were being bullied or being a silent bystander?

A copy of the Useful Information in Unit 4 of the Teacher Pack can be given to each student.

Follow on reflection and discussion, link with the play:

As a whole group discuss the idea of power structures and bullying in the play, *The Shape of a Girl*.

Thinking about *The Shape of a Girl* what power structures and bullying were taking place?

Did Adrienne think that she was bullying Sofie?

How did Adrienne relate to Sofie?

Did Sofie think that she was being bullied?

How did Sofie respond to Adrienne?

What choices did Sofie make?

What choice did Sofie make near the end of the play with Braidie?

Thinking about idea of a silent bystander, was Braidie a silent bystander in the play? Why? Why not?

Who did Braidie talk to about how she felt?

Did Sofie have somebody to talk to?

Who could Sofie have spoken to?

What policies were in place in the school? Do the characters refer to any policies or action taken by the school in the play?

Did any character try and change what was happening?

Think about Braidie's brother, Trevor. What action did he take? Why?

*Unit 4 of the Teacher pack has Useful Information about agencies and groups which promote anti-bullying and provide advice to young people who may be being bullied or who want to find out about anti-bullying policies.

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning – Group Diamond Nine activity

Small groups activity:		Year groups: 2 nd , 3 rd , TY
SPHE: Belonging and Integrating	<i>Topic: Group work</i>	
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity, Rights and Responsibilities</i>	
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power structures in groups, speaking in a group, expressing opinions.</i>	

Learning Objective: To use the Diamond Nine task to place statements in order of priority using the characters in the play as a basis for the activity.

Learning Outcomes:

Students will discuss the statements in small groups and decide the order for priority in relation to the characters.

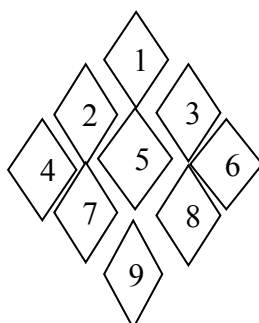
Students will consider the statements in relation to the roles the characters played in the group – bully, victim and the bystander.

Materials: Diamond Nine statements

Adapted from the National PSHE CPD PROGRAMME, Paul Gateshill, Principal Consultant for PSHE National PSHE CPD Programme. Presented at the PSHE Association Conference 2010, Website: www.pshe-cpd.com [Accessed 3rd August 2010]

1. Explain the learning objective and the Diamond Nine task to the students. Divide the students into small groups of five or six depending on the class size.

2. The Diamond 9 task can be used with a group of students to consider different topics. The groups are given ten statements and asked to choose nine of the ten statements and place them in an agreed order of priority in a diamond shape. The top priority statement goes at the top of the diamond, then the next two under that, followed by a row of three, then two ending with lowest priority statement at the tip of the diamond. The students can adapt the wording of the statements if they like. There is no right or wrong answer or correct order for the statements. The main objective is to consider the statements and think about why the statements are placed in this diamond order.



3. Each group is given ten statements from the Power structures statements below. Choose nine of the statements. Explain that the group choose the character of Adrienne first, then Sofie and finally Braidie. Using the characters as a basis for the statements place the statement cards in order according to how they think those characters would place them.

Diamond 9 Statements: Focus on Power Structures

It's important that people follow me	I enjoy expressing my opinion in front of others
It's better to be seen and not heard	It's important that I'm liked by other people
I enjoy being part of a group	I don't care what other people think about me
I don't consider myself a bully	I regret what I did
I accept everyone for who they are	I want to be different to everyone else

Discussion and reflection

When the group have created their Diamond 9 with the statements ask the groups to think about the following questions:

Discuss as a group how did they decide on the order of priority for each character?

Was it easy to decide on the order of the statements for each character?

Did the groups adapt any statements for any character?

If yes, why?

What statements would they add to the Diamond 9?

*Note: This activity could be adapted and used in SPHE, CSPE and English for a variety of discussion areas.

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning –Create an Anti-bullying campaign booklet

Year groups: 2 nd , 3 rd ,TY

Whole group activity:	
Small groups activity	
SPHE: Belonging and Integrating	<i>Topic: Group work</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity, Rights and Responsibilities</i> Link with an action project or a TY project
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power structures in groups, speaking in a group, expressing opinions.</i>

Learning Objective: To work together in small groups to create Empowerment and Anti-bullying campaign booklets.
Learning Outcomes: Students will work together in various roles of a research team to create Empowerment and Anti-bullying campaign booklets. Students will consider the structure and layout of a booklet.

Materials: Paper, pens, colouring pencils, glue, sticky tape, booklets about anti-bullying, school policies about anti-bullying, computers – link with ICT. Useful information from Unit 4 of the teacher pack, magazines about anti-bullying, books, posters, mind maps created by the class.

1. Explain the learning objective to the group, in small groups; students will create Empowerment and Anti-bullying booklets. The audience for the booklets could be primary or secondary students, the groups can decide which audience group they will be creating the booklet for.

2. As a whole group mind map the layout and structure of a booklet. Show the group various booklets ask the group what they think a booklet needs to do and contain. Write all the suggestions on the board so that students can be aware of how to structure a booklet. Ideas for structuring a booklet are available in the photocopiable section of the teacher pack. This list can be given out to the groups as helpful ideas and questions to consider when making the booklet.

3. Ask each group to think about the work that you have being doing about power structures, anti-bullying, group dynamics, self. Consider the different activities and ideas they have discussed. Can these ideas be used in the booklet? How can they be used?

4. The booklet could be created over a few classes.
 - The students can be begin by discussing and/or writing about what they already know about creating a booklet and the topic of empowerment and anti-bullying.
 - Next the students can research the topic, linking with ICT. Read any articles, books, other booklets, websites – (some are listed in Unit 4, Useful Information), magazines, journals.

- Consider how this information can be condensed into a booklet and how they will present the information to their chosen audience.
- Decide on the structure of the booklet, how much written information they will give, visual information, illustrations, what other agencies they will use in the booklet. How to reference information they have used. Begin to piece the booklet together. Edit the booklet, discuss any changes they want to make or anything they would like to add or adapt in the booklet. Create final booklet.
- Ask the groups if they would like to share their booklets with the class. Discuss the process of making the booklet, what have they enjoyed about making the booklet? Have they learned anything new about empowerment and anti-bullying? What advice would they give to people who were going to make booklets? What approaches did they use?

Ideas and questions for creating the booklet:

What do people need to know?

What information would you expect if you were reading this booklet?
Maybe explain the terms; Empowerment, Anti-bullying, the different types of bullying, the silent bystander.

Think about choices and decisions that can be made.

Think about decision making – how can you make a good, informed decision?

Where can people get more information and advice?

Outline the schools anti-bullying policies.

Layout:

How can you present this information clearly in the booklet?

What language will you use? Conversational language, formal language or a combination of both? What will the tone of the booklet be? Who is your audience?

Primary school audience – how can you make the booklet accessible to a primary school audience?

Secondary school audience – how can you make the booklet accessible to a secondary school audience?

Use visual images, text – headings and sub-headings, different fonts, comic strip and storyboard, where can people find more information? Front cover, title page, contents page, illustrations, referencing.

List the various agencies that offer advice and help.

Unit 2 and 3: Understanding and discussing Power Structures, Self and Group Dynamics
Active Learning –Responding to the Webwise -Bebo Generation Video

Whole group activity:	Year groups: 2 nd , 3 rd ,TY
Small groups activity	
SPHE: Belonging and Integrating	<i>Topic: Group work</i>
CSPE: The Individual and Citizenship	<i>Concept: Human Dignity, Rights and Responsibilities</i>
English: Personal, Social and Cultural Literacy	<i>Unit theme: Power structures in groups, speaking in a group, expressing opinions.</i>

Learning Objective: To watch the Webwise Bebo Generation video and discuss questions arising from the video.
Learning Outcomes: Students will watch the Webwise Bebo Generation video and think about social networking. Students will think about the topics raised in the video and discuss the different affects of social networking. Students will think about how a social network site is created, how is it monitored? What are the effects of social networking?

Materials: Webwise Bebo Generation video – ICT, Internet access needed. Handout with the questions about the video, paper, pens.

***Prior to the lesson, look at the Webwise video - <http://www.webwise.ie/article.aspx?id=8664>**
Click on the Learning Resources section of the website.

Scroll down to the Post-Primary Junior Cycle SPHE: [//:Be SAFE_Be WEBWISE://](#) Age 12 – 16 part of the page. Click on the Click here to visit logo.

Click on the Bebo Generation video to watch the video. [Accessed 6th October 2010]

***Note: Ensure that you have checked the website for any changes prior to watching the video with the class.**

1. Explain the learning objective to the group. Discuss the questions the group will be answering while watching the video. Give the group the handout with the questions to think about and answer while watching the video.
2. Watch the Webwise Bebo Generation video. Discuss the video and the various answers the group has given to the questions.
3. Write the word “Social Networking” on the board, as a whole group create a mind map of this term. Use the questions to consider as a starting point for a discussion about social networking.

Question to consider:

Social networking

What is meant by the term social networking?

Why do people use social networking sites?

What are the benefits of social networking?

What are the negative aspects of social networking?

Who monitors social networking sites?

Can you remove comments from your page?

Once a photograph is uploaded onto the internet it cannot be removed, what are the effects of this?

How can you protect yourself when using social networking?

What information is available about social networking and internet safety?

Questions for the Bebo Generation video:

What do people put on their profile page?

How often do people use Bebo?

What do people use Bebo or other social networking sites for?

What risks are mentioned about social networking?

What are the affects of social working?

What advice is given about safety when using social networking?

How can you report abuse?

What is the legal age for having a Bebo profile page?

Reflection and discussion:

Discuss the various ideas about social networking with the group. Ask the group for ideas and advice they would give when using social networking sites and the internet.