



LEARNING ACTIVITIES

BELONGING TO GROUPS'

Key Learning Objectives:

Citizenship

- To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities. (2c)
- To recognise the role of voluntary, community and pressure groups. (2h)

Other subjects

- To use vocabulary and syntax to communicate complex meanings (En1 1a)
- To choose form and content to suit a particular purpose. (En3 1a)
- To select appropriate tools and techniques for making their product. (Design & Technology 2a)

Key Vocabulary:

pressure group
exclusive
terrorise
rivalry
interlinked

Key Questions:

What are the advantages of groups?
Why do groups sometimes become intimidating?
How do rules help groups keep strong
Why do groups sometimes exclude people?

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Other groups might include Early Years provision, Day Care for the Elderly, Adult Education. W.I., Holiday Playgroups etc.

Discussion

Bullying

Talk about how bullying makes everyone feel miserable. Children might feel intimidated by bullies, but they don't respect them. If children want others to know their strength and character, and perhaps see them as leaders, they would be better off using their power to do something positive, rather than put people down.

Research suggests that seven out of ten children are victims of bullying, so it follows that there are many perpetrators. Talk about how easy it is to be swept along as part of a group, and find yourself engaged in bullying.

Share the children's experiences of how they have extracted themselves. Some will have managed to walk away, the strongest children convincing others to come with them. Did they report the incident to an adult? Did they comfort or befriend the victim?

Excluding from the group

Discuss how this is a subtle form of bullying, and although equally damaging, it is less likely to be detected than more physical forms. Why does it happen? It is usually driven by a need for attention, and fear of competition, on the part of the bully.

Activity 1.

Make an Anti-Bullying Tree

Mount a tree trunk with bare branches in a corner of a prominent area of the school (e.g. the entrance hall).

Ask every class to contribute by attaching leaves to the tree. Each class could take a different angle, for example:

- Anti-bullying slogans
- A List of words to describe bullying
- Similes to show what it feels like to be bullied
- Advice to victims
- Advice to bystanders
- Advice to bullies
- An acrostic poem, for example each line beginning with the letters STOP.

Activity 2.

Make a Newspaper Bridge

Divide the class into groups of six. Ask them to build a bridge (from one table to another for example) made entirely out of newspaper. They may use sticky tape, but are not permitted to secure the ends of the bridge to the table, i.e. the bridge must be self-supporting.

Each team must start by electing a leader. Remind the teams that the best results will be obtained through teamwork and co-operation, for example sharing information about what is working well.

The winning bridge will be the one which will support the heaviest weight before collapsing (the highest number of pencils or cubes for example).

N.B. Tightly rolled struts make the strongest constructions.

Activity 3

'Making Sense of it'

Photocopy pictures from a children's picture book (one with which the children are not familiar).

Divide the children into groups according to the number of pictures you have selected, each member being given a different picture. The task is for the team to put themselves in order so that the pictures tell the story. They must not be allowed to show their pictures, they can only describe them.

Give a time limit. The winner will be the team with the most pictures in order (if no outright winner).

Discuss why the activity was difficult, for example because nobody had the 'big picture'. Did a leader emerge? Can they think of any tactics they might use if they were to do the activity again? For example the team leader could ask each person to describe their picture to the whole group.

What are the implications for real life situations?



If you enjoyed this lesson, why not try:



[Go-Givers Community Centre \(click for ppt\)](#)

Create a Community Centre and a programme of activities to suit the needs of the Go-Givers and their families.

[Learning Activities](#)



[Schools are for Learning \(click for ppt\)](#)

Decision tree. What would the ultimate school look like? Educational charities. Education in different countries.

[Learning Activities](#)

Groups I Belong To

GROUP	REASONS FOR THE GROUP	SPECIAL RULES AND TRADITIONS