

# Change Starts With Us

## What can we change ourselves, and what needs wider support?

|                                                                    |                                |
|--------------------------------------------------------------------|--------------------------------|
| <b>Suitable for:</b> Upper primary and secondary, adaptable by age | <b>Time:</b> 45–60 minutes     |
| <b>Theme:</b> Anti-Bullying Week 2019 — Change Starts With Us      | <b>Permanent resource:</b> Yes |

### Learning aims

Pupils will have opportunities to:

- explore the idea that change can begin with individual choices
- distinguish between personal responsibility and problems that need wider action
- consider how peers, adults and organisations can all influence bullying
- identify realistic changes rather than vague promises
- understand that small changes still need follow-up

### Important note for staff

**Use fictional situations rather than asking pupils to disclose personal experiences.**

**If a safeguarding concern is raised, follow the school's procedures.**

## 1. What can we change?

Write:

**What can one person change?**

Invite ideas.

Pupils may suggest:

- what they say
- what they share
- whether they laugh
- who they include
- whether they ask for help
- whether they check on someone
- whether they challenge a friend
- whether they follow the crowd

Then ask:

**What can one person not always change on their own?**

Possible answers might include:

- school systems
- unsafe spaces
- group culture
- repeated harassment
- online networks
- adult responses
- safeguarding arrangements

### Key idea

**Change can start with us without ending with us.**

## Change Starts With Us — 2019

### 2. Start small

Give groups a fictional situation:

**A pupil is regularly excluded from a lunchtime group. Several people notice, but nobody does anything.**

Ask:

**What is one small thing one person could change?**

For example:

- invite the pupil over
- stop laughing
- ask if they are okay
- speak to another friend
- tell a trusted adult

Then ask:

**What might still need to happen afterwards?**

### 3. The change ladder

Give pupils four headings:

**ME**  
**MY GROUP**  
**ADULTS**  
**THE SCHOOL**

Use a fictional bullying situation and ask:

**What could change at each level?**

For example:

**Me:** refuse to forward a message

**My group:** stop making exclusion normal

**Adults:** listen and respond

**The school:** improve reporting or supervision

This helps pupils see that change can happen at different levels.

## Change Starts With Us — 2019

### 4. When “change starts with us” becomes unfair

Ask:

**Can telling people to change themselves ever put too much responsibility on them?**

Use a scenario:

**A pupil is being bullied repeatedly and is told to “be more confident”.**

Ask:

**Is that enough?**

Explore how personal strategies can help, but should not replace action by peers, adults or organisations.

#### Key idea

**The person experiencing harm should not be made responsible for stopping it.**

### 5. Change one habit

Ask groups to identify one everyday group habit that could contribute to harm.

Examples:

- laughing along
- forwarding things
- leaving someone out
- using a nickname someone dislikes
- staying silent
- assuming someone else will help

Then ask:

**What would the opposite habit look like?**

Turn:

**“We all laugh.”**

into:

**“We do not make humiliation part of the group.”**

Or:

**“Someone else will help.”**

into:

**“If I notice something, I decide what safe action I can take.”**

## Change Starts With Us — 2019

### 6. Change that lasts

Ask:

**How do we know whether change has actually happened?**

Possible signs:

- behaviour stops
- someone feels safer
- people know where to go for help
- group norms shift
- adults follow up
- the problem does not simply move somewhere else

Discuss why a promise to change is not the same as evidence of change.

### 7. Final reflection

Complete:

**“One change I can influence is...”**

**“One change that needs support from others is...”**

### Closing message

**Change may begin with one person, but lasting change usually depends on what the people and systems around them do next.**

### Follow-up possibilities

This lesson could lead into:

- **Change One Choice**
- **Who can change what happens next?**
- pupil-led improvement ideas
- peer-support work
- reviewing reporting routes
- a class or year-group “change ladder”
- identifying one change the school can review later