

# Anti-Bullying Week 2014: Lesson activities – guidance notes

## Key stage 1



The Anti-Bullying Alliance has designed this lesson activity to support your involvement in Anti-Bullying Week 2014.

Please be aware when using these resources:

- That there may be children that have experienced bullying or are going through a bullying situation now – make sure all pupils know where to go for support
- That you take appropriate steps when planning the lesson to support children who might be more vulnerable to bullying
- That you use the lesson as an opportunity to explore the use of language around disability and special educational needs. Make sure that all children understand that disablist language will not be tolerated in your school.

These lesson activities are designed for Key Stage 1, but feel free to adapt as appropriate to the children you work with.

This Anti-Bullying Week, the Anti-Bullying Alliance are calling on the school community to take action to stop the bullying of ALL children and young people – including those with disabilities – those research show are significantly more likely to experience bullying in schools and the wider community.

We welcome any feed back following use of these resources. Email [aba@ncb.org.uk](mailto:aba@ncb.org.uk).

There are lots more resources available on our website and we also have FREE training to support professionals with preventing and responding to the bullying of disabled children and those with special educational needs [www.anti-bullyingalliance.org.uk/send-programme](http://www.anti-bullyingalliance.org.uk/send-programme).

The Anti-Bullying Alliance would like to offer our particular thanks to Helen Lambie for producing this resource.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#StopBullying



Learning Objective	Slide no	Learning and teaching activities	Resources	Outcomes
<p><b>To consider what makes people unique/different.</b></p> <p><b>To understand that differences are to be celebrated</b></p>	2-4	<p><b>Slide 2 :</b></p> <p>All children have a work sheet – What makes me ME?</p> <p>Ask the children to write down or say:</p> <ul style="list-style-type: none"> <li>• What they are good at (scroll)</li> <li>• What is important to them (speech bubble)</li> <li>• Their two favourite things (heart)</li> <li>• What they would like to be/do in the future (thought bubble)</li> </ul> <p>Ask the children to share these in pairs</p> <p>Did any pair/group have exactly the same answers? No – this shows everyone is different and unique. .</p> <p><b>Slide 3:</b></p> <p>Animated slide</p> <ul style="list-style-type: none"> <li>• Ask pupils 'What would the world be like if we were all the same?'</li> <li>• Possible answers: 'boring' / 'not exciting' / 'not interesting'</li> <li>• Hope to make pupils start to realise that we should like the differences we all have as they make us and they make us interesting.</li> </ul> <p><b>Slide 4:</b></p> <p>The outcome of this discussion should be that we are all unique and that we should celebrate our differences whatever they are!</p>	What makes me ME? Sheet: Appendix 1	Children to know what makes them unique and that being different is not a bad thing.
<p><b>To be able to empathise with different characters in a story.</b></p>	5-19	<p><b>Slides 5-19:</b></p> <p>Look at the PowerPoint: Mill's story. The story is interactive and at different points you can stop and ask the children what they think each of the characters should do?</p>	Powerpoint	Children should begin to understand that bullying is wrong and that

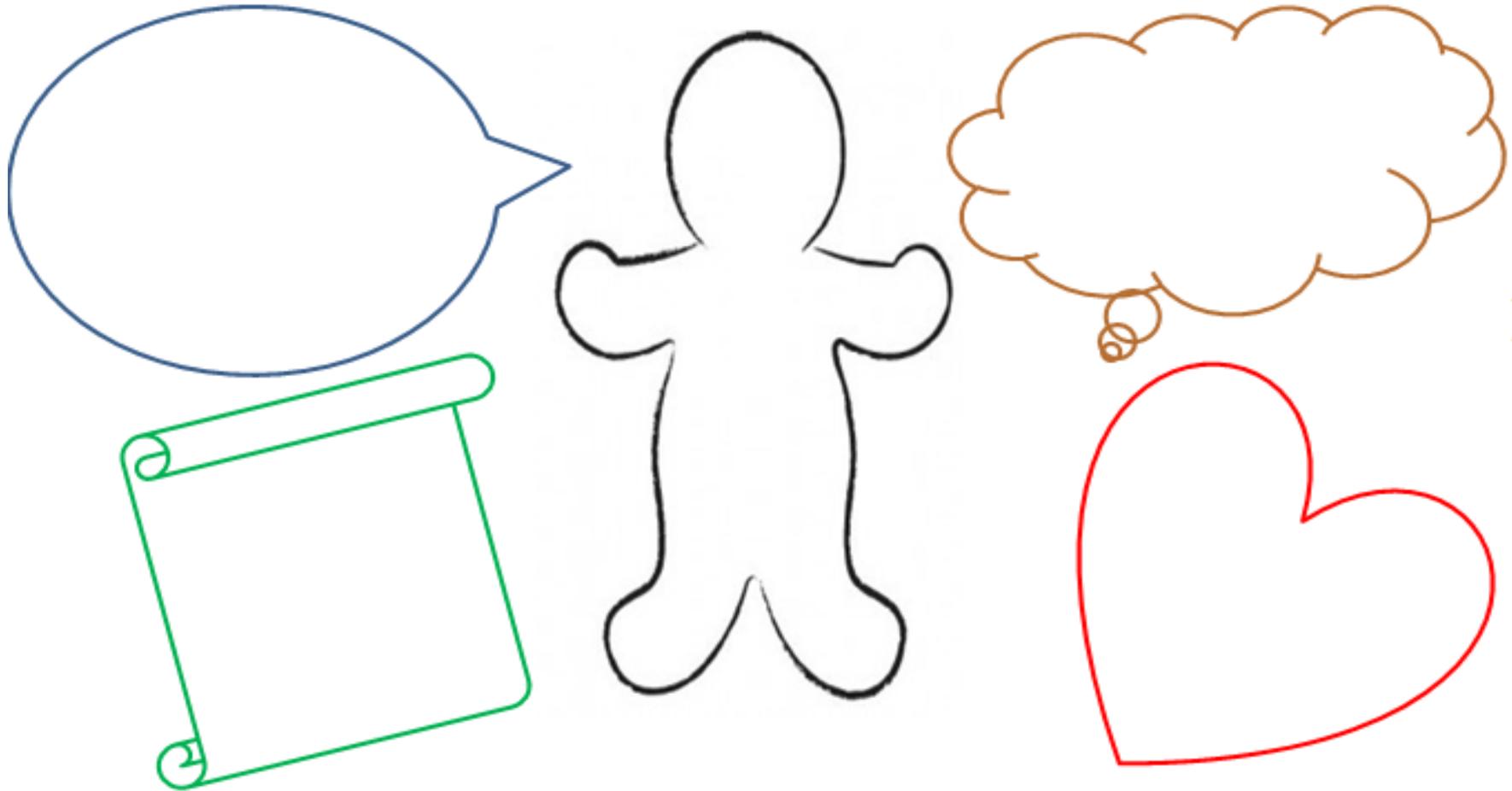
<p><b>To know what bullying is.</b></p> <p><b>To know what to do if someone is bullied.</b></p>		<ul style="list-style-type: none"> <li>• Mills is a little tadpole who doesn't grow as quickly or strongly as the other tadpoles.</li> <li>• Zig-Zag is a kind tadpole who is Mills friends.</li> <li>• Tod and Tad are big strong tadpoles.</li> </ul> <p>What are the key messages of the story?</p> <ul style="list-style-type: none"> <li>• Kind words have great power for the good</li> <li>• Mean words have great power for the bad</li> <li>• We all have a responsibility to tell if we see someone being bullied</li> <li>• Don't be unkind just because someone is different to you!</li> </ul> <p>Extension activities based on the story.</p> <ul style="list-style-type: none"> <li>• Design a poster to encourage people in your class to be kind to each other even if they are different</li> <li>• Write a letter to Tad and Tod as if you are Mill.</li> <li>• Write a letter to Mill as if you are Tad.</li> </ul>		<p>everyone has a responsibility to stop bullying.</p>
<p><b>To understand how to react in different bullying situations</b></p>	<p>20</p>	<p><b>Slide 20: Play the "What if?" game.</b></p> <p>You can play this game in several different ways. The aim of the game is to promote discussion about what is bullying and what to do if you are being bullied, what to do if you see someone being bullied. Bullying is everyone's responsibility and together we can stop it!</p> <p>Either put the pupils in groups to complete this activity or complete it as a whole class.</p> <p>A small group of pupils should discuss the scenarios in What if Questions (appendix 3) and as the question: 'What should you do if?'. They can answer it in either of the following ways:</p> <ul style="list-style-type: none"> <li>• Have the 4 responses pinned around the room/playground (see appendix 4). Read each of the statements - what should the children do? Children make their decision and run to the response they think is correct discuss as appropriate.</li> </ul>	<p>What if questions – Appendix 2</p> <p>'What if' cards – Appendix 3</p> <p>Or</p> <p>'What if sheet' – Appendix 4</p>	<p>To develop strategies for managing and reacting in situations that could be bullying situations.</p>

		<ul style="list-style-type: none"> <li>• Give children the responses cut into four options (see appendix 4) hold up signs ask them to explain their choices</li> <li>• Give the children the statements on the sheet (see appendix 5) ask them to tick which response and make any notes to explain their thoughts.</li> <li>• Slice the statements and put in an envelope, ask the children in pairs to sort them into the different responses explain their reasoning to another pair of children do they agree? Explain why.</li> </ul>		
<b>To have a basic understanding of disability.</b>	21-24	<p><b>Slide 21:</b> Text slide. Bringing back the class to focus on difference and what makes us unique. Starts to explore what disability is.</p> <p><b>Slide 22:</b> Careful open discussion. Does anyone have any experience of disability in their life? Some may want to share others may not.</p> <p><b>Slide 23:</b> Ask the question of the class: can you always tell if someone is disabled? Then explain you can't always see a disability. For example you might be able to see someone is a wheelchair user but you might not be aware that someone has a learning disability. Just as no two people are the same no two disabled people are the same either.</p> <p><b>Slide 24:</b> What should be the same is how we treat each other. Discuss what we mean by that and why it's important. Should we treat each other as we'd like to be treated ourselves? What does that mean? List how we should treat each other i.e. being kind to each other, asking each other to join in, telling each other jokes etc.</p>	See PowerPoint slides	Children will understand what disability is. They will have an opportunity for questions and to share experiences of disability.

<p><b>To understand that this school includes us all.</b></p> <p><b>To make an action plan/promise based on what has been learnt to help stop bullying for all!</b></p>	<p>25-27</p>	<p><b>Slide 25:</b></p> <p>Agree that pupils and schools staff are all included in the school community. Discuss what this means i.e. no one is left out and everyone is equal.</p> <p><b>Slide 26:</b></p> <p>Considering the things that have been learnt during the week, ask the class to think about the following questions:</p> <ul style="list-style-type: none"> <li>• How can we make sure that everyone is included?</li> <li>• How can we make sure that children are not bullied?</li> </ul> <p>In small groups ask them to think about an answer to each question and put it on a post it note and then collect them in and discuss them. What can</p> <ol style="list-style-type: none"> <li>a) The individual child do</li> <li>b) The class do</li> <li>c) The school do (and what action might be needed for this)</li> </ol> <p>Ask the children to make a class charter based on how they will treat each other and anyone they meet that is different to them.</p> <p>What they will do if they see someone being mean/unkind/bullying other children.</p> <p>Consider the questions on the PowerPoint stick each thought bubble onto the middle of a piece of paper children can then think about a question in small groups and either write or draw their ideas.</p> <p>Teacher scribe some final ideas that are agreed on by the class and all children sign the charter.</p>	<p>Post it notes</p> <p>PowerPoint has speech bubbles to support questions.</p> <p>Large chart to collate post it notes</p> <p>Class charter with space for each child to sign.</p>	<p>All pupils understand that we treat each other as we'd wish to be treated and that our school includes us all.</p>
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Appendix 1

# What makes me ME?



## What should you do if?

## Appendix 2

1.	Someone makes fun of someone else's shoes?
2.	Someone doesn't like the colour of your neighbour's pencil case?
3.	Someone says mean words to you?
4.	Someone doesn't have the latest game and is being left out?
5.	Lots of children are saying mean things to another child?
6.	Someone in your class always makes a noise and it annoys you?
7.	Children are being mean to someone because they haven't done well in their last test?
8.	Someone is hiding another child's glasses?
9.	Your friend is calling someone who walks in a different way nasty names?
10.	Someone is copying the way that somebody speaks and is making fun of them?
11.	Someone who uses crutches is showing you how to use them as a sword?

Appendix 3

Tell an  
adult

Walk  
away

Say  
something

Join in

<b>Appendix 4</b>	Tell an adult	Walk away	Join in	Say something	Explain why....
Someone makes fun of someone else's shoes?					
Someone doesn't like the colour of your neighbour's pencil case?					
Someone says mean words to you?					
Someone doesn't have the latest game and is being left out?					
Lots of children are saying mean things to another child?					
Someone in your class always makes a noise and it annoys you?					

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Children are being mean to someone because they haven't done well in their last test?					
Someone is hiding another child's glasses?					
Your friend is calling someone who walks in a different way in nasty names?					
Someone is copying the way that somebody speaks and is making fun of them?					
Someone who uses crutches is showing you how to use them as a sword?					