

Anti-Bullying Week 2014: Lesson activities – guidance notes Key stage 2



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 2, 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.

These activity guidance notes have accompanying presentations and resources. You can find them at www.anti-bullyingalliance.org.uk. The Anti-Bullying Alliance would like to offer our particular thanks to Helen Lambie for producing this resource.

We welcome any feed back following use of these resources. Email 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.

www.anti-bullyingalliance.org.uk

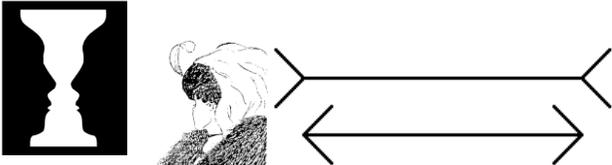
#StopBullying



	<p>Slide 5: We are all different and unique</p> <p>Slide 6: Ask the next question what is bullying? Children to write their answers on sticky notes</p> <p>Give children the speech bubble... to write their ideas. Have a large sheet of paper with the word BULLYING in the middle children stick their speech bubbles to this. What is it and how can it happen (e.g. mimicking, name calling, physical, cyber bullying etc)</p> <p>Slide 7-8: Look at ABA's official definition of bullying – animated slides.</p> <p>Slide 9: Have the outline of 2 children. This can be of any size depending on time you could draw around real children. If not use the template in the powerpoint.</p>  <p>Either on A3 in small groups or A4 in pairs. On the first outline write (in blue or black) all over it the feelings a person can have when someone is unkind and nasty to them. Crumple the outline up and stick them on the board. This is what happens to people when they are bullied their self image gets shattered/crumpled.</p> <p>Then take the second image and write the feelings that a person can have when someone is nice to them. Stick them around the room.</p> <p>Have the poster / logo for anti bullying week “LET'S STOP BULLYING FOR ALL”, see ABA website, up in your class room and have thought bubble up around it as the week goes on ask children to write thier ideas about how we can</p>	<p>Post-it notes</p> <p>Big paper</p>	<p>be damaged by negative words and actions. Or made stronger by positive words and actions</p>
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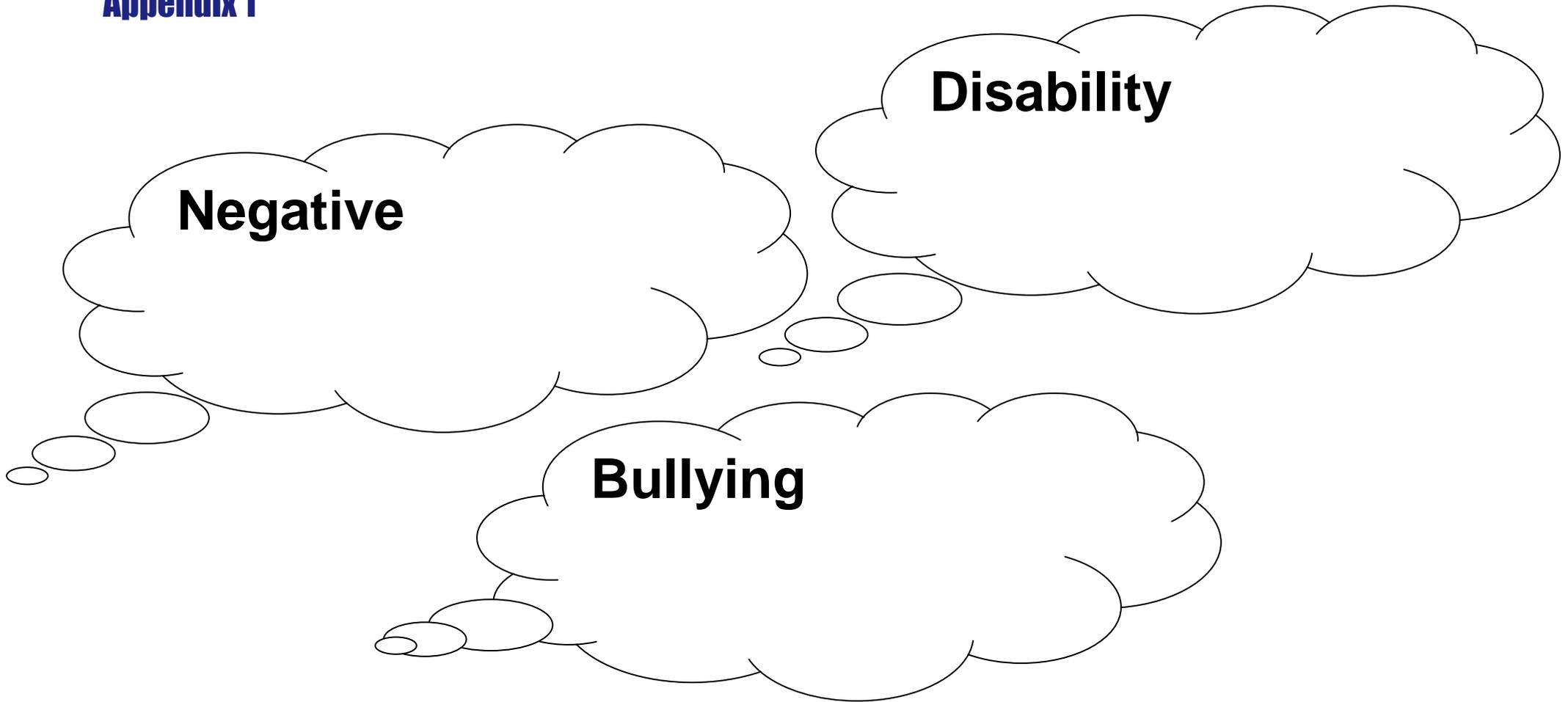
		<p>Slide 17: Share the definition of disabled with the children.</p> <p><i>A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.</i></p> <p>Key point it is not a difference you choose...like having ears pieced, long hair, going to Disney land. It is part of us, and not better or worse, just different. But it may make the way children and adults have to live their lives different too.</p> <p>Slide 18: Ask children to share their experiences if they want to of disability.</p> <p>Slide 19: Recap again that you can't always tell that someone is disabled. Just as no two people are the same no two disabled people are the same.</p> <p>The way their disability affects them and appears will be different.</p> <p>Slide 20: What is the same is how we should treat people. Discuss what we mean by that.</p>		
<p>To understand that words can hurt others</p> <p>To introduce the idea of disablist language</p>	<p>21-23</p>	<p>Slide 21: Ask someone / a group to read the poem. Discuss what is meant by it.</p> <p>Slide 22: This cartoon has been created to show the typical stories ABA hear's from disabled young people. A lot of the cartoon is made up of direct quotes from young disabled people however the character, Craig, is fictional.</p>	<p>Powerpoint Appendix 2</p>	<p>To empower young people to think twice before saying something that might upset another</p>

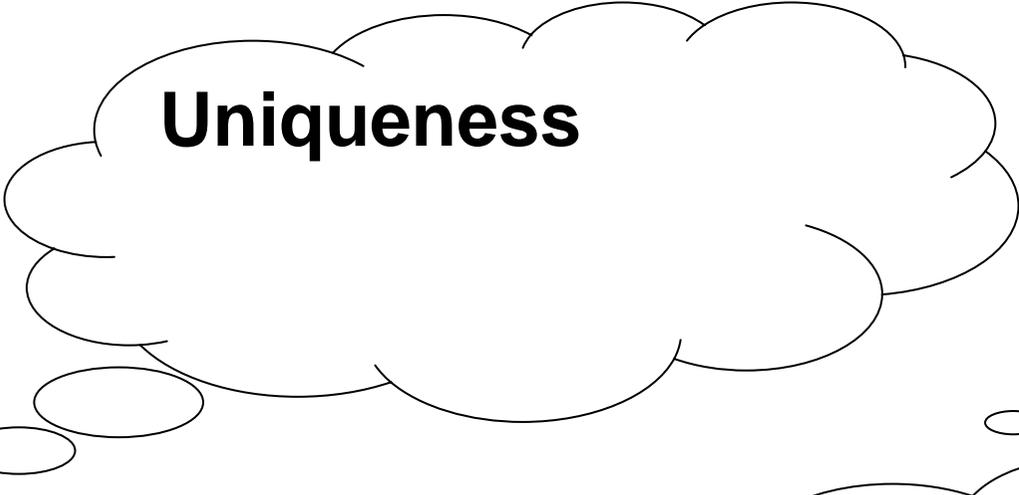
		<p>Slide 23-26: Read through the story together. Then ask the questions on slide 26.</p> <p>Slide 27: Write either a letter to those children who are bullying Craig or a diary extract from Craig explaining how he might have felt.</p> <p>Slide 28: Think about one of the child in the white t-shirt in the back of the gym. What could they/should they have done? Discuss together what are that child's responsibilities, remember the tag line for the week: Let's stop bullying for all. We all have a responsibility. Should she have told the teacher?</p> <p>Write a persuasive letter to this person to explain what they should do in a situation, e.g. tell someone, say to the group that they should leave Craig alone, go over to Craig and check he is ok, ask Craig to play/join in, ask Craig what he likes to do or why he doesn't like to join in.</p> <p>You could also use the table in Appendix 2 (see below) to write down what each of the roles are thinking and how they could respond better.</p> <table border="1" data-bbox="488 970 1482 1198"> <thead> <tr> <th></th> <th>Craig</th> <th>Group of children</th> <th>Teacher</th> <th>Girl with white t-shirt</th> </tr> </thead> <tbody> <tr> <td>What are thinking?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What should they do?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>What should they say?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Craig	Group of children	Teacher	Girl with white t-shirt	What are thinking?					What should they do?					What should they say?						<p>Have thought through and have a clear plan about the kind of things you can do in this situation</p>
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What are thinking?																								
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<p>That some people perceive the world in a different way and react</p>	<p>29-31</p>	<p>Slides 29-31:</p>	<p>Power point</p>	<p>To understand not all disabilities are visible, and to develop empathy with those who</p>																				

<p>differently in different situations</p>	 <p>Show the children the image on the PowerPoint what do they see see?</p> <ul style="list-style-type: none"> • Slide 29:: Some people see a candle sticks some see 2 people. • Slide 30: Some people see an older woman some a younger woman • Slide 31: Which is the longest line? Both lines are the same length. <p>What is around them is different and may change how we see them. Who is right? Can both sets of ideas be correct?</p> <p>Having a communication or learning difficulty might change the way you perceive the world and respond to it can be very different to those around you.</p>		<p>may perceive things differently.</p>
<p>Create a shared and lasting action plan to</p>	<p>32-35</p> <p>Slide 32: Watch the YouTube clip with the Anti Bullying Week Video – Lets stop bullying for all (link in slide)</p> <p>Slide 33: Explain that in our school we are all equal and all different.</p> <p>Everyone in our school is A PART of our school and not APART FROM our school. Discuss what this means.</p> <p>Slide 34: Considering the things that have been learnt during the week, ask the class to think about some of the questions in the resource pack.</p> <ul style="list-style-type: none"> • How does our school make sure that everyone can be included in what we do? 	<p>Access to You Tube</p> <p>Powerpoint</p> <p>Post it notes</p> <p>Art / media materials</p>	<p>Children have developed a set of actions to help them consider the needs of those who may have additional needs or disabilities, and a clear code by which to manage and address bullying situations appropriately</p>

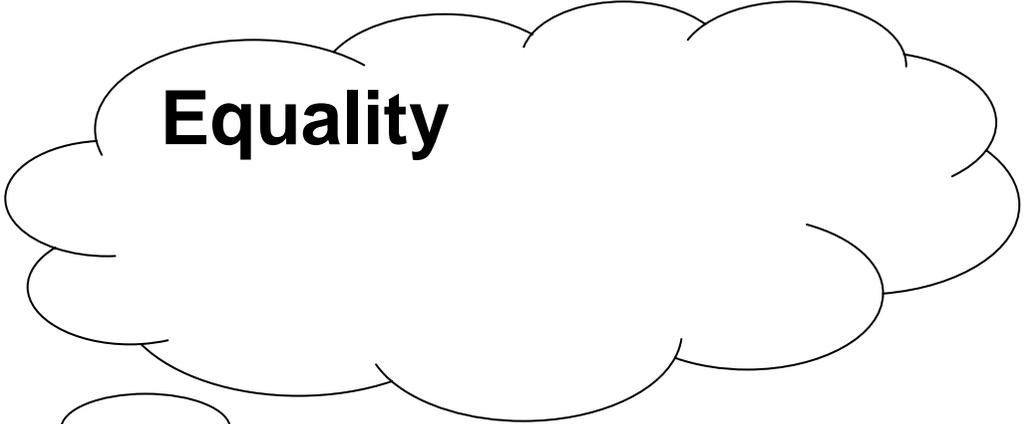
	<ul style="list-style-type: none">• Are there things we need to do to make sure our class or school supports children who learn in different ways?• In our class, how can we make sure that everyone is included?• In our class how can we make sure that children are not bullied? <p>In small groups ask them 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">a) The individual child dob) The class doc) The school do (and what action might be needed for this) <p>The class should make their own charter and consider what actions they can make, and what commitment they can make to help Stop Bullying for all! You might want to look at ABA's charter which can be found here: http://www.anti-bullyingalliance.org.uk/the-project/10-key-principles.aspx</p>		
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Appendix 1

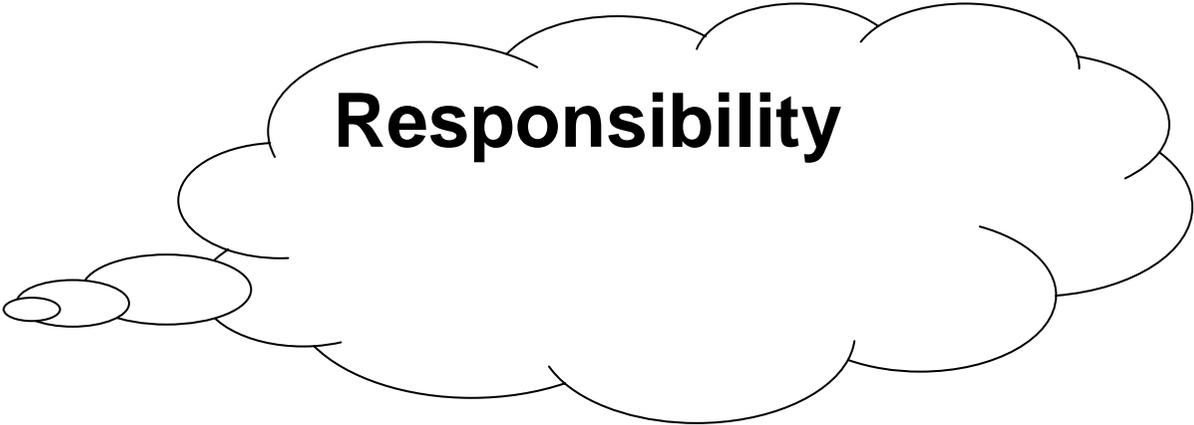




Uniqueness



Equality



Responsibility

Positive

Similar

Difference

Appendix 2	Craig	Group of children	Teacher	Girl with the white t-shirt
What are they thinking? 				
What should they do? 				
What should they say? 				