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-bullyngalliance.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.

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Let's stop bullying for all

Learning Objective:	Slide no	Learning and Teaching	Resources required	Learning outcomes
To consider our differences and the value that diversity brings. Have an understanding of the word bullying and what it means	2-9	Slide 2: Ask children to think about what makes them unique. Ask the children to write down: • What they are good at • What is important to them • Their two favourite things • What they would like to be/do in the future Ask the children to share these in pairs Did any pair/group have exactly the same answers? No – this shows everyone is different and unique Slide 3: Animated slide • Ask pupils 'What would the world be like if we were all the same?' • Possible answers: 'boring' / 'not exciting' / 'not interesting' • 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. Slide 4: Ask the question: what makes people different? Children to think on their own, then discuss in pairs. On sticky notes write their answers and stick them on a board at the front of class. Discuss the range of ideas (hopefully children will have identified hair colour eyes , height, skin colour, accents, number of siblings, been to Disney land etc.)	Power point	Know that each person is unique and that this should be celebrated. Have a clear understanding of what bullying is everyone's responsibility. That self
bullying and		Ask the children to share these in pairs Did any pair/group have exactly the same answers? No – this shows everyone is different and unique Slide 3: Animated slide Ask pupils 'What would the world be like if we were all the same?' Possible answers: 'boring' / 'not exciting' / 'not interesting' 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. Slide 4: Ask the question: what makes people different? Children to think on their own, then discuss in pairs. On sticky notes write their answers and stick them on a board at the front of class. Discuss the range of ideas (hopefully children will have identified hair colour		understanding what bullying is everyone's responsibility.

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Slide 5:

We are all different and unique

Slide 6:

Ask the next question what is bullying? Children to write their answers on sticky notes

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)

Slide 7-8:

Look at ABA's official definition of bullying – animated slides.

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.

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.

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.

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

Post-it notes

Big paper

be damaged by negative words and actions. Or made stronger

by positive words and actions

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		stop bullying for all.		
To understand that words/text/email s/SMS once said/written cannot be taken back/deleted.	10	Slide 10: Thinking about the implications of what we do and say – the tube of toothpaste Ask someone to come and squeeze the tube out on a piece of paper at the front of the class. Then ask another child to put the tooth paste back into the tube. It is not possible to put the toothpaste back in the tube - just like bullying - once it is said or done it cannot be taken back! The effects do not go away. Discuss with the children what this activity means to them.	Tube of toothpaste	Deeper understanding that some things can never be taken back and that bullying has a lasting consequence
		Activity: Design a poster for the rest of the school about this idea, to encourage children to think before the speak/text/act in an unkind bullying way.	Art materials	
To understand what a disability is To have an	11-19	Explain that in this lesson we are going to be doing think about some important issues. Words used or spoken about in this lesson must stay in class and not be used outside of the context of this lesson! Slide 11-15:	Powerpoint	Children should have a better understanding or disability.
understanding of difference		Ask the question 'does this person have a disability?' the aim is to show children that you can't always see a disability. It may be useful here to discuss the different types of disabilities/special educational needs that your children may come across, e.g. ADHD, dyslexia, autism.		An understanding that disability is not always apparent just by looking at someone.
		Slide 16: Explain that some people might move, communicate, learn, see or hear differently the way others people do. This might be because a person has a disability.		

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		Slide 17: Share the definition of disabled with the children. 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. Key point it is not a difference you chooselike 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. Slide 18: Ask children to share their experiences if they want to of disability. 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. The way their disability affects them and appears will be different. Slide 20: What is the same is how we should treat people. Discuss what we mean by that.		
To understand that words can hurt others To introduce the idea of disablist language	21-23	Slide 21: Ask someone / a group to read the poem. Discuss what is meant by it. 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.	Powerpoint Appendix 2	To empower young people to think twice before saying something that might upset another

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		Slide 23-26: Read through the story tog Slide 27: Write either a letter to those from Craig explaining how Slide 28: Think about one of the chile could they/should they have responsibilities, remember We all have a responsibility Write a persuasive letter to situation, e.g. tell someone go over to Craig and check likes to do or why he doesn't you could also use the tab of the roles are thinking an What are thinking? What should they do?	e children whe might had in the whize done? Disthe tag line y. Should shothis persore, say to the kine is ok, an't like to joille in Appen	who are bullying the t-shirt in the scuss together for the week the have told the to explain who group that the sk Craig to plan in.	ng Craig or e back of the what are the teacher? hat they she ey should leay/join in, a	a diary extract le gym. What that child's bullying for all. ould do in a eave Craig alo sk Craig what	ne, he		Have thought through and have a clear plan about the kind of things you can do in this situation
That some people perceive the world in a different way and react	29-31	Slides 29-31:					_	Power point	To understand not all disabilities are visible, and to develop empathy with those who

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differently in different situations		Show the children the image on the PowerPoint what do they see see? 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. What is around them is different and may change how we see them. Who is right? Can both sets of ideas be correct? 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.		may perceive things differently.
Create a shared and lasting action plan to	32-35	Slide 32: Watch the YouTube clip with the Anti Bullying Week Video – Lets stop bullying for all (link in slide) Slide 33: Explain that in our school we are all equal and all different. Everyone in our school is A PART of our school and not APART FROM our school. Discuss what this means. 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. • How does our school make sure that everyone can be included in what we do?	Access to You Tube Powerpoint Post it notes Art / media materials	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

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- 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?

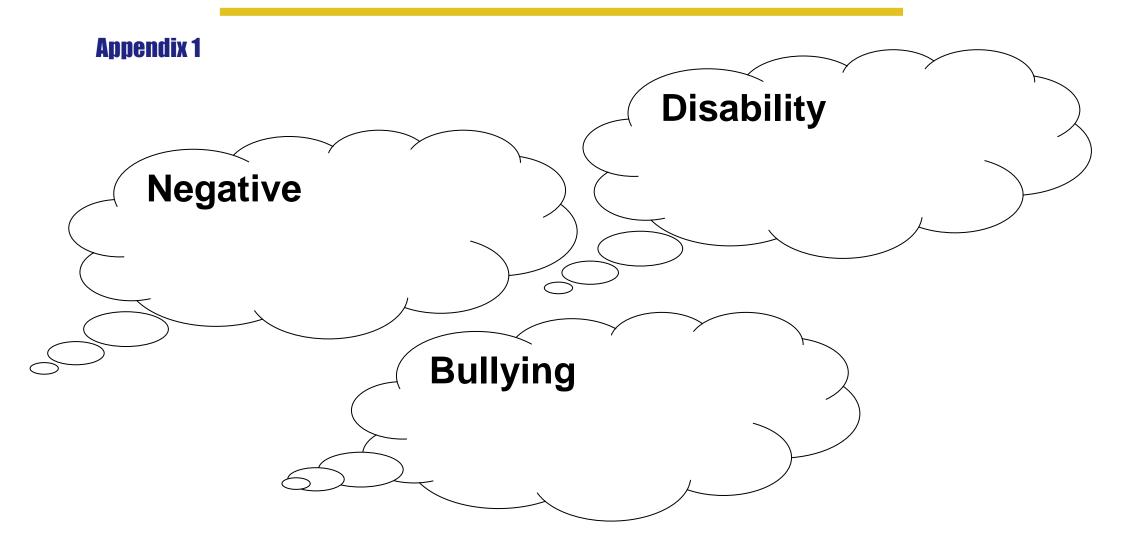
In small groups ask them to think about an answer to each question and put it on a post it note and then collect them in and discuss them. What can

- a) The individual child do
- b) The class do
- c) The school do (and what action might be needed for this)

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



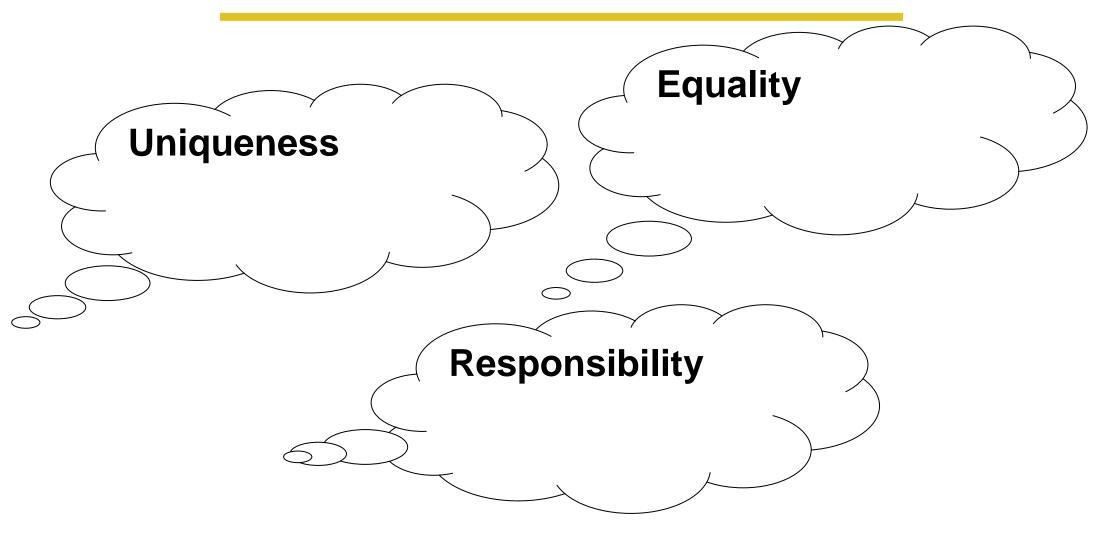
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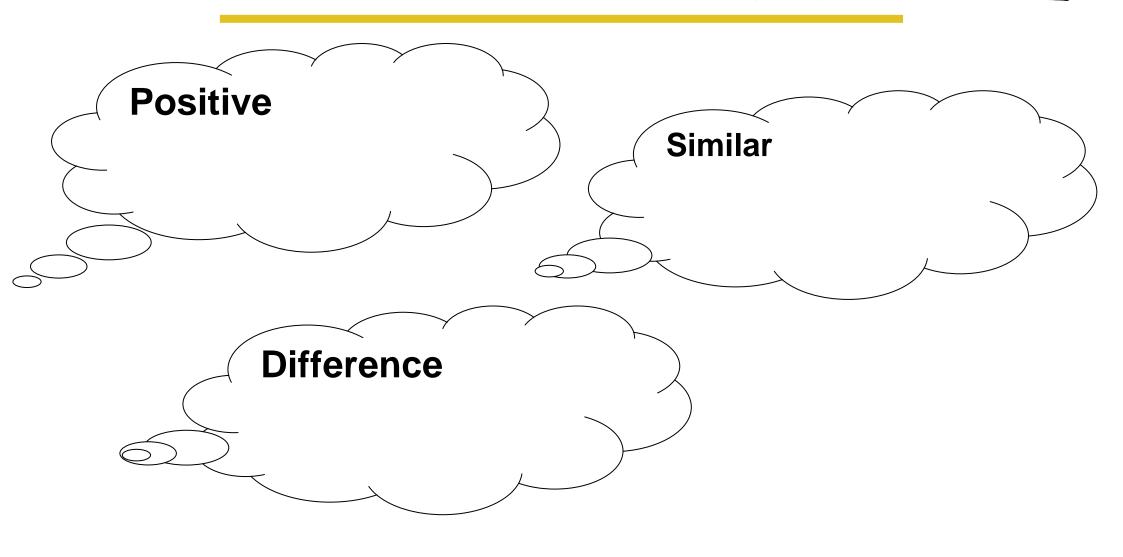
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Appendix 2		Craig	Group of children	Teacher	Girl with the white t-shirt	
What are they thinking?						
What should they do?						
What should they say?	\bigcirc					

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