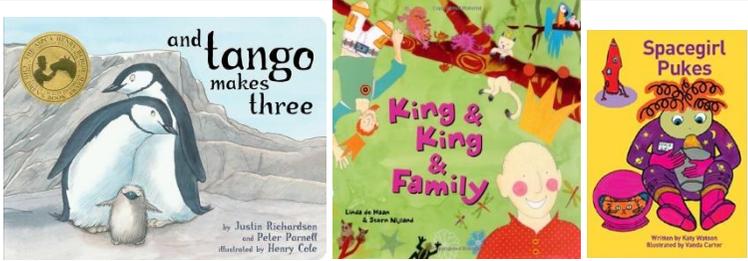


Year Group: Six		Topic Title: Anti-bullying Week	Half Term: Autumn 2
Aim of the unit: (linked to Programmes of Study)			Attainment Target:
Pre-learning:		Red Robin Hook: The class will be given a canvas and a challenge to create a piece of collaborative art work which shares the friendship/anti-bullying message.	Key vocabulary: Included; excluded; diversity; difference; prejudice; culture; emotion; positive; negative; feelings vocabulary; unique; special
Lesson	Learning Challenge (including outcomes)	Outline of Learning Experience	Differentiation (by input/task or outcome)
1	Can I explore what the term 'no outsiders' means and the impact on social and cultural exclusion?	<p>Read the following quote by Desmond Tutu to the class: 'Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality.' Archbishop Desmond Tutu, February 2004</p> <p>Discussion Points: (15 minutes)</p> <ul style="list-style-type: none"> • What do you think Desmond Tutu means by this? • What does 'no outsiders' mean? What would that look like? • Who might feel like an outsider? – In this school (no names), in our communities, in the world? Why? • What does it mean to include someone? • Why do people end up on the outside? What is that like for them? What impact does that have on our communities? <p>Carry out an R Time session with the children, pairing them randomly. Ask pupils to:</p> <ul style="list-style-type: none"> · Say hello to their partner, using their name and discuss 3 ways in which they're different from that person. · Discuss: what would the world be like if there were no outsiders? · Feedback some answers · Discuss: How would it feel to be on the outside? · Feedback some answers • Discuss: What would our school be like if we had no outsiders? What would it look like, sound like, feel like? · Feedback some answers. · Thank partner <p>Activity 2: Being special, being different 20 mins Ask pupils to consider the ways</p>	

		<p>in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at maths or football, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc.</p> <p>Ask pupils to complete the 'I'm a Star' worksheet, thinking about the unique and special thing they bring to the class, decorating the star accordingly. These will form part of a small class display which will reflect a celebration of the recognition of diversity in each classroom.</p> <p>Activity 3: Feelings Ladder 15 mins In small groups, ask pupils to write as many 'feelings words' on the coloured strips of card, and order them from what they consider to be the most positive feelings to have to the most negative feelings, sticking them onto a large sheet of paper in a ladder shape.</p> <p>Plenary: Whilst completing earlier tasks, ask pupils to consider how we can include others more in this class, and to write one answer on a small piece of paper. Put the answers in a hat and distribute them anonymously across the class at the end of the lesson.</p> <p>Ask pupils to try and work on that method of including others this week as many times as they can, and we will discuss the impact in the next session.</p>	
2	Can I help to create a safe place for discussion?	<p>Talking about themes relating to racism requires maturity and compassion for others. While the activities in the week are intended to increase empathy and broaden children's perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition to this, some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views. Therefore, it is extremely important to dedicate some time to creating the right environment to keep all the children and adults safe. A useful and necessary way to encourage openness, positive behaviour and also to provide a safe space everyone is to introduce a classroom charter. Work collaboratively with the children to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect.</p> <p>Try to include the following:</p> <p>Respect others: you will hear ideas and opinions that may be different or new to you or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your</p>	

		<p>words and body language reflect a respectful attitude towards others. Learn by listening to others.</p> <p>Own your own values: Speak from the 'I' 'I feel, or in my experience' avoid, 'you should' or 'you all think that'. If you are going to disagree with something, challenge the opinion or the behaviour not the person.</p> <p>Be open and honest: Ask questions without fear of judgement, there is no such thing as a 'silly' question. It is important to try and understand as much as possible; if you are not confident to ask questions publicly then speak to the facilitator privately.</p> <p>Respect confidentiality: Everything said in the room stays in the room. When sharing personal anecdotes, make sure to avoid using real names – don't disclose any personal information about anyone else. Carefully consider what personal information you chose to share.</p> <p>Share 'Air time': You are encouraged to express your ideas and opinions. Take it in turns to contribute, help create a safe space where everyone is encouraged and feels comfortable to speak and don't monopolise the discussions. You are not obligated to speak. It is fine to 'pass'.</p>	
3	Can I explore bullying and homophobia?	<p>Explain that this week we will be focusing on bullying. With pupils seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the class as a whole and say "We don't have bullying here because...." moving around the circle until everyone has been included.</p> <p>Activity 1: Defining Bullying 20 mins</p> <p>Write the word 'bullying' on the board, and brainstorm as a class what we mean by bullying or words associated – types of bullying, for example. Repeat by writing the word 'conflict' on the board and discuss the difference between the two. Ensure that the main elements are highlighted of bullying being repeated, deliberate behaviour with a perceived imbalance of power between victim and perpetrator. Finally, discuss what is meant by the term 'homophobia' and 'homophobic bullying', highlighting to the class that someone can experience homophobic bullying whether they are gay or not – e.g. they might be picked on and called homophobic names because they are a boy who likes playing a girls sport, or a girl who is a 'tomboy'. On the Smart Board, display the homophobic bullying statistics and discuss whether they are surprised by the information, and why they think people engage in homophobic bullying.</p> <p>Activity 2: Bystanders 15 mins</p> <p>Discuss what is meant by the term bystander (i.e. someone who sees bullying or conflict happening, but doesn't necessarily do anything about it).</p> <p>Display the Bystander Photo on the Smart Board, and using the R Time model,</p>	

		<p>randomly pair pupils and ask them to discuss the following:</p> <ul style="list-style-type: none"> · Say hello to their partner, using their name and tell their partner if they had a super power, what would it be? · Look at the photo. Discuss: If you saw that happening, why would you NOT support the person being bullied? · Feedback some answers · Discuss: Why WOULD you support the person being bullied? · Feedback some answers · Discuss: how would you feel if you were that person being bullied? · Feedback some answers. · Thank partner <p>Activity 3: Reacting to Homophobia 30 mins Place the children in groups, and give each a large piece of lining paper and some felt pens. Choose one person to lie on the paper and be drawn around, so that each group has a life-sized image of a person. Ask the groups to draw on the image of the person how they would feel if they were homophobically bullied. Consider how they would feel (linked to the Feelings Ladder), and where in their body would they feel that, e.g. butterflies in stomach, red face, tears, etc. Ask the children to also consider what they would think and say, adding thought and speech bubbles</p> <p>Activity 4: Class Charter 15 mins To sum up all the work completed over the session create a class charter. Discuss what is meant by a class charter, i.e. promises that we will make and sign to. Ask pupils to think about everything we've looked at over anti-bullying week and create a list of promises, e.g. 'We promise to accept everyone' 'We promise to have no outsiders'etc Ask all pupils and the class teacher to sign the charter, and display it somewhere prominent.</p>	
4	Can I collaboratively create and perform a play (or create a short animation)?	 <p>The image shows three children's book covers. The first is 'and tango makes three' by Justin Richardson and Peter Parnell, illustrated by Henry Cole, featuring a penguin and its chick. The second is 'King & King & Family' by Linda de Haan and Soren Mueland, featuring a colorful illustration of a family. The third is 'Spacegirl Pukes' by Katy Watson, featuring a purple alien character.</p>	

		<p>Share with the children the three picture books: An Tango Makes Three, King and King and family (you may need to read King and King first) and Spacegirl Pukes. Each one of the texts explore same sex families and love. Enjoy the stories and explain to the children that the aim of the stories are to give a message. The children are to work either as a whole class, or as a series of groups to create their own story and then change it into a play script to perform on Friday. Alternatively, the children can make a short animation with a voice over. They can use one of the stories given, innovate on one of the stories they have read earlier, or write their own.</p>	
5	<p>Can I produce a music video which gives an anti-bullying message? <i>(This may take a longer session and may link Computing for the week)</i></p>	<p>Share with the children the song lyrics to Michael Jackson's 'Black or White'. Discuss the lyrics and the meaning behind them. Watch the video. https://www.youtube.com/watch?v=tyBs6-cmFvQ In what ways does the video give a positive message about diversity in colour, race and religion?</p> <p>The children are to them be given the task of creating their own Newchurch video based on this, which celebrates the diversity in the children within the school.</p> <p>The class are to write a letter to parents explaining the purpose of the video and seeking permission. They are to then take photographs of every child and then add the backing track.</p>	