

# Excellence and Enjoyment: social and emotional aspects of learning

Say no to bullying Years 5 and 6

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# Primary

## *National Strategy*

### Excellence and Enjoyment: social and emotional aspects of learning

### Say no to bullying Years 5 and 6

Headteachers, teachers  
and practitioners in  
primary schools,  
middle schools, special  
schools and Foundation  
Stage settings

Status: Recommended

Date of issue: 05-2005

Ref: DfES 1342-2005 G

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

**SureStart**

## Green set

### Introduction

This theme aims to develop and revisit four of the key social and emotional aspects of learning covered in previous themes through a focus on bullying – what it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem.

The four aspects of learning in which knowledge, skills and understanding are developed are self-awareness, empathy, managing feelings and social skills.



The intended learning outcomes for Years 5 and 6 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups, in the Red, Blue and Yellow sets.

### Intended learning outcomes

Description	Intended learning outcomes
<p>Children will have explored name-calling (linked to celebrating differences and our need to belong) and rumour-spreading.</p> <p>The distinction between 'direct' and 'indirect' bullying will have been made explicit, and the importance of recognising the indirect have been emphasised. Children will have had opportunities to revisit and tackle anxieties about bullying in secondary school. Children will have had the opportunity to consider the different ways in which people can have power over others. The reasons why people use bullying behaviour will have been explored, with a range of strategies to support them in making other choices.</p> <p>Children will have had the opportunity to review the social, emotional and behavioural skills which they have studied and can use in relation to bullying (as someone who is bullied, as a child who uses bullying behaviours and as a witness).</p> <p>Empathy and responsibility remain key themes, and children will have had further opportunities for using problem-solving skills.</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>

## PSHE/Citizenship links

### Years 5 and 6

Children will be taught:

1b) to recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;

1c) to face new challenges positively by collecting information, looking for help, making responsible choices and taking action;

2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;

2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

2f) to resolve differences by looking at alternatives, making decisions and explaining choices;

3e) to recognise the different risks in different situations and then decide how to behave responsibly;

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

3g) school rules about health and safety, basic emergency aid procedures and where to get help;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;

4d) to realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;

4e) to recognise and challenge stereotypes;

4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;

4g) where individuals, families and groups can get help and support.

### Key vocabulary (to be introduced within the theme and across the curriculum)

power

influence

direct/indirect bullying

name-calling (racist/sexist/homophobic)

## Planning

Ideas from schools who piloted these materials are noted in the right-hand margin of this booklet. The ideas include ways in which teachers planned for diversity in their class or group, for example, to support the learning of children for whom English is an additional language and of children with special educational needs.



## Key points from the assembly/story

1. Laura has been the target of bullying behaviours by Natasha and her friends for a long time. She feels really unhappy and does not want to go to school.
2. At last she tells her teacher, and writes down how she feels, so that her teacher can tell Natasha and her friends.
3. The teacher meets with Natasha and her friends and reads them what Laura has written. They feel very uncomfortable and say they didn't realise. She asks them what they will do to make things better for Laura and they each take turns to think of something.
4. Laura is happy in school now – Natasha and her friends have stopped using bullying behaviours and Natasha even asks her if she would like to play sometimes.
5. In the playground we see another child who is the target of bullying behaviours from two different children.

## Suggested whole-school/setting focus for noticing and celebrating achievement

Using the school/setting's usual means of celebration (praise, notes to the child and parents/carers, certificates, peer nominations and so on), children could be put forward for a variety of awards during the week, to be given out at the celebration assembly. These should be given for such behaviours as being kind to someone who was feeling left out, being a good friend/listener, refusing to join in with unkind behaviour, sharing a personal experience and so on.

## Green set: Year 5

### Pre-assembly work: what is bullying?

#### Intended learning outcome

I can tell you what bullying is.

Ask the children what they know or remember from previous years about bullying. Have a thought shower (re-cap on rules for thought showering) and remind them about work they have done on this before).

Scribe their ideas under different headings, for example:

- key knowledge about bullying (e.g. the groups involved: those who are bullied, witnesses and people doing the bullying);
- different types of bullying (name-calling, stealing, damaging people's things, spreading rumours, leaving someone out, making fun of someone and so on);
- how it makes people feel and behave.

*Note:* Ensure that the key idea of the three groups involved is recorded, if necessary by offering it yourself.

*Remind the children why we use the words 'person who bullies' rather than 'bully'. There is a difference between what we are and what we sometimes do; for example, I may paint my room but I am not a painter. If we say someone is something, it feels like they cannot change it, they will be it forever (e.g. I am a man/woman) while people can choose to change their behaviour, especially bullying behaviours.*

If the children do not offer an example of a situation that you would not consider to be bullying, give one yourself, such as:

Sabina goes skating with her two friends, Chris and Liam. She accidentally knocks into Liam and he falls over. He shouts at her 'What are you doing?' and won't talk to her for the rest of the afternoon. Sabina is so upset she cries all the way home.

Draw out from the children's suggestions the key features of bullying.

1. It does not just happen once; it is ongoing over time.
2. It is deliberate and intentional.
3. It is unfair/there is an unequal power balance (imbalance of power). The person/people doing the bullying is/are stronger, or there are more of them or they have 'influence', higher status or power.

Ask the children to list ways that one person can have more power than another, for example:

- one person may be stronger or bigger;
- the person may have many friends who will support him or her in forcing someone to do what he or she wants (physically);

My class wrote a bullying poem using this poetry frame as a prompt:

I saw ...  
I touched ...  
I smelt ...  
I heard ...  
I tasted ...



- a child in Year 3 brings a new skateboard to school which everyone wants to have a play on. The child can decide who has a go and therefore the toy gives them power;
- a girl in Year 5 is very popular and has lots of friends. She tells a new girl not to sit with them because she is 'not one of our group'. The girl's power comes from the friends;
- a boy in Year 6 knows something secret about another child and this knowledge is his power;
- a girl in Year 5 is very funny and can make others laugh with the things she says about other people. People want to be her friend because they know that she will make them feel small with her words or jokes if they go against her. Her power comes from her ability to use words to make people feel good or bad;
- a group who are all boys, all girls, all white or who all speak the same language can have power over anyone who is in the minority – a girl in a group of boys, a boy in a group of girls, a person from a different ethnic group, a person who speaks a different language;
- a teacher has power over a child because of their role. The role allows them to expect certain behaviours from children. The power comes from the role.

Go through the examples of bullying situations provided by the children, plus the one you offered that is not an example of bullying, and 'think out loud' about whether they are examples of bullying by using the three criteria above. Ask the children to decide whether another example is or is not bullying, by 'thinking out loud' in the same way that you did. If it is necessary to do further work on this, ask the children to take further examples and use the criteria to decide which situations are or are not bullying.

Give the children, in their groups, a large piece of flipchart paper or similar and ask them to write the words 'Bullying is ...' in the centre, and to leave some space at the bottom of the sheet for two or three lines of large writing. Each group should generate as many examples of bullying behaviours as they can think of and record them. They should then think of a dictionary definition of bullying and write this at the bottom of the sheet.

Each group then has to choose two children to highlight the examples in two different colours. Tell them that examples of 'direct' bullying should be highlighted in one colour, and 'indirect' bullying in another. Explain the difference between them like this:

*Direct bullying is when the bullying is done directly to the person being bullied. He or she might be pushed, hit, tripped, texted/e-mailed or told, 'No you can't play with us', have signs made to them and so on. Indirect bullying is the bullying that happens behind someone's back (spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it and so on, excluding someone indirectly, for example making up excuses about why they can't come rather than telling them directly).*

Take the definitions of bullying to the assembly.

We took posed photos of each type of bullying, using a digital camera, and got the children to sort them into two piles – direct and indirect.



## Post-assembly work

### Intended learning outcomes

I understand how rumour-spreading and name-calling can be bullying behaviours.

I can explain the difference between direct and indirect types of bullying.

I can explain some of the ways in which one person (or group of people) can have power over another.

I know some of the reasons why people use bullying behaviours.

I know some ways to encourage children who use bullying behaviours to make other choices.

I can tell you a range of strategies which I have for managing my feelings in bullying situations and for problem solving when I am part of one.

The idea of feelings and behaviour being different was really hard for one boy in my class (who is autistic) to grasp. We focused instead on a practical plan for him to follow (three questions he could ask, plus telling a teacher).

### Core learning opportunity: PSHE/literacy

For subject objectives and a suggested sequence see the detailed lesson plan.

The suggested activity centres around a specific bullying scenario which is described at the end of this section. It involves a range of individuals: several children who bully, including a leader; a child who is bullied and his friend (who each respond very differently to the bullying); and witnesses (some actively colluding, some passively colluding, i.e. wishing to stop it but not knowing how to or being able to, and some who resolve to do something about it).

Encourage the children to consider why people bully and how public behaviour is often at odds with private thoughts and feelings. The themes can be developed further through the use of an interactive ICT tool which allows groups of children to explore the motivations, inner thoughts and feelings of the characters, their backgrounds, and what happens before and following the central bullying incident.



### Speaking and listening follow-up

#### Objectives

To perform a scripted scene, making use of dramatic conventions (Y5 T1 D51) (or, if you are using this theme in the summer term: To analyse the use of persuasive language (Y5 T3 L55), and To present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language (Y5 T3 S55))

In groups, ask children to script and perform different versions of the situations depicted in the interactive text used in the core learning opportunity story, before the bullying incident or in the class discussion. For example:

- version 1: Delvin had been unwilling at first to engage in the bullying;
- version 2: Kim had not wanted to walk home with Dane;

I worked with a speech and language therapist to adapt the set objectives for Sam who has expressive language difficulties. She provided work on one objective at a time and gave him a talk frame. For example, 'I agree with you that...' 'I think that ... because'. We also asked the group to notice and support Sam when he used these ideas.





- version 3: initially the class say that the bullying is 'not their problem' and Kim has to persuade them.

In version 1, the children can be asked to focus on how the leader persuades the others to join in. What does he emphasise? What sort of gestures does he use? What sort of language?

In version 2, the focus will be on how Dane persuades Kim to walk home with him.

In version 3, the children can think about what Kim might say to the class.

Thought-tracking and hot-seating could be used to explore the characters' motivations and feelings.

## Art and design follow-up

### Objectives

To explore ideas and select visual and other information

To develop their work, taking account of the purpose; manipulating materials and processes to communicate ideas

To adapt and refine their work to reflect their own view of its purpose and meaning

Ask the children to collect materials, images, textures and so on that represent aspects of bullying so that they can compose a poster focusing on:

the fact that bullying behaviour is not respected or expected in the school environment;

the need to make up your own mind – not to follow the crowd or go along with bullying or unkind behaviour which you do not find acceptable.

Help children to choose and arrange images to make a statement about bullying, using techniques such as collage, layering, over-washing or print-making. Combine it with suitable lettering to make the poster.

## Mathematics follow-up

### Objective

To organise and interpret data: testing a hypothesis about the frequency of an event using a bar chart or bar line chart

Explain to the children that they are going to find out the answers to some questions about bullying in the school.

The suggested questions are:

- 'In Year 5 when (or where) is someone most likely to be bullied?'
- 'How many people have experienced bullying in Year 5 over a specified time period (e.g. the past four weeks), and what sort of bullying behaviours have they experienced?'
- 'How many people have experienced each sort of bullying?'

Discuss the different times/places when/where bullying could take place, and the different types of bullying that children know about. These will form the categories for bar charts and bar line charts.

Ask the children how they can find out if bullying is something that happens in their year and what sort of bullying it is. They will need to specify a time period in their question, rather than asking generally 'Have you ever been bullied?'. A sensible time frame would be to ask 'Have you been bullied in the last month?'.

Ask them to make predictions, for example about which will be the most common sort of bullying behaviours in Year 5, and where bullying will most likely occur.

Ask the children to identify any problems about asking other children directly if they have experienced bullying. What is likely to influence their answers? How could they collect the information in ways that will be more accurate (e.g. a confidential questionnaire)?

The children then collect data from their year group using the method they have selected, and construct a frequency table for 'types of bullying' and 'where/when', before using this to construct a bar chart or bar line chart with the vertical axis labelled in multiples of 2, 5, 10 or 20 (depending on the size of the sample).

Use the charts to answer questions, such as:

- 'When and where is bullying most likely to take place in Year 5?'
- 'What type of bullying is most/least common in Year 5?'

The children could develop their own questions to ask others.

They could get together with others doing similar work in Years 3 and 4 to find out the answers to comparative questions. For example:

- 'Is the most common form of bullying in Year 5 the same as in Year 3?'
- 'How many more children experience x type of bullying than y type in each year?'

They should discuss the implications of their findings and prepare a report for the School Council and the school senior management team.

## History follow-up

### Objective

To make links between events and situations across different periods and societies

This activity aims to help children to understand that some people have more power than others and they can use it in different ways.

Talk with the children about things they are allowed and not allowed to do. Who makes these decisions and why? Divide them into decisions made by an individual's family, by the school or groups they belong to, and laws including age-limits and restrictions that apply to everyone. Ask whether they agree that all of them are necessary, and what they can do if they don't agree.

Draw four concentric circles on a sheet of paper (like an archery target). If possible, put it on a magnetic board and use magnets. Otherwise use counters or cardboard discs. Use one counter or magnet to represent a child of their age. If the centre circle represents the place where people have most power to make decisions about what they can and can't do, and the place of least power is the outside ring, where would they place the child? The next counter is the child's parent(s), where are they placed? The school? The state/government? Older family members and other institutions such as religious bodies could be used too. The counters could be moved as the discussion reaches conclusions about relative power.

Ask the children to think about people in the different historical periods they have studied. Use Victorian Britain as an example. Who had more or less power? Men or women? Rich or poor? Adult or child labourers? Where would they be placed on the power target?

Tell groups of children to choose a particular historical period, re-research it using reference books to remind themselves, discuss the power relationships of different groups, and then use the power target to illustrate it. The groups should present their findings to each other.

Examples (in addition to Victorian Britain) might be:

- Ancient Greece – citizens, non-citizen men, women, slaves and so on;
- Roman Britain – governors, administrators, military, high-ranking Britons (Celts), citizens, slaves and so on;
- Tudor times – monarch, church, parliament, aristocracy, rich, poor and so on.

Discuss how people without much power have managed to change things, for example Gandhi, Nelson Mandela, the trade union movement, environmental groups and so on.

## Citizenship follow-up

Objectives (QCA Unit 2 section 2)

To consider alternatives, make decisions and explain choices

To consider rights and responsibilities when making decisions

The children may, if you have carried out the work in this area in Theme 1, be familiar with the idea of a class agreement or charter which all the people who come into the classroom sign. They may like to add to the charter ideas about combating bullying. You could base this on 'rights' and 'responsibilities'.

Ask groups to come up with rights that will make the classroom a safe place, free from bullying behaviours.

For each right that children come up with, have them decide on the responsibility that accompanies it; for example if the right is for everyone to be respected equally, then the responsibility is to respect others. Select key rights and responsibilities using a simple decision-making strategy, suitable for the children's age and stage. You could link this to your school anti-bullying charter, by having a small group of children from the class act as signatories for the whole-school charter.

Do *The safe school challenge* from the Theme overview.

## Questions for reflection and enquiry

- What does it mean to have power over someone?
- How do people get power?
- Is it bad to have power?

## Ongoing activities

When situations are described to you, or when you come across them in books, remind children to apply the three criteria for deciding if it is bullying. Use the problem-solving process to consider what people could do, if appropriate.

Ask the children to watch their favourite soaps for examples of bullying situations. Set aside 5 minutes a day for discussion about these. For example, is it bullying? Who has the power? What sort of power? What choices do the characters have? How do the characters feel? What do you think they will do or what did they do?

Create a wall display or collage (ask the children to bring in pictures) that shows the different ways in which people can have power over others (small/big, one/many and so on), extending this to how countries can have power over each other, if appropriate.

## Review

Ask children the questions below. Give them time to talk to a partner before responding.

- 'How can we create a school where it is not OK for people to use bullying behaviour?'
- 'Why do people use bullying behaviour?'
- 'What should we do to help those using bullying behaviour to change their behaviour?'

Ask whether the children think that any of their ideas have changed since they began their work on bullying. Then ask: 'In what way?' and 'Why do you think they have changed?'

End with a round, for example:

One thing that I have learned about bullying is ...

One thing that I enjoyed about this work on bullying is ...

One thing that I will do to help someone who uses bullying behaviour to change is ...

## Green set: Year 5

### Exemplar lesson plan: PSHE, literacy and ICT

Theme	Say no to bullying Year 5
SEAL objectives	<p>To have explored the issues of name-calling and other forms of direct bullying and understand how this feels</p> <p>To empathise with how it feels to be the person who is bullied and/or a witness wanting to stop bullying situations</p> <p>To have explored a range of reasons that can lead to children bullying others</p> <p>To have had practice in using the problem-solving process to generate solutions, consider consequences and decide on the best solution</p>
ICT objectives	<p>The primary aim in these activities is to use ICT to facilitate, enhance and extend children's learning in terms of the particular SEAL objectives. However, using the interactive text from the CD-ROM that accompanies these materials will also help to address ICT objectives:</p> <p>1a) To talk about what information they need and how they can find and use it (e.g. searching a CD-ROM)</p> <p>2c) To use simulations and explore models in order to answer 'What if?' questions</p> <p>5a) To work with a range of information to consider its characteristics and purposes</p>
Literacy objectives	<p>To develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described (Y5 T1 T9) (or, if you are using this theme in the summer term: To change their point of view, e.g. tell about an incident or describe a situation from the point of view of another character or perspective (Y5 T3 T3))</p>
Suggested activities	<p><b>Circle games</b></p> <p><b>Celebrating our differences</b></p> <p>Ask the children to sit in a circle and you call out the name of a group. If a child feels that they belong to that group, they stand up and the others cheer and clap the 'group members'. No member has to stand up unless they choose to.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● 'If you are a girl/boy stand up.'</li> <li>● 'If you come from _____ (village/town) stand up.'</li> <li>● 'If you have long hair stand up.'</li> <li>● 'If you are the oldest child in your family stand up.'</li> <li>● 'If you wear glasses stand up.'</li> <li>● 'If your birthday is in May stand up.'</li> <li>● 'If you can speak more than one language stand up.'</li> <li>● 'If you have brown eyes stand up.'</li> <li>● 'If you've ever been in hospital stand up.'</li> </ul>

- If you go to \_\_\_\_\_ club (use an example of a club which children in your school are likely to belong to) stand up.'
- 'If you have ever seen bullying behaviour stand up.'

Emphasise the fact that we are all different and belong to many different groups. We all need to belong (which is why rumour-spreading and exclusion are among the worst forms of bullying). We should be proud of what we are and have just celebrated the differences and similarities between us.

### **Whole-class and small-group work**

The suggested activities centre around a specific bullying scenario *No way!*, which is described in the resource sheets at the end of this section. The children will later read the interactive text provided on the CD-ROM in the SEAL resource pack which tells the same story, but allows them to explore the inner thoughts and feelings of the characters, their backgrounds, and what happens before and after the central bullying incident.

Before reading out the bullying scenario, give each child or pair a character description from the resource sheets. Explain that you are going to describe a bullying scenario and that their job is to decide which character from the scenario their description refers to. When they think they know, they can put up their hand, but must not call out.

When you have finished reading out the *No way!* bullying scenario, ask the children to say which character they think their description refers to.

The character descriptions should then be read out and discussed with the children. Some prompt questions for the discussion are:

- 'Were your guesses correct?'
- 'Did anything surprise you?'
- 'What role did each character have in the scene (e.g. person doing the bullying; person who is bullied; witness)?'
- 'Who was leading the bullying? How do you know?'
- 'What might the characters have been thinking and feeling? Does the story tell us?' (No.)
- 'Do you think that the way the characters acted (their behaviours) matched what they were thinking and feeling?'
- 'Why did the characters in the story bully?'

Focus on how our public behaviour and our private thoughts and feelings are often at odds. Stress that anyone can be a target – although we often hear that targets are 'different', we are all different. Remind children of the initial circle game, celebrating differences. There is a range of reasons why people bully – many people who are bullied also use bullying behaviours.

Tell the children that one group at a time will be using an interactive text on CD-ROM that tells the same story but allows them to explore the inner thoughts and feelings of the characters, their backgrounds, and what happens leading up to and following the central bullying incident.

### **Using the interactive text**

The interactive text is based on PowerPoint software and will be accessible to the majority of schools, though unfortunately not to all. It can be used as

Read-only, to explore the story from different starting points and perspectives. The teacher or children can also edit the text, using the Edit option on PowerPoint. As an example, teachers might want to alter the slang word 'keener', used in some parts of the country, to 'boff', 'swot' or another local version. Children can write their own text in text boxes on screen, using the Edit option, and save their new version to their personal files.

Allow the children to explore the interactive text using the CD-ROM provided. They can explore:

- what happened: the bullying incident;
- who was involved: some background on the characters;
- what happened before: to the child who is bullied;
- what happened before: planning the bullying;
- what happened afterwards: to the child who is bullied;
- what happened afterwards: in the classroom;
- how it ended (children should not access this until they have used the other options).

Throughout the story, children can access the inner feelings and thoughts of the characters, where indicated. This provides an opportunity to reinforce the idea of the public/private contrast.

'What happened afterwards: in the classroom' describes how the class responded when the child who was bullied was absent following the bullying incident. They hold a meeting and come up with a number of ideas about what should happen and formulate a plan to support him, which they then put into action (see 'How did it end?').

At this point, children can be asked for their own ideas to solve the problem. Ask them to use the problem-solving process to decide on a solution. Remind them about the steps of the process.

1. Decide what possible solutions there would be to the situation outlined. Offer some examples if children do not come up with them spontaneously. Those listed in the interactive text include:

- he should take lessons in fighting and fight back next time they try to bully him;
- he should not fight back but he should stand up to the bullies – take some lessons in how to be more assertive;
- he should think 'sticks and stones may break my bones but words will never hurt me';
- he should tell the teacher and the bully should be punished severely – maybe excluded;
- he should laugh with them at himself;
- the other people in the class should tell the children doing the bullying to stop;
- someone should tell the teacher who should talk to the children doing the bullying and make them aware of how it might feel;
- he could tell the bullies how it makes him feel.

2. Think through the likely outcomes and consequences of each course of action.

3. Choose the best solution.

Compare the ideas and solutions which the group puts forward with those that the class in the story come up with.

The 'thinking through' of what might happen if a particular piece of advice is followed, can form the basis for a writing or drawing activity in which a range of alternative endings could be generated.

This activity provides an opportunity to discuss the difficulties in suggestions that are commonly made to stop bullying. For example, often when children are told to 'be more assertive' or to 'stand up for themselves' they feel that they have failed when they are not able to do it. This can make children who are bullied feel even worse. Emphasise that other people's solutions may not be right for the child who is being bullied. They need to be involved in deciding what will be the best solutions for them. The pros and cons of 'fighting back' could also be discussed here.

On the CD-ROM there is a similarly constructed story (*Left out*) involving a group of girls, one of whom, Kirsten, gets left out. Ask the children, in groups, to navigate the story photographs (they will be familiar with the structure from the *No way!* activity), and to come up with a story that fits them. Get the groups to think hard about how each of the characters might be feeling and what they might be thinking (remind them of the work they have already done on 'unhelpful thoughts'), maybe with each person in the group focusing on one character. When they have done the thinking and planning, they can create their own interactive story by inserting the text into the relevant blank boxes, 'thought bubbles' or 'feeling heart'. The stories could be shared with the class or with younger children.

You may also want to use *The presentation challenge* resource sheet to encourage children to construct their own scenarios. Go through the task with the class, explaining that each group will have an opportunity to present their scenario at some time during the next few days (and ensure that time is built in to do so). The presentations can be used for the feedback assembly. Encourage children to take digital photographs of their scenario and construct their own interactive texts like those on the CD-ROM, using any multimedia authoring software.

We found that the 'fighting back' option generated a lot of discussion, as many of our parents believe that aggressive responses are the most effective when bullying is experienced or witnessed. As a staff, we agreed a 'script' for responding to this view which did not directly challenge the validity of the parents' view (see the Purple set for ideas). Children became much happier about not fighting back when we did this – they didn't feel that they were being asked to choose between home and school.



We set the groups up only after identifying vulnerable children in the class and those who we knew had experienced bullying. We made sure that they were happy with the activity and were working with children with whom they felt comfortable.





## Green set resource sheet: Year 5

### Character descriptions – *No way!*

A: *Kim, Dane's friend*

B: *Karl, who leads the bullying*

C: *Luke, who joins in the bullying*

D: *Delvin, who joins in the bullying*

E: *Dane, the boy who is bullied*

A is generally a happy boy, well liked by children and adults. He has a good number of friends from different backgrounds. His family live on the estate and are well thought of. He considers himself lucky. He has been called names a bit in the past, so he knows how it feels to be bullied, but his supportive family have always listened to him and helped him deal with it.

B is a popular boy and a natural leader. He is clever and knows exactly how to manipulate others to get them to do what he wants. This makes him very powerful. He never seems to get into trouble. He lives on the local estate. His family are quite well off and well thought of. Teachers like him and think he is sensible.

C is not very popular. Both his Dad and his older brother push him around a lot. His Mum is not at home. He has a very caring side and tries to look out for his little sister who is at nursery. He often feels angry and frustrated and gets into a lot of trouble at school.

D is small for his age but physically strong. His Dad has just lost his job and the family don't have much money. He is jealous of E who has more. He likes fighting, which makes him feel good. He wants to be in with the 'in' crowd, and sometimes he is included, but sometimes not, depending on how the leader is feeling. Sometimes the others make fun of him, picking on the fact that he is of mixed heritage, which he tries to laugh off. If others have things that he doesn't, he feels that they are showing off.

E's family have recently moved into the district because his Mum has got a new job. They live outside the estate. E is clever and has always done reasonably well at school. He is good at sports. He has always been happy, if rather quiet. He got on well with a small group of friends before he moved house.

## Green set resource sheet: Year 5

### The bullying scenario

Dane and Kim were walking home together, talking about a TV programme. A few other kids were walking a bit behind.

Suddenly Luke and Delvin appeared, with Karl just behind them. Luke shouted, 'Well, look who it is. Don't you know by now that this is where the real lads hang out? What makes you think some stuck-up little keener like you has a right to use this path?'

The other kids stopped to watch.

Dane looked worried and muttered to Kim, 'Oh no, not again'. He tried to walk past with his eyes down.

Luke and Delvin blocked his way, with Karl behind them. They started shouting insults at him, getting worse and worse until they were getting at Dane's Mum because she 'talks posh'. Karl occasionally added an insult which creased everyone up.

A group of children stopped to watch.

Then Kim spoke up. 'Listen – he just wants to go home. You know there isn't another way.' Karl raised an eyebrow and Luke turned on Kim.

'What's it got to do with you, Chinky?' Delvin looked down.

Kim kept amazingly cool. 'I want to go home too – so just let us past.'

'Ooooooh. And why would I want to let a couple of gay-boys come near me?' said Luke.

Then Delvin spoke. 'I think your mate's trainers look a bit uncomfortable. If he asks me nicely I might take them off his hands.'

'Off his feet, you mean,' chipped in Karl. They all laughed.

'Yeah, ask him nicely, keener.' Delvin and Luke lunged at Dane and pushed him to the ground, forcing him to say the words, 'Please take my trainers.' A tear rolled down his cheek.

Some of those who had stopped to watch the show were laughing, some smiling nervously. A couple shook their heads and muttered while others moved on as if nothing was happening.

They rolled Dane over and pulled both his trainers off. Then they threw them to each other, laughing, smelled them and pulled faces. 'Get mummy to wash your feet next time, keener. I don't like my new shoes to whiff.'

They ran off, giving each other high-fives. 'More fun tomorrow than Karl?' said Delvin. 'We'll see,' said Karl, smiling to himself.

## Green set resource sheet: Year 5

### The presentation challenge

In a pair or small groups, you are going to plan and present your own bullying scenario.

- Your scenario has to have at least five easily identifiable events.
- It must have at least two people who act in ways that inside they do not feel comfortable with.
- You must find a way to present your scenario that shows the contrast between what the characters are doing (their behaviour) and their thoughts and feelings.

Presentations can take whatever form you like, for example you might act it out, draw it (maybe in a comic strip style), write it as a story or even present it in the form of a dance, but you must find a way to show the contrast between characters' behaviour, thoughts and feelings.

Remember the rules for group working. Make sure everyone's ideas are listened to and that everyone has a role to play.

Decide what sort of bullying will take place (direct or indirect), who will do the bullying and who will be the target. Remember to include witnesses – very little bullying takes place in complete secrecy.

You can have one hour to complete the challenge and be ready to tell, show or talk through the scenario you have chosen.

## Green set: Year 6

### Pre-assembly work: what is bullying?

Ask children what they know or remember from previous years about bullying. Have a thought shower (re-cap on rules for thought showering) and remind them about work they may have done on this before).

Scribe their ideas under different headings, for example:

- key knowledge about bullying (e.g. the groups involved: those who are bullied, witnesses and people doing the bullying);
- examples of types of bullying (name-calling, stealing, damaging people's things, spreading rumours, leaving someone out, making fun of someone and so on);
- how it makes people feel and behave.

*Note:* Ensure that the key idea of the three groups involved is recorded, if necessary by offering it yourself.

*Remind the children why we use the words 'person who bullies' rather than 'bully'. There is a difference between what we are and what we sometimes do; for example, I may paint my room but I am not a painter. If we say someone is something, it feels like they cannot change it, they will be it forever (e.g. I am a man/woman) while people can choose to change their behaviour, especially bullying behaviours.*

Ensure that the children are clear about the difference between bullying, peer-peer conflict and unprovoked aggression. Give an example (or ask for one) of a situation that you would not consider to be bullying to ensure that the difference is understood.

Ask the children to remind you of the three key features of bullying, if these have not been included when the children were thought showering what they know about bullying.

1. It is ongoing and repeated.
2. It is deliberate and intentional.
3. There is a power difference between the person/people doing the bullying and the person experiencing it.

Ask the children to try to remember different ways in which someone can have power over another person. (The power may come from greater strength, greater numbers, higher status or influence. This area is addressed in the pre-assembly work for Year 5 and a number of examples can be found there, as well as in the staff information sheet in the Purple set.)

Go through the examples of bullying situations and 'think out loud' about whether they are examples of bullying using the three criteria above. Ask the children to decide whether another example is or is not bullying, by 'thinking out loud' in the same way that you did.

Further work on this is provided in the form of a quiz *Is it bullying?* in the resource sheets.

We found that the power issue was difficult to understand for some of our children who have special educational needs. We used a range of examples from the Purple set materials, and encouraged the children to make a display, showing in pictorial form the different ways in which a power imbalance could happen. This enabled all children to work at an appropriate level of conceptual understanding and contribute to the whole.



Give children in their groups a large piece of flipchart paper or similar and ask them to write the words 'Bullying is ...' in the centre, and to leave some space at the bottom of the sheet for two or three lines of large writing. Each group should generate as many examples of bullying behaviours as they can think of and record them. They should then think of a dictionary definition of bullying and write this at the bottom of the sheet.

Each group should choose two children to highlight the examples in two different colours. Tell them that examples of 'direct' bullying should be highlighted in one colour, and 'indirect' bullying in another. Ensure that children are clear about the difference between them. Some children will have completed a similar activity the previous year.

*Direct bullying is when the bullying is done directly to the target – he or she might be pushed, hit, tripped, saying 'no you can't play with us', making signs directly at the person and so on. Indirect bullying is the bullying that happens behind someone's back – spreading rumours, whispering, making signs to each other, stealing or damaging things without the person knowing who is doing it and so on, excluding someone indirectly, for example making up excuses why they can't come rather than telling them directly.*

Take the definitions of bullying to the assembly.

We took posed photos of each type of bullying, using a digital camera, and got the children to sort them into two piles – direct and indirect.



## Post-assembly work

### Intended learning outcomes

I understand how rumour-spreading and name-calling can be bullying behaviours.

I can explain the difference between direct and indirect types of bullying.

I can explain some of the ways in which one person (or group of people) can have power over another.

I know some of the reasons why people use bullying behaviours.

I know some ways to encourage children who use bullying behaviours to make other choices.

I can tell you a range of strategies which I have for managing my feelings in bullying situations and problem solving when I am part of one.

### Core learning opportunity: literacy

This is an overview only – for the subject objectives and suggested activities, see the detailed lesson plan.

The activities are based on the story entitled *Secret Friends* by Elizabeth Laird (Hodder; ISBN 0340664738). Teachers will need a copy of this text to read to the children.

The book tells the story of Rafaella's difficult transition to a new school. She doesn't find it easy to make new friends. Her name sounds strange and her ears stick out. She feels different from the others. Lucy is the first to tease, the first to call her 'Earwig'. Rafaella tries hard to integrate but decides the only way to fit in is to have cosmetic surgery but dies under the anaesthetic. Rafaella's initial persecutor, Lucy, becomes her secret friend at home but peer pressure prevents this friendship in school. It is Lucy's thoughts and feelings that are explored in this sensitive, thought-provoking text.

The story is used to focus on issues about peer pressure and how a single incidence of name-calling can spark a chain of events that spirals out of control. The focus in Years 5 and 6 is on bullying behaviour, how and why people bully, and how we can support children in choosing other forms of more pro-social behaviours. This story enables children to explore the dilemma of feeling the need to keep in with the 'in crowd' even when you don't condone their behaviour, and the feelings and thoughts experienced when children use bullying behaviour for these reasons.

I worked with a group before the class activity to produce a story line with feeling faces mapped onto the events of the story.



## History follow-up

### Objective

To make links between events and situations across different periods and societies

This activity links to the theme by helping children to understand that anyone can use bullying behaviour, and how we can resist peer pressure to do so.

Talk to the children about segregation in the southern states of America in the 1950s and 1960s. Tell them the story of Rosa Parks, the first black woman to refuse to give up her seat on a bus for a white person in segregated America, an action that led to a civil rights movement and significant change in the law. Discuss whether bullying is involved. Can one group bully another group or does it always involve individuals?

Tell the children about Jane Elliott's work in America in the 1960s. (Search for 'Jane Elliott' and 'Blue eyes brown eyes' on the Internet for several excellent accounts.) Her experiment proved to people that anyone can behave in a bullying way if they are given 'permission' and opportunity to do so. Discuss this.

In groups, with suitable history books as a resource, ask children to think of occasions in the history they have studied or heard about, when one group has bullied or oppressed another group, for example in Nazi Germany, early Christians by Romans, apartheid in South Africa.

Report back and discuss it, especially considering how individuals within groups behave, and how difficult it is to stand up for what you know is right in a group. Refer back to Jane Elliott's research and discuss how anyone can bully or be a target of bullying when the conditions are right.

For an excellent example of historical and present-day prejudice against travelling people and gypsies, use *The Travelling People* written and edited by Anthea Wormington, Sian Newman and Chris Lilly (ISBN 0 9538008 3 0), jointly produced by Hackney, Newham and Tower Hamlets LEAs.

Link this work to the poem *Back in the Playground Blues* from the resource sheets, focusing on how anyone can be a target of bullying behaviour (if you are using it for the suggested drama activities below).

## Drama/speaking and listening follow-up

### Objective

To improvise using a range of drama strategies and conventions to explore themes such as hopes, fears, desires, e.g. drawing on a shared text to explore emotional tension in a story (Y6 T2 D64)

These activities would best be undertaken after the suggested history activity. They aim to help children to understand or revisit that:

anyone or any group can be a target of bullying behaviour, given the right conditions, and the various reasons why people use bullying behaviour;

today in Britain certain vulnerable groups are dehumanised, thereby justifying bullying in the eyes of those who carry it out. (When used in conjunction with the

history activities, this can be linked to historical examples of this process, for example in Nazi Germany. You may want to make explicit reference here to racist and homophobic bullying.)

A poem that lends itself to dramatic treatment within this theme is *Back in the Playground Blues* by Adrian Mitchell, from the resource sheets.

Read the poem to the children, discussing it in the light of the SEAL objectives and focusing on the role of the person/people using bullying behaviour, and why they might be doing it. Encourage the children to think about what might help this process, for example parental views, TV stereotypes and newspaper reporting, common 'jokes' that reinforce stereotypes and so on.

Emphasise that bullying is not the result of 'something wrong with or different about' those who are bullied, because the reasons change so often, but that it is the choices of the people who bully, and the situation that lets them do so, which are to blame.

The children should then use a variety of drama strategies to explore the text and create a dramatised version (which can be used as a presentation to accompany the reading of the poem in the final celebration assembly). For example:

- use freeze-frames to create a 'landscape' and explore a moment of crisis facing the main character (e.g. making himself small as the bullies run out to play);
- use a conscience alley technique to investigate how a character facing a choice can be influenced by conflicting emotions (e.g. the big children who use bullying behaviours, or a bystander).

Reflect on how the drama activities enhance the children's understanding of the text.

*Note:* More detail about these drama techniques is available on pages 60–61 of the QCA/Primary National Strategy guidance *Speaking, listening, learning: working with children in Key Stages 1 and 2*, Teaching objectives and classroom activities (DfES 0627-2003 G).

## Art and design follow-up

Objectives

To experiment with visual and tactile qualities

To select materials and processes and organise and combine these in their work

To combine different techniques in their work

A possible task would be to produce posters to put around the school to discourage bullying behaviour. The emphasis should be on creating an environment in which bullying behaviour will not thrive because it is unacceptable, it will be recognised for what it is, and it will always be challenged. Key messages that children could try to communicate could include the following examples:

- We encourage children to think **why** they are doing it before they use bullying behaviours.
- We encourage children to think for themselves, not to 'go along with' bullying.



- We understand how bullying behaviours make people feel.
- We recognise and challenge put-downs, spreading rumours, and exclusion as bullying behaviours.
- If we see, we tell!

Another task could be to produce a 'say no to bullying' logo for the school. Ask children to collect materials, images and textures that represent aspects of bullying (e.g. power, fear, caring, help, anger, empathy).

Help the children to choose and arrange their images to make a statement about bullying, using techniques such as collage, layering, over-washing or print-making. Combine them with suitable lettering to make the logo.

## ICT follow-up

### Objectives

As for QCA ICT Unit 6A Multimedia presentation, section 5 (Prior learning, QCA ICT Unit 6A Multimedia presentation, sections 1–4)

Ask the children to prepare a multimedia presentation using a multimedia authoring program on the theme of bullying, using all they have learned about bullying during their time at primary school.

Possible themes could be a:

story about bullying where buttons are used to let you read or hear a character's inner thoughts;

presentation for parents or younger children about the effects of bullying and how it can be tackled;

story such as that of Rosa Parks or Jane Elliott, showing how people can stand up against 'group bullying'.

## Mathematics follow-up

### Objective

To organise and interpret data: making a simple computer database and finding the mode and range of a simple set of data within it

Ask the children to create a survey to find out about aspects of bullying in the school. They could choose any aspect that is compatible with using it to create a simple database of information, using a database package or spreadsheet. As an example, they could ask how many people have experienced bullying in Year 6 over a specified time period (e.g. the past four weeks) and what sort of bullying behaviours they have experienced.

Discuss the different types of bullying that children know about. These will form the categories for the database.

Ask the children how they can find out if bullying is something that happens in their year and what sort of bullying it is.

Ask them to make predictions, for example about which will be the most common sort of bullying behaviours in Year 6.

Ask the children to identify any problems with asking other children directly if they have experienced bullying. What is likely to influence their answers? How can they collect the information in ways that will be more accurate (e.g. a confidential questionnaire)?

The children should then collect data from their year group using the method they have selected and construct a simple database using a database package or spreadsheet. They should use its facilities to find out what the frequencies of x and y types of bullying are, and what the most common type of bullying is.

Children could develop their own questions to ask others.

They could also get together with others doing similar work in Years 3, 4 and 5 to add their data and find out the answers to comparative questions, for example:

- 'Is the most common form of bullying in Year 6 the same as in Year 3?'
- 'How many more children experience x type of bullying than y type in each year?'

They should discuss the implications of their findings and prepare a report for the School Council and the school senior management team.

## Citizenship follow-up

Objectives (QCA Citizenship Unit 2 Choices, section 2 How do I make decisions?)

To consider alternatives, make decisions and explain choices

To consider rights and responsibilities when making decisions

If you have undertaken work in this area in Theme 1, children will be familiar with the idea of a class agreement or charter which all the people who come into the classroom can sign, to make the classroom a safe place where everyone can feel respected and involved. You may like to add a section which states that bullying behaviour is not acceptable. For Year 6, the children could have the responsibility for developing the idea of the class charter into a 'school charter against bullying'. The charter can take the same form of 'Our rights and responsibilities' but apply to the whole school. Have children thought about the rights and responsibilities that will make the school, including the playground, a safe place, free from bullying behaviours.

The product should be a school-wide charter or agreement, to take to the School Council or leadership team or governors' meeting for discussion.

Do *The safe school challenge* from the Theme overview.

## PSHE follow-up

### *Circle games*

#### *The exclusion circle*

Create a tightly bunched, inward-looking, hostile circle of children. Invite a volunteer to walk around the outside, tap three people on the shoulder and ask to be allowed in. The first two responses are hostile, 'No, go away'. The third person warmly invites the child in to join the group. The volunteer should know what is

going to happen. Discuss being excluded from the group: how it feels, feeling left out, not belonging. How might it make someone think and behave? Remind children of the links between thoughts, feelings and behaviour. Remind children that this is a type of bullying and about the work they have done on the importance of belonging to enable us to feel good about ourselves.

## Rounds

When I am being left out I feel ...

When someone says something good to me it makes me feel ...

When someone says something untrue/unkind/unfair about me I feel ...

The name I most hate being called is ...

## Names and name-calling

In the interactive text that children used in Year 5, the target child is called 'keener' (or whatever you adapted it to) and 'gay-boy' and his friend is called 'Chinky'. Ask the children why these names are offensive. Ask them if they would be offended if they were called a 'cad' or a 'shirker'. Explain that these are old-fashioned terms of abuse and that what is considered insulting changes over time and in different places.

In groups, come up with a list of the common names people in Key Stage 2 get called at school. (Children can use their existing knowledge or be 'detectives' around the school to produce tally charts and graphs of the common insults people use in the school.) Alternatively, you could ask children to explore the names that children get called in children's television programmes.

Write the names provided by the children on cards and then rank them in order from those considered most to least hurtful. Compare the rankings of each group. Do different things hurt different people more or less? Do the children think the rhyme 'Sticks and stones may break my bones, but names will never hurt me' is true?

Ask the children, in their groups, to come up with other types of put-down that children use as well as name-calling. (These might include imitating someone, staring, making signs to the person or to other people about the target, moving away or refusing to touch or go near the target, whispering and giggling about the target, making fun indirectly of something belonging to or important to the target.) Ask the children how it might feel to those on the receiving end of a put-down and get them to discuss it in pairs.

*Put-downs are comments or behaviours that are intended to make someone feel small or embarrass them. Sometimes they are meant as a joke, but can nevertheless hurt. Sometimes friends use them against each other, each trying to be the funniest or wittiest, with neither person finding them hurtful or offensive. In this situation, it may not be bullying but, if the insults include unacceptable or inappropriate language that others might find offensive, they need to be challenged and tackled as part of the school code on 'appropriate language and behaviour'.*

Ask the children to say when put-downs can become bullying. It is when they are used by someone in a position of power (and the power might come from being

We quickly realised that we needed to provide clear guidelines for this activity. Some of our children at first regarded it as an opportunity to mount a witch-hunt to get others into trouble, and some used it as an excuse to use offensive terms. We needed to stress that as Year 6, the class were being given the responsibility to help everyone in the school deal with a real and unacceptable problem. Be prepared, if you undertake this activity, for the children to bring back terms that may include sexist, racist and homophobic language, and to reiterate the school's policy on this as well as the reasons behind it.



'quick with words') against someone who does find them offensive and/or upsetting and when it happens again and again. If the children have read *Blubber* by Judy Blume (Macmillan; ISBN 03303 98059), or a book with a similar theme, ask them to come up with examples.

Remind children, if they have covered it, of the work undertaken in Theme 5 on put-downs and their opposite (focusing on how they might help people to feel better rather than worse about themselves).

### *Why people use bullying behaviour*

This activity can be done as a whole class or in groups. The children should be asked to compile a list (verbal or written) of reasons why people might use bullying behaviours. Ask them to thought shower the different reasons why the children might have been using bullying behaviours in the assembly story, then to think about other reasons why people might use bullying behaviours. Ask whether they can think of examples from books or TV programmes, or previous work (e.g. the interactive text used in the bullying theme in Year 5).

Tell the children that you have a list of eight reasons why people may use bullying behaviour. Challenge the groups or class to come up with this many and then compare them.

Because you dislike someone and want to be nasty.

Because you are jealous of someone.

Because it makes you feel powerful and strong to be able to make someone do what you want, or to know that you can cause pain, fear or humiliation.

Because you enjoy the feeling of other children watching you and showing off in front of an audience.

Sometimes children who bully have been bullied themselves – they are looking for someone to take their anger out on.

Sometimes children learn that using aggression gets them their own way – they can get other people to do what they want, give them money or things.

Going along with it to be 'in' with the most popular group. Sometimes people behave differently from how they normally would, in order to avoid being teased or called names in school. Sometimes this involves calling others names, because of certain popular or powerful other children. Ask the children to think for a minute about whether they have ever found themselves behaving in certain ways to avoid being teased, or called others names to be 'in' with the most influential group. They do not need to share this information, just consider it for a moment.

Because it feels like fun. Children who bully may not realise that their targets are really hurting. Sometimes targets cover their true feelings up, sometimes they go along with the bullying, pretending to find it funny on the outside, because it is easier than feeling the shame or humiliation they would face otherwise. You might want to read the children the poem "*When I went to the New School*" by Michael Rosen, from the resource sheets. This poem tells the story of a Jewish boy who starts at a new school and joins in the laughter and jokes about Jewish people, despite feeling like a traitor to his family and culture on the inside, in the hope that the others will like and accept him.

We recorded some popular children's TV programmes and catalogued the 'put-downs' that we saw, in addition to name-calling.



We did not use this poem, as we felt that it might cause discomfort or confusion for some children in our multi-faith school. We did, however, introduce it later as part of our PSHE focus on racism and discrimination. The children immediately made the link between this and the work they had undertaken within the bullying theme.



Give children the following role-play situations (or ask them to come up with their own situations, particularly in relation to their impending move to secondary school) and ask them to:

1. decide why the person might be using bullying behaviours;
2. role-play the situation and use hot-seating to find out why the person is behaving like this.

Role-play situations could be, for example:

- Every time you walk into the classroom, a group of girls starts whispering and giggling.
- A boy always pushes in front of you when he sees you in the bus queue.
- Two older pupils follow you home and tell you that if you don't give them £1 every day they will beat you up. They warn you not to tell anybody.
- An older pupil is waiting for you on the stairs and will not let you past.
- A boy in your new school is spreading rumours about you and your family that are not true.

You could ask the children to write a response to someone who asks for advice in this situation (or role-play a possible way of dealing with it).

### *How do we help children who bully to stop doing it?*

Explain to the children that they are going to apply the problem-solving process in order to consider the best way to help children who bully to stop doing it.

- 'How are the people involved feeling?'
- 'Why? What is the problem?'
- 'What do you think they want to happen?'
- 'Think of all the different things you could do. Which would be the best for everyone?'

This process can be followed by a debate or discussion in which each group promotes its own particular strategy. In the class group, thought shower as many ideas as possible about what we should do when a child is found to be bullying, bearing in mind the reasons why people use bullying behaviours (as discussed earlier).

*It is likely that children will initially come up with very punitive options. Try to encourage children to think about the various reasons for bullying that have been discussed, and elicit some alternative options, explaining that it is always possible to use the more extreme options if the less extreme do not meet with success. It is important that children realise that the majority of children who bully are also themselves often the targets of bullying and that, over time, many of us will both be involved in bullying behaviour and also experience bullying behaviour (with the result that if we were to use 'exclusion from school' as a first response, there would eventually be few children left in school).*

In groups, ask the children to consider one of the options (using the headings that follow) and to think through how this course of action would make the key people involved feel and behave. What would the benefits and drawbacks of this approach be? The key question from the perspective of the target of bullying is generally: 'Does it stop the bullying?'

For a child in our class with autism, we focused on two practical ideas – things he could do when he went to his new school, like asking to see his tutor.



One group of children used an alternative to written recording for this activity. We prepared a large grid and from the class thought shower listed on cards a range of feelings, behaviours, benefits and drawbacks. The children then discussed where to put the cards on the grid.



Person concerned	Might feel ...	Possible behaviours/ outcomes	Benefits	Drawbacks
Person who is bullied				
The bullied person's family				
Person doing or leading the bullying				
Other people joining in the bullying				
Families of children doing the bullying				
Witnesses				

Through our contacts with one of the local secondary schools, we were able to meet with and talk to a number of older children (volunteers from the school's peer-support programme) who were prepared to talk about their own experiences of bullying, including some who were willing to talk about their own past use of bullying behaviours. After we had explained what we were doing, a number of students visited the school for a day, talking to the children and answering their questions. Our children responded extremely positively, using these students as role models well beyond the duration of the theme.



Each group could then be asked to present the case for their selected strategy and why it is the best for stopping the bullying, while the rest of the class look for drawbacks in order to promote their own strategy.

If the class agree on one strategy, they could put this on the agenda of the School Council, or leadership or governors' meetings.

### Questions for reflection and enquiry

- Why are people sometimes cruel and unkind?
- Have all people got the potential to use bullying behaviour?
- How can one group, country or people get power over another?
- Where does power come from?

### Ongoing activities

Consider using peer mediation. If you are already using this idea, do some additional work with the peer mediators on the perspective of a child using bullying behaviour.

Ask the children to be vigilant in the playground and support any other children who seem unhappy.

Introduce playground buddies and work with the children to act as play leaders in the playground with younger children.

## Review

Review the intended learning outcomes for the work on bullying with the children. Ask how far they think they have been achieved.

End with a round:

'One thing that I have enjoyed doing in this year's bullying theme is ...'

'One thing that I feel less worried about when I think about going to secondary school now is ...'

'One thing that will stop me bullying someone else is ...'

## Green set: Year 6

### Core learning opportunity: literacy

Theme	Say no to bullying Year 6
SEAL learning objectives	<p>To understand the importance of groups and the need to belong</p> <p>To value and respect similarities and differences between people</p> <p>To understand the effect of bullying on an individual</p> <p>To understand reasons for bullying behaviour</p> <p>To deal with our feelings if we have bullied someone</p>
Literacy objectives	<p>To take account of viewpoint in a novel (Y6 T1 T2) (or, if you are using this theme in the summer term: To select the appropriate style and form to suit a specific purpose and audience (Y6 T3 T22))</p> <p>To contribute constructively to shared discussion about literature, responding to and building on the views of others (Y6 T1 T5) (or, if you are using this theme in the summer term: To look at connections and contrasts in the work of different writers (Y6 T3 T6))</p>
Outcome	Letter writing or diary entry
Text	<p><i>Secret Friends</i> by Elizabeth Laird (Hodder; ISBN 0340664738)</p> <p>The story of Rafaella's difficult transition to a new school. She doesn't find it easy to make new friends. Her name sounds strange and her ears stick out. She feels different from the others. Lucy is the first to tease, the first to call her 'Earwig'. Rafaella tries hard to integrate but decides the only way to fit in is to have cosmetic surgery but dies under the anaesthetic. Rafaella's initial persecutor, Lucy, becomes her secret friend at home but peer pressure prevents this friendship in school. It is Lucy's thoughts and feelings that are explored in this sensitive, thought-provoking text.</p>
Text themes	Issues around peer pressure and how a single incidence of name-calling can spark a chain of events that spiral out of control. The dilemma of feeling the need to keep in with the 'in crowd' even when you don't condone their behaviour.
Lesson plan	<p>It will be important to have read the story to the children before the lesson.</p> <p><i>Note:</i> The text is relatively short.</p> <p>Begin the lesson by exploring thoughts and feelings about moving to secondary school. Display the following quote from the text as a starting point to promote discussion:</p> <p><i>It's crazy, starting at a new school. For days you feel so new and lost it's as if you've wandered into a foreign country where you can't speak the language.</i></p> <p>Explain to the children that they are going to track the emotions of the two main characters, Rafaella and Lucy, as the story develops. Provide two silhouettes and explain that they represent the characters. The reason for the silhouettes rather than pictures of the girls is to emphasise to the</p>



	<p>children that these children could be anybody, and that the effects of bullying can touch us all.</p> <p>Using evidence from the text, particularly quotes and descriptions of feelings, build up profiles of both characters around the silhouettes. Sentence strips or thought/speech bubble sticky notes could be used.</p> <p>Explore the reasons why the children felt the need to bully Rafaella by name-calling and isolating her from their group. Discuss with the children that at one point Lucy said, '<i>I could have stopped it there</i>'. Why do they think she found it difficult to do so? Discuss issues of peer pressure and the differences between private and public feelings.</p> <p>Choose an incident from the story and, using talk partners, ask the children to decide what Rafaella/Lucy/one of the other children might have been thinking at this point. Emphasise in the feedback that the same event can look different depending on one's point of view. This could be developed into a short piece of drama or a writing activity on a split page to emphasise the contrast.</p> <p>The children could draft a letter to Rafaella's parents from Lucy, trying to explain her feelings following the death of their daughter.</p> <p>They could write a diary entry or record an audio diary for either Lucy or Rafaella for a chosen point in the story.</p> <p>They may consider thinking about what advice they could offer to both characters at different stages within the story.</p>
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As a follow-up activity, children could read *Cat's Eye* by Margaret Atwood (Virago Press; ISBN 1853 811 262), and/or *Blubber* by Judy Blume (Macmillan; ISBN 0330398059) and consider the different treatment of similar themes.

## Green set resource sheet: Year 6

### Quiz: Is it bullying?

1. Jenny tells Tony that if he doesn't give her his dinner money she will beat him up.
2. Dena keeps telling Susan to wear deodorant.
3. Holly and Jasmine have fallen out over a boyfriend and Jasmine refuses to speak to Holly.
4. Each time Ramon walks into a class, a group of pupils giggle and whisper to each other.
5. Terry spits into a can of coke and says he will make Jake drink it.
6. Tania and Susan won't let Rachel play with them.
7. Joel and Dean have had an argument. Joel kicks Dean's bag across the floor.
8. Peter accuses Rashid of stealing his game and they have a fight in the corridor.
9. John has a disability which means that he cannot always control his movements. When he gets excited his hands jerk up. A group of boys mimic him whenever he tries to join in the football game.
10. Dean's parents have split up. Mark tells everyone else in the class.

(Adapted from materials by Sonia Sharpe, used in the DfES Sheffield anti-bullying project.)

## Green set resource sheet: Year 6

### Back in the Playground Blues

Dreamed I was in the school playground, I was about four feet high  
Yes dreamed I was back in the playground, standing about four feet high  
The playground was three miles long and the playground was five miles wide

It was broken black tarmac with a high fence all around  
Broken black dusty tarmac with a high fence running all round  
And it had a special name to it, they called it the Killing Ground

Got a mother and a father, they're a thousand miles away  
The Rulers of the Killing Ground are coming out to play  
Everyone thinking: who they going to play with today?

You get it for being Jewish  
Get it for being black  
Get it for being chicken  
Get it for fighting back  
You get it for being big and fat  
Get it for being small  
O those who get it get it and get it  
For any damn thing at all

Sometimes they take a beetle, tear off its six legs one by one  
Beetle on its black back rocking in the lunchtime sun  
But a beetle can't beg for mercy, a beetle's not half the fun

Heard a deep voice talking, it had that iceberg sound;  
'It prepares them for Life' – but I have never found  
Any place in my life that's worse than the Killing Ground.

Adrian Mitchell

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## Green set resource sheet: Year 6

When I went to the new school  
people noticed I was a Jew.  
I was the only one.  
So they did the jokes:  
you know,  
throwing a penny on the floor  
to see if I would pick it up  
rubbing their noses  
going *"my boy"* and *"my life"*  
while they were talking to me.  
And if ever I had to borrow any money  
there'd be an uproar,  
cheering, jeering,  
*"Don't lend him any money,  
you'll never get it back."*  
Sometimes I'd go along with it  
and I'd put on what I thought was  
a Jewish voice  
and say things like  
*"Nice bit of schmutter"*  
It's like I was bringing Zaida  
my mother's dad, into the playground  
running around him going,  
*"You're a Jew, you're a Jew"*  
It's like I was saying,  
*"Yes I'm a Jew  
but I'm not like other Jews,  
I'm an OK-Jew"*  
But I wasn't.  
For them I was just  
Jew.  
I was the Jew that it was  
OK-to-say-all-the-foul-things-  
you-want-to-say-about-Jews-to.  
And I played along with it,  
I thought it'd stop them hating me  
but all it did  
was to make it easier for them  
to hate all Jews.

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**Ref: DfES 1342-2005 G**

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