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Social and Emotional Aspects of Learning (SEAL) Anti-bullying

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Anti-bullying resource

The Secondary SEAL anti-bullying resource consists of:

- a theme overview;
- a set of structured staff development opportunities;
- ten example learning opportunities for use with pupils in Years 7, 8 and 9 that can be delivered flexibly to promote progression or to develop specific skills according to needs. These flow from a series of stimulus materials. They are divided into three themes: individuals, resilience and bullying; group bullying; prejudice-driven bullying;
- links to other materials and references.

Anti-bullying resource overview

This resource is designed to be used as part of a school's focus on preventing bullying and to creating a whole-school culture, ethos and environment where everyone feels safe from intimidation and bullying.¹ It is intended that the learning opportunities develop and promote the learning of social and emotional skills that pupils need to improve their own well-being and to help keep themselves and others safe from bullying within the context of an exploration of bullying.

Section 2.13 of the SEAL Guidance booklet (0043-2007BKT-EN) outlines how implementing SEAL as a whole can contribute to the work that schools are already doing to reduce bullying. High levels of social and emotional skill development contribute to creating a social climate that does not tolerate bullying behaviour, as well as highlighting how important it is for young people to learn strategies for resolving conflict before relationships are damaged or ill feeling escalates into bullying behaviour.

The exploration of bullying is rich in opportunities for the development of a range of social and emotional skills. Developing these skills in young people is essential if bullying and discrimination is to be effectively tackled in schools.² The learning opportunities in the theme will highlight the particular importance of managing feelings, empathy and social skills to the issue of bullying.

The resource may be used to support an intensive whole-school focus as part of the national Anti-bullying Week held in November every year; to extend learning opportunities within other SEAL themes; as an element of a response to a whole-school issue; or to support cross-curricular coverage of a SEAL theme. It is important that this type of work is only a small part of the school's approach and all staff should use all opportunities available to address issues related to bullying.

Staff development activities

It is important that staff have the opportunity to explore the issue of bullying for themselves and for their practice, and that they are enabled to engage with and reflect on the learning opportunities within the pupil activities section of the resource.

For this reason, the staff development activities provided are based on stimulus materials from the pupil activities section. Some of the learning is common, but the staff development activities also focus on developing a professional, as well as personal, understanding of bullying, and of the social and emotional skills underpinning the theme as a whole.

1. SEAL Guidance Booklet, p23, Table 3

2. Ibid, p17, Fig. 2

These activities are designed to be used as flexibly as possible within the individual school environment. The staff development activities can be used within Step 1 of the Four Step Process that is described in the Introduction and Staff development.

Pupil learning opportunities

Each set of learning opportunities is linked to one or more of the overall learning outcomes for Secondary SEAL: this offers practitioners considerable flexibility and fluidity, allowing for movement across curriculum areas, year groups and ability ranges.

These materials support SEAL learning across three bullying themes aimed broadly at particular year groups. The organisation of these themes recognises that:

- a) there can be a progression in emotional and social skills development that may support young people in gathering a broadening range of skills and capabilities that can help them keep themselves and others safe from bullying;
- b) there may be variations in types of bullying that young people experience at different stages in their journey through school.

The resource makes a starting assumption that work on resilience and the individual is most appropriate for Year 7 as pupils establish themselves in a new environment following transition from primary school; that Year 8 can be a time when group relationships become problematic for pupils and that Year 9 is where pupils' previous learning should have prepared them for some more developed focus on prejudice and discrimination.

Therefore, the resources are organised under three themes as follows:

- Anti-bullying theme 1: Learning Opportunities 1 to 3: Individuals, resilience and bullying (suggested focus for Year 7);
- Anti-bullying theme 2: Learning Opportunities 4 to 7: Group bullying (suggested focus for Year 8);
- Anti-bullying theme 3: Learning Opportunities 8 to 10: Prejudice-driven bullying (suggested focus for Year 9).

Critically, though, the resource is open and flexible enough to enable practitioners to use learning opportunities across the range of ages and abilities according to need.

These themes provide learning opportunities that encourage pupils to:

- understand how feelings and actions are connected and to see that behaviours impact on other people's feelings and emotions in both positive and negative ways;
- express a range of emotions appropriately and safely;
- build a range of relationships, differentiating positive relationships from negative ones and understanding how to manage these relationships well;
- develop empathetic responses to other people, showing respect for diversity and knowing when and how to offer support;
- understand how to learn and work well in groups, and how to resolve conflicts or solve problems positively within a group situation;
- understand the impact of bullying, prejudice and discrimination on all those involved, be moved to want to make things better for them and can use appropriate strategies to do so.³

In addition there are some key threads of learning that weave through these activities, notably:

- that individuals are unique and it is the diversity of individuals in a school community that gives it its intrinsic value;
- that belonging to a group sometimes mediates behaviour – therefore, having a strong and positive sense of both individual and group identity is important in protecting individuals within and without the group;
- bullying is commonly a group behaviour and pupils sometimes play roles in groups without fully understanding the implications;
- developing empathy and social skills are key to preventing bullying and to supporting other pupils who may be being bullied;
- difference and diversity can be challenging and pupils need to develop a sense of their own diversity as well as the diversity of others in order to support truly inclusive environments.

Links

This theme links to Primary SEAL Theme 3: Say no to bullying. It is important to remember that pupils who have engaged in learning may already have developed an understanding of bullying through accessing SEAL in their primary school.

There are further links to be made through this resource with the Personal, Learning and Thinking Skills outlined in the new secondary National Curriculum (in Year 7 from September 2008) and with the evidence base for Healthy Schools status, specifically when providing evidence of progress against the required standards for Emotional health and well-being.

Clearly, learning opportunities in this theme can be linked to the planning and delivery of the Personal Well-being programme of study within Personal, Social, Health and Economic Education, to Citizenship provision and to young people's opportunities for personal development across the curriculum.

Section 2.13 of the SEAL: Guidance booklet (0043-2007BKT-EN) offers suggestions for further reading and additional links, including signposting the Department for Children, Schools and Families' suite of anti-bullying guidance: *Safe to Learn*, which consists of general guidance on embedding anti-bullying practice in schools supported by more specific guidance on bullying due to race, culture and religion, homophobic bullying and cyber bullying.

Keeping safe

It is important to remember that bullying is relevant for all pupils. Pupils may have experienced bullying, known or know someone who is bullying or being bullied, or may be using bullying behaviours themselves.

Staff should also be aware that exploring this issue may well bring up strong feelings or draw out difficult experiences in their own lives.

As with any sensitive issue, staff need to ensure that the class environment is safe for them and for young people. In considering how to employ these learning opportunities, staff should consider how to structure any learning so as to minimise the risk of disclosure while also remaining alert to signs and signals that young people may require further support.

Bullying is a safeguarding issue and staff are advised to be familiar with the school's policy and practice regarding identifying and responding to safeguarding issues before they embark on using learning opportunities in this theme.

Questions for reflection and enquiry

Throughout the resource questions for reflection and enquiry are included to encourage pupils to consider the concepts explored in the theme in depth. There are many ways to use them: for paired, small-group or whole-group discussion. It is in these discussions that issues may arise for individual pupils.

You might consider using any views or insights captured in structured sessions to inform the school's approach to tackling bullying, perhaps through feeding anonymous session notes back to the School Council or to the governing body.

Review of the theme

At the end of each session for pupils or staff it will be important to review the learning against intended learning outcomes or stated purpose and to identify ways that learning can be applied.

Ideas for involving families

Both the Quiz: Is it bullying? (Resource sheet 14) and the Bullying roles activity (Resource sheet 15) could be taken home for the family to look at. Resource sheet 16 Extract 3 from *Black Swan Green* and Resource sheet 20 The circle and square story are useful extracts to promote discussion and debate.

Reinforcement across the school day

- Resources that are suitable for supporting the development of a whole-school assembly to support the theme are indicated within the learning opportunities.
- Using these resources as part of work to mark national Anti-bullying Week means that sessions can easily be transported out of the classroom environment and into, for example, the school council or after-school provision.
- Time can be provided at the start of the session to recall any learning from a previous session within the theme or relevant learning within another theme, for example Year 7 Theme 2: Learning to be together which covers both social skills and empathy.
- The sessions themselves are designed to be used in any curriculum area. Schools may consider delivering the most relevant learning opportunities during the week in a range of subjects.

Activities in the staff development pack mirror some of those within the pupil resources – there may be opportunities to align learning during the course of the theme's coverage.

Whole-school reinforcement

You can use the school's existing channels of communication and celebration to highlight:

- young people who are involved in whole-school anti-bullying work as mentors, mediators or supporters;
- the role of the School Council in establishing a positive, supportive climate for learning;
- individuals making a particularly positive contribution to keeping themselves and others safe in school.

Whole-school approach

Safe to Learn: Embedding Anti-Bullying Work in Schools: How to Create and Implement a Whole-School Anti-Bullying Policy (DCSF, 2007) recommends that bullying is an issue for school improvement and should be integrated into school improvement planning.

The Anti-Bullying Charter for Action offers schools a framework of principles for delivering an effective whole-school approach to bullying. The pupil and staff development activities within this resource are designed to be part of and to enhance whole-school action on bullying. The learning opportunities support and enhance a school's progress towards honouring the whole-school principles outlined in the Anti-Bullying Charter for Action, namely:

Our school community:

- discusses, monitors and reviews our anti-bullying policy on a regular basis (good practice suggests the policy should be reviewed on average every two years);
- supports staff to promote positive relationships and identify and tackle bullying appropriately;
- ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy;
- reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy;
- seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate.

Section 3 of *Safe to Learn: Embedding Anti-Bullying Work in Schools: How to Create and Implement a Whole-School Anti-Bullying Policy* (DCSF, 2007) breaks these broad Charter principles down further into a series of actions that underpin the implementation of these principles. The Anti-bullying resource can contribute to these actions, including:

- developing whole-school policies which meet the law and school-inspection requirements;
- promoting a school climate where bullying and violence are not tolerated and cannot flourish;
- continually developing best-practice, based on knowledge of what works;
- reviewing the school's anti-bullying policy every two years and, as a result, updating the policy and procedures as necessary;
- using curriculum opportunities to address bullying;
- having in place pupil support systems to prevent and respond to bullying;
- addressing school site issues and promoting safe play areas;
- all staff taking part in relevant professional development, and being clear about their roles and responsibilities in preventing and responding to bullying;
- all staff being aware of the importance of modelling positive relationships;
- data systems gathering useful information about the effectiveness of the anti-bullying work, and this data being used for monitoring and evaluation, and is shared with the school community;
- working in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

Additional materials to support schools in embedding a whole-school approach to reducing bullying are also contained within the *Secondary National Strategy for School Improvement Behaviour and Attendance Action Plan Toolkit Unit 4: Bullying*, 2004.

Anti-bullying staff development activities

| Staff development activity | Purpose | Resources |
|----------------------------|--|---|
| 1 | To enhance understanding of bullying and its relevance and significance in school. | Resource sheet 1 The feelings detective poster |
| 2 | To engage staff in considering the messages that they, and the school, send to pupils regarding bullying and how those messages can sometimes be conflicting. | Resource sheet 10 |
| 3 | A short activity designed to engage staff thinking about the key characteristics of bullying behaviour. | Resource sheet 11 Resource sheet 12 Resource sheet 13 |
| 4 | To emphasise for staff the role of the peer group in supporting bullying, and to engage staff in understanding how group dynamics and group roles impact on bullying behaviours. | Resource sheet 15 |

Staff development activity 1

Purpose

To enhance understanding of bullying and its relevance and significance in school.

Resources

Resource sheet 1: Extract 1 from *Black Swan Green*

The feelings detective poster, Whole school resources, Poster 3

Paper, flipchart paper, pens

Process

Divide the whole group into a series of smaller cluster groups, ideally of no more than three, distribute copies of the extract to each group member and provide some reading time. Provide each group with a copy of the Feelings detective poster.

Allocate two reading roles: the narrator (Jason Taylor) and Mr McNamara and the group can read for the group of boys. Read the extract aloud.

The group should then take an initial sounding on their responses by answering the following questions:

- Who has the most power in this scenario?
- Who has the least power in this scenario?
- Is there bullying in this scenario?

The groups can then choose **one** of three tasks.

Task 1

Using the Feelings detective poster, develop an emotional profile for Mr McNamara at the moment the headteacher appears in the doorway. Discuss what you would advise him to do next. Think carefully about his profile. Which of the SEAL skills would he need to employ? Can you advise him on both his internal processes (thinking) and his behaviour?

Task 2

Using the Feelings detective poster, develop an emotional profile for Jason Taylor at the moment the headteacher appears in the doorway. Identify what the impact of Mr McNamara's response has on him in the short term and what the implications are for him in the longer term.

Task 3

In your group, consider what the headteacher is going to say and do. In your group, work together to draft the next line of the story or develop a tableaux presentation that captures the next moment visually.

Extension

Discuss with the group a means of expressing the primary emotions you have uncovered in each of the protagonists – groups may want to refer to SEAL Theme 4: Learning about me – managing feelings, for more on emotional hijack and emotional downshifting.⁴ Alternatively, consider what Jason Taylor means when he says, 'I felt sorry for Mr McNamara. He's me, in a way.'

Applying learning

- Pose the question; 'How aware are we of the power dynamics in everyday situations in school – teacher/pupil, pupil/pupil, class/teacher, teacher/teacher, and do we need to reflect on how these dynamics challenge us to review and develop our skills in response?' Consider the issue of power amongst peers and when a power imbalance is harmful and when it is not.
- Relate the learning from these activities to any similar experiences staff members have had themselves in a professional capacity.
- Identify which of the SEAL skills are of most direct benefit to the staff group as professionals in relation to bullying. Then identify which SEAL skills or capabilities will be of most value to pupils in relation to bullying. Pick out commonalities and differences.

Staff development activity 2

Purpose

To engage staff in considering the messages that they, and the school, send to pupils regarding bullying and how those messages can sometimes be conflicting.

Resources

Resource sheet 10: Extract 2 from *Black Swan Green*

A3 paper, scissors, reusable sticky pads

Process

Divide the group into smaller clusters and give a copy of the extract enlarged to A3 to each. Give each group a pair of scissors, a blank sheet and reusable sticky pads.

Stage 1: Read the extract. Take a sounding from the group on the basic meaning of the piece of writing; briefly discuss why Jason Taylor's form tutor may have left it out for him.

4. SEAL Introductory Guidance Theme 4; p53

Stage 2: Cut the poem up into 12 sections, roughly one for each line or couplet. Discard half of the lines by identifying which of the lines carry the most important messages about bullying for your group.

Stage 3: Reduce the poem to three lines, applying the same process as before.

Whole-group mini-plenary

Share the chosen lines: stick up the three-line versions on a wall or board and ask each group to explain why they have chosen these lines.

Stage 4: Select one, final, defining line in the light of the groups' own experience and the discussions in the mini-plenary.

Plenary

Present the lines selected with some commentary on why groups have selected these final lines. Compare any variance across the whole group and discuss.

Applying learning

- Agree as a group to return to the school's anti-bullying policy and pull out the three key messages that the whole school should be consistently sending to pupils regarding bullying.
- Consider with a colleague how this 'messaging' makes a positive contribution to school culture and environment, particularly the learning climate and the social climate.⁵

Staff development activity 3

Purpose

A short activity designed to engage staff in thinking about what the key characteristics of bullying behaviour are.

Resources

Resource sheet 11: Extract from *Willy and Hugh*

Resource sheet 12: Characteristics word search

Resource sheet 13: Bullying starts with 'P'

Process

Begin with the extract from *Willy and Hugh* by Anthony Browne. Ask staff to consider:

- how Willy is feeling in the first image;
- what visual clues the author has included that add weight to the written description;
- what the second image tells them about Willy's experience of building and maintaining relationships and what the description tells them about Willy's self-awareness;
- what the third image reveals about bullying.

Staff should consider whether Willy is a victim of bullying. They should also consider which of the social and emotional aspects of learning would be of most value to Willy:

- self-awareness;
- managing feelings;
- motivation;

5. SEAL Introductory Guidance, p23

- empathy;
- social skills.

Following this section of the activity, staff should return to the third image from *Willy and Hugh* to consider what it tells them about the characteristics of bullying and bullying behaviour.

Remind them that there are five basic characteristics of most bullying situations. This leads us away from trying to identify and attribute behaviours individually. Rather, it empowers staff to consider a range of behaviours within a context characteristic of bullying.

Hand out copies of the Resource sheet 12 and, using the third page from *Willy and Hugh*, ask staff to select the five words from the grid that best summarise the characteristics of the bullying behaviour represented here. Staff should investigate both the writing and the image.

When each group has selected their words, they can share and compare against the recommended list (Resource sheet 13) and discuss any significant differences.

Applying learning

- Think of a scenario that you have dealt with where an understanding of these characteristics of bullying behaviour would have helped you.
- Discuss why 'perception' is included as a characteristic. With colleagues prepare arguments for, and against, the inclusion of perception as a characteristic of bullying and present these to a wider group.
- Anthony Browne encourages us to empathise with Willy. He does this mainly through visual imagery. How can we work out how the characters in this extract are feeling through their body language and gestures and how important is it that pupils pay attention to these signs in terms of developing empathy?
- With a colleague or a group, consider the role that power plays in both professional and personal relationships. What are the social skills that pupils need to learn in order to help them understand and manage power relationships now and in the future?
- In pairs, staff should agree one or more changes in their work to apply this learning. They should agree to meet to discuss their impact at an agreed time.

Staff development activity 4

Purpose

To emphasise for staff the role of the peer group in supporting bullying, and to engage staff in understanding how group dynamics and group roles impact on bullying behaviours.

Resources

Resource sheet 15: Bullying roles (cut into cards and place in a sealed envelope).

Process

You should arrange staff in groups of six and give each group a set of six cards, placed in a sealed envelope.

Stage 1: Each group should open their envelopes and hand out the role cards. Provide time for the group to read their roles and then read around the group so that everyone has a chance to hear the roles described. It is important to emphasise that these are roles allocated to children to describe their behaviour during research rather than descriptions of personality types.

Stage 2: Each group should then work together to set out the cards in a visual representation of a bullying scenario, paying particular attention to the relationships between the roles. In an active plenary, groups complete their models and walk around the room reviewing the range of interpretations.

Stage 3: As an open plenary, each group should set out a rationale for its model.

Stage 4: Groups are then asked to plan an intervention in the case they have modelled. They will need to target their response where it has most purchase, with a rationale.

Stage 5: Single groups join together to critique each other's responses.

In pairs, choose one or two roles and describe the prevalence of pupils who play that role in a class or group you know well. Staff should be discouraged from naming pupils but should, rather, focus on the behaviours they observe that lead them to draw these conclusions.

Applying learning

- What pressures can the group dynamic place on individual behaviour? How will SEAL coverage support children in understanding their behaviour in a group context?
- Is there any learning we can apply to our practice, perhaps when forming groups in learning environments or when called to intervene in allegations of bullying?
- Use this within smaller pastoral teams or in department meetings to support ongoing work to resolve existing situations.
- In groups, review which interventions, that are most commonly used in school or outlined in school behaviour and anti-bullying policies, are most effective in reducing the power of the group and supporting this understanding of group behaviours.

Pupil learning opportunities

| Learning opportunity | Learning outcomes | Resource sheets |
|-----------------------|--|-----------------|
| Warm-ups and starters | Letting go Mindfulness I like... | |
| Theme 1 AB.1 | <p>1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, value, etc).</p> <p>31. I can work out how others are feeling through their words, body language and tone and pay attention to them.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> | 2 |
| AB.2 | <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>10. I understand that the way I think affects the way I feel, and the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.</p> <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> | 3 4 5 |
| AB.3 | <p>2. I can identify my strengths and feel positive about them.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> <p>43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.</p> | 6 7 8 |

| Learning opportunity | Learning outcomes | Resource sheets |
|----------------------------|--|-------------------------------|
| <p>Theme 2</p> <p>AB.4</p> | <p>14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> | <p>9</p> <p>10</p> |
| <p>AB.5</p> | <p>31. I can work out how people are feeling through their words, body language, gestures and tone and pay attention to them.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> <p>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</p> <p>45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.</p> | <p>11</p> <p>12</p> <p>13</p> |
| <p>AB.6</p> | <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> <p>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</p> | <p>14</p> <p>15</p> |
| <p>AB.7</p> | <p>34. I can listen empathetically to others and have a range of strategies for responding effectively in ways that can help others feel better.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> <p>37. I can support others who are experiencing personal problems.</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p> | <p>16</p> <p>17</p> |

| Learning opportunity | Learning outcomes | Resource sheets |
|----------------------|---|-----------------|
| Theme 3 AB.8 | 35. I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences. | |
| AB.9 | <p>35. I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> <p>44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.</p> | 18 |
| AB.10 | <p>33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.</p> <p>35. I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences.</p> <p>36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.</p> | 19 20 |

Pupil learning opportunities

Warm-ups and starters

To prepare for learning:

- **Letting go.** To do this exercise you will need to divide the room up into four zones. In each zone the pupils will be able to 'park' a feeling that they may have been carrying during the course of the day. You could reiterate the four key feelings: happy; sad; anxious; angry.
- Explain to pupils that they are going to be given an opportunity to acknowledge and then park their feelings. Give them a few moments to gather their thoughts and then ask them to go to their chosen corner, acknowledge and park their feelings, if they wish to. Repeat. Don't ask them to share their feelings with the whole group but they could share a feeling with a partner.
- **Mindfulness exercise.** Some pupils might have used 'breathing exercises' in primary school as a relaxation strategy. You might acknowledge this as you introduce this activity. This exercise can be done with the group in a circle. Ask them to sit, backs straight with their arms by their sides, invite them to be quiet and to focus on their breathing. Remind them that breathing is something they do without effort. Encourage them to breathe through their noses, following their breath in and out. Tell them to return to their breathing if there are thoughts in their heads that distract them. Do this for five minutes then ask them to stand and take a short walk around the room.

To energise the pupils and encourage listening:

- **I like...** Arrange pupils in a circle with chairs facing inwards. Ask one member of the group to go into the centre and name something they like, for example a type of food. Those in the circle who share the same 'like' should stand and swap places with each other. The person without somewhere to sit when all the spaces are filled now has to name something they like, and so on.

Anti-bullying theme 1

These activities are designed to promote the exploration of the individual's sense of self and concept of themselves in a community of 'others' as a precursor to further learning around social skills and group interactions in bullying.

Either through individual activity or through progression across activities within the theme, pupils will have opportunities to explore and consider their own feelings and motivations, their skills of empathy, the feelings and motivations of others and how their actions affect them.

There are also opportunities within this theme to consider the notion of individual resilience.

Learning opportunity 1: Alone again

Overall learning outcomes

1. I know that I am a unique individual, and I can think about myself on many different levels.
31. I can work out how others are feeling through their words, body language and tone and pay attention to them.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.

This learning opportunity is based upon the picture *Automat*, 1927, by Edward Hopper. It includes three key activities.

Resources

Resource sheet 2: Edward Hopper, *Automat*, 1927

Note: this resource can be used as a stimulus for a structured assembly.

Starter

Distribute copies of the image on Resource sheet 2 to pupils arranged in groups, or display it on the interactive whiteboard if this activity is to begin with a whole-class discussion.

Activity 1

Explain that they have been granted a unique opportunity to take a snapshot view of a moment in this character's life. Ask pupils to describe what they see and list the descriptive words they use.

Pupils should work together to come up with some ideas about what is happening in the picture, how the woman is *feeling* and whether there is a connection between the two.

Encourage them to explain to each other what has led them to their conclusions. Suggest the pupils share their ideas as a group.

Activity 2

Ask the pupils to consider whether they think the woman is a) alone and b) whether she is lonely.

Provide the opportunity to draw out the distinction between these two states. Split the class in half and ask one half to come up with a list of statements about being 'alone' and the other half to come up with statements about being 'lonely'.

It is likely that the lists will contain some positive and negative statements as well as some personal reflections. Compare the two lists.

Activity 3

Pupils could be given the opportunity to prepare to 'hotseat' the character in the picture. Let them work in groups to gain a greater understanding of their character before allowing the rest of the class to question her.

Activity 4

Ask pupils to take this image as the starting point for a short piece of creative writing, using it to develop what happens next. They could develop a tableau, or series of tableaux; to show what happened before, or after the scene.

Plenary

Invite pupils to consider how bullying can make people both alone and lonely. They may also want to think about isolation and how it feels to be isolated, either by choice or through being excluded.

Pupils can decide how they would respond in this situation. Would they go and talk to the woman? Would they acknowledge her or ignore her?

Applying learning

Ask pupils to reflect on their experiences of being alone. Invite them in pairs to come up with strategies for a person who finds themselves in the following situations:

- always with others but would like to be alone sometimes;
- alone and feeling lonely and would like to meet more people;
- feeling alone even though they are with others.

Individual pupils should try out some of the strategies and report back if they would like to.

Learning opportunity 2: Me, myself and I

Overall learning outcomes

5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others have of me.
10. I understand the way I think affects the way I feel, and the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.
33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.

This learning opportunity is based upon an extract from *Feather Boy* by Nicky Singer. It includes six key activities.

Resources

Resource sheet 3: Extract from *Feather Boy*

Note: this resource can be used as a stimulus for a structured assembly.

Resource sheet 4: Norbert No-Bottle's spectacles

Resource sheet 5: Multiple identities

Props such as spectacles, flipchart paper and pens

Starter 1

Arrange pupils in groups of five. They are going to introduce themselves to one another, but there is a twist to this activity: they will have to introduce themselves without using their names!

Before you begin, get the whole group to suggest some other aspects of their identity that they could call on to represent themselves. Prompts could include:

- language;
- background, including ethnicity;
- what they like to do;
- family connections (numbers of brothers and sisters);
- beliefs or values;
- faith;
- likes or dislikes.

When they have done this, ask the groups to consider how this exercise made them feel and what characteristics or elements of their identities they thought, if any, were a suitable substitute for a name.

Starter 2

Ask a volunteer from the group to read out the extract from *Feather Boy* (Resource sheet 3). Provide a little reflection time for pupils to consider, and jot down if they wish, how the extract made them feel.

Activity 1

On a sheet of A3 paper or flipchart paper, ask pupils to take some time to draw simple representations of Norbert and of Niker. They should start with the clues in the text and then flesh these out to complete a sketch of these two boys. They will naturally focus on appearance.

Share the drawings and consider what characteristics shown in their picture mark Norbert out as a 'victim' of bullying and Niker as a 'bully'. They might like to discuss whether they have used any stereotypical characteristics of bullies or victims in their pictures.

Activity 2

Go back to the prompts from Starter 1. Pupils should aim to attach language; background; hobbies; family connections; beliefs and values and so on to their 'sketches'. When they are complete, groups can post these 'sketches' up around the room.

Mini-plenary

Encourage group discussion through questioning, you might use the following questions:

- Is it easy to paint a picture of a 'bully' or 'victim'?
- Did you really understand what the characters are like or is your picture limited and stereotyped?
- Do you think everyone is capable of using bullying behaviours?
- Do you think that everyone is vulnerable to bullying?

Activity 3

These images can be used as a starting point for a more involved discussion about stereotypes and assumptions and about how individuals demonstrate power. In this case, for example, Niker's athleticism is key to his power, while Norbert's unusual appearance and his glasses are used to mark him as 'weak'.

Alternatively, the 'sketches' could be used as the basis for a group presentation in which a scripted (or improvised) dialogue between these characters takes place.

Activity 4

Using Resource sheet 4, ask pupils to take it in turns to imagine themselves as Norbert. Using the prompts on the sheet they can try to empathise with how Norbert feels in a variety of situations.

As an extension, they can try to answer the most difficult question – how does he feel about himself, and how does Niker's behaviour towards him influence this.

If you can gather some old pairs of spectacles, this activity could be done as a piece of scripted drama, improvisation or even Forum theatre, where pupils imagine Norbert in a different situation and guide his responses to a series of challenges.

Activity 5

This extract can also lead pupils to discuss their own sense of identity and uniqueness as well as considering the beliefs and expectations that others have of them, including friends, family and school staff.

Using Resource sheet 5, pupils can enter into some reflective learning or some group discussion about how they choose and modify their own behaviour in different contexts.

Remind pupils that Niker maintains his power over Robert (Norbert) by taking his name away from him. Pupils may already have been able to experience for themselves some of the frustration of not being able to use their names to describe themselves and they may have increased appreciation of how their name makes a unique contribution to their sense of self and their identity.

In groups, pupils might want to take a moment to think about their names and take up a few simple discussion prompts:

- Who chose their name and why?
- Are their names connected to any sense of heritage, history, ethnicity, nationality or beliefs?
- Have they ever imagined having a different name. If so, what was it and why?

Activity 6

Ask pupils to thought-shower the terms 'prejudice' and 'discrimination' and then use a dictionary or internet search to explore the meanings of the words further. They should look again at their pictures from the first activity and decide what prejudices, if any, their representations of Norbert and Niker reveal.

Plenary

Pupils will identify that we all hold stereotypical ideas about others. These ideas are naturally limited and limiting. Ask pupils to think about:

- How does stereotyping prevent you from engaging with people from diverse cultures and backgrounds?
- How much impact does stereotyping have on their enjoyment of difference?
- How is discrimination linked to acting on prejudice that follows from stereotyping?

Applying learning

Ask pupils to consider their learning and discussions above. Over the week they should identify at least three examples of stereotyping that they see in the media – TV, newspaper, in school or in the community. They should bring this in to discuss in a later session.

Learning opportunity 3: Celebrations!

Overall learning outcomes

2. I can identify my strengths and feel positive about them.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.
44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.

This learning opportunity is based upon a celebration and extracts from the Walt Whitman poem 'Leaves of Grass', 1990.

Resources

Resource sheet 6: Celebration challenge!

Resource sheet 7: I celebrate myself

Resource sheet 8: Celebrations

Starter

Pupils should explain what they understand by the term 'celebration'. Be prepared to share some examples of celebrations, making the point that celebration can be both an internal, personal process and a public process.

When they have had a few minutes to consider this, you should read them the lines in the extract on Resource sheet 7.

Ask for some reflections, take soundings from the group on the meaning behind the lines.

Activity 1: Group challenge

Divide the class into groups of five, provide copies of Resource sheet 6 and invite them to complete the challenge.

Each group is going to develop a plan for a celebration event that captures two things: first it will capture each of their unique personal attributes individually. Pupils may not have had an opportunity to look positively at each other in this way before. Second, it will encourage them to consider what they each bring to their wider groups.

The groups will need to begin by working together to identify each other's strengths. But, they should encourage each other to identify at least one strength for themselves before they begin attributing strengths to each other. They should list them or be prepared to describe them.

They should pick the five top attributes (one from each person) and turn them into the cornerstones of their 'team' identity. Once they have an identity, the groups can then come up with a code of conduct for group members that will show what they believe about how they should behave towards others when they are exploring anti-bullying together.

Groups can be set a number of generic challenges that they can be charged with solving, using their individual characteristics and common strengths to find a solution.

Mini-plenary

Use the group codes as a starter for a discussion about how their strengths impact on their behaviour individually but also on how belonging to a group can sometimes change the way individuals behave.

Pupils should be encouraged to discuss how other people's behaviour influences their own behaviour and how groups of young people sometimes behave in ways that disadvantage the individual in favour of the group.

Activity 2: Planning in pairs

As a further extension, pupils working in pairs can be encouraged to plan a celebration event for each other.

They should consider:

- the characteristics of the partner they are celebrating;
- an appropriate venue to reflect their interests, qualities or strengths;
- activities for the event including any music, decoration or invitees;
- any other details they think will be necessary to make the task and the event successful.

Using Resource sheet 8, pupils can complete the invitation to structure their own formal invitation cards.

Plenary

Pupils can be asked to consider how this learning relates to bullying and any experiences or ideas they may have about bullying as a group behaviour.

Applying learning

Ask pupils to consider how they celebrate and show appreciation of each other. They might agree how they can ensure that their group maintains a positive approach to each other and keeps each other safe.

Anti-bullying theme 2

This theme enables young people to engage with some specific understanding about bullying behaviour before developing some key learning about group behaviours, how individuals assume roles within groups and how this commonly impacts on bullying and bullying behaviour.

There are opportunities within this theme to apply learning to make things better for those who may be bullied.

Learning opportunity 4: Friends or 'enemies'?

Overall learning outcomes

14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.

Resources

Resource sheet 9: Extract from *Cat's Eye*

Resource sheet 10: Extract 2 from *Black Swan Green*

Note: these resources can be used as a stimulus for a structured assembly.

Starter 1

All bullying involves a power imbalance and in bullying situations power is gained in a variety of ways. Invite pupils to spend a few moments reflecting on the following questions:

- What does it feel like to be powerful?
- What does it feel like to be powerless?
- How do you gain power?
- How do you keep power?

You might use pictures that illustrate this. Some are provided as part of Year 8 Theme 1.

Starter 2

Read Part A of the extract from *Cat's Eye* on Resource sheet 9 to the whole group.

Activity 1: Group investigators

Split the class into three and give them the following tasks:

Group 1: Examine the extract and report back on who has the most power in the extract and why.

Group 2: Examine the extract and report back on who has the least power and why.

Group 3: Examine the extract and report back on why Elaine describes Cordelia as her friend and not her 'enemy'.

Activity 2: A 'solution' focus

Pupils should imagine that someone in Elaine's class has told their teacher what is going on. They should come up with ideas about what a teacher or an adult could do to stop Elaine being bullied by Cordelia and Grace.

Record their ideas and then ask the class to vote or make a short assessment of which intervention would be most, or least, likely to work. They should consider whether or not an adult intervention would make the difference in this situation.

Pupils should imagine that they attend the girls' school and come up with ideas about what difference they, as another pupil, could make to Elaine in this situation.

Activity 3: Predictors

Explain that as this is a work of fiction, the author has written the closing of this episode. Ask the pupils to predict what the author's resolution is. Read the closing extract.

Mini-plenary

You might like to explore the following question with the pupils:

- Did the story end in the way you predicted?

Remind pupils of the section in the extract when Elaine says, 'They need me for this, and I no longer need them. I am indifferent to them. There's something hard in me, crystalline, a kernel of glass.' Ask the pupils what the 'kernel of glass' is. Is it resilience?

- How do you think Elaine developed the resilience to deal with the bullying that she was experiencing and to walk away from a situation that was hurting her?

Activity 4: Consolidate learning through group work

In the same small groups as Activity 1, pupils should explore the following questions:

- Who has the most power in this situation now?
- Who has the least power in this situation now?
- What has Elaine done to establish this new power balance?

Activity 5: Class interview

Pupils should work in pairs to identify five questions they would ask Elaine and five questions they would ask Cordelia to gain a deeper understanding about what happened and why. For example, they might ask Elaine what brought about the change in her and ask Cordelia if she has learned anything about herself.

They should plan this as if the interview is taking place six weeks after the incidents in the story. You might ask for volunteers to act as Elaine and Cordelia and be interviewed by the class.

Activity 6: Class poster

You can use Resource sheet 10 to develop some of the learning from this activity. You could read the poem to the group, or ask them to read it to themselves.

Explain that this poem is about resilience and contains some advice on how to deal with bullies. It contains some important advice for people who are being bullied and for those who are tempted to collude with bullying behaviour.

Challenge pupils to pull out the best bits of advice from the poem and include this in a poster for the class, with any additional advice they think would be helpful.

Plenary

Encourage the class to develop some class tips that support any more formal class charters on bullying and behaviour or the school's anti-bullying policy as a whole.

Applying learning

The pupils should try out their class tips in their own experiences around school over the coming week and report back in a subsequent session.

Learning opportunity 5: Bullying starts with 'P'

Overall learning outcomes

31. I can work out how people are feeling through their words, body language, gestures and tone and pay attention to them.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
41. I can assess risks and consider the issues involved before making decisions about my personal relationships.
45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.

This learning opportunity aims to move pupils on from definitions of bullying towards establishing common characteristics of bullying behaviour that they can refer to, to help them recognise bullying behaviours.

Resources

Resource sheet 11: Extract from *Willy and Hugh*

Note: this resource can be used as a stimulus for a structured assembly.

Resource sheet 12: Characteristics wordsearch

Resource sheet 13: Bullying starts with 'P'

Starter

Show pupils the extract from *Willy and Hugh*. Check that they feel happy about looking at extracts from a picture book for younger children. When they have looked at the images, ask them to summarise what is going on in the extract.

Activity 1

Ask pupils to describe:

- how Willy is feeling in the first image; what visual clues has the author included that add weight to the written description?;
- what the second image tells them about Willy's experience of building and maintaining relationships and what the description tells them about Willy's self-awareness;
- what the third image reveals about bullying.

Pupils should decide whether *Willy* is a victim of bullying. They should also consider which skills they think would help Willy. You might help this by thinking about social and emotional aspects of learning:

- self-awareness;
- managing feelings;
- motivation;
- empathy;
- social skills.

This is an opportunity to introduce pupils to a selection of the SEAL learning outcomes relating to bullying that are shown in the learning outcomes grid at the start of this resource.

Activity 2

Ask pupils to return to the third image from *Willy and Hugh* on the resource sheet to consider what it tells them about the characteristics of bullying and bullying behaviour. Explain that people often consider that there are five basic characteristics of most bullying situations.

Hand out copies of the grid on Resource sheet 12, referring to the third page extract from *Willy and Hugh*, and ask pupils to select the five words from the grid that best summarise the characteristics of the bullying behaviour represented here. Pupils should investigate both the words and the images.

Mini-plenary

When each group has selected their words, they can share and compare against the grid on Resource sheet 13 and discuss any significant differences.

The importance of perception

Challenge pupils to explain why perception, our view of what is happening, is important in bullying. Explain that we all feel things differently and that what might seem insignificant to one person may be very hurtful to another.

Ask the class to explore the statement: 'If I feel bullied, then I am bullied.'

Use a community of enquiry, if you are familiar with this approach, or use the following questions:

- Do you agree with the author of the statement?
- Why do you think this?
- Do you have any evidence for your view?
- Can you think of a time when this might not be true?
- Can you think of a time when this might be true?
- Does anyone have a different view? Why?
- What would happen if everyone agreed with you?
- What would a school or other organisation have to do if they agreed with you?

Applying learning

Ask pupils to work together to identify the key characteristics that might help all members of the school community recognise what is bullying behaviour. They should agree how they might share this with staff and pupils in the school.

Think of a scenario that you have dealt with where this knowledge would have helped you decide what to do and share this with the pupils.

Learning opportunity 6: Better when we're together?

Overall learning outcomes

- 36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
- 41. I can assess risks and consider the issues involved before making decisions about my personal relationships.

Resources

Resource sheet 14: Quiz: Is it bullying?

Resource sheet 15: Bullying roles

Starter 1

Explain that during this learning opportunity pupils will get a chance to find out about how groups work and the roles they play in bullying.

First, set the pupils the Quiz: Is it bullying? from the Primary SEAL Purple Set (Staff activities)/Resource sheet 14. Ask them to indicate which of the simple scenarios are bullying, asking them to answer simply 'yes' or 'no'.

Starter 2

Ask pupils to go through their quiz responses and to count up the number of 'yes' responses that involved a wider group in the bullying. It will be the majority of examples.

Then, ask the groups to identify:

- Who is leading the bullying behaviour?
- Who is supporting the bullying behaviour?

Activity 1

Copy the sets of six cards provided in Resource sheet 15. Make up as many sets as are needed and place each set in a sealed envelope. You should arrange pupils in groups of six.

There are three stages to this activity:

Stage 1: Open the envelope and hand out role cards. Provide time for the group to read their roles. Then they should read around the group so that everyone has a chance to hear the roles described. It is important to emphasise that these are roles in bullying situations rather than descriptions of personality types.

Stage 2: Ask the group to think of a scenario where there might be people taking on all the roles that are represented. They should work together to set out the cards in a visual representation of the bullying scenario, paying particular attention to the relationships between roles, especially the 'bully/ringleader' and the 'victim'. It might help to imagine each role card as a person in a freeze frame of the situation.

Stage 3 (mini-plenary): When all the groups have completed their visual representations they should walk around the room looking at each other's ideas. One member of each group should remain with the representation to offer explanations, listen to constructive comments or answer questions.

Give each group a couple of minutes to tell the whole class why they have arranged their representations in the way they have.

Activity 2

Invite groups to work together to develop a short story scenario that explains their representation. They can write these, using non-fiction or reporting techniques, or perform them. However they are presented, the stories should show how each of the roles makes a contribution to the situation described.

Groups should then complete their story by planning a successful intervention to resolve the situation. They might want to work out how to break down the power imbalance and divide the 'bully', assistant and reinforcer in order to make things better for the victim.

Extension

You could use the basis of the Norbert No-Bottle's spectacles activity (Resource sheet 4) to get pupils to look at a bullying scenario wearing a different pair of spectacles. In this way they are asked to consider what motivates individuals to take particular roles in bullying scenarios and to further develop their skills of problem-solving and cooperation.

Applying learning

Pupils can apply their learning over the course of the next few days. They should be encouraged to assess what role(s) they play in the groups they belong to, assessing further whether they learn and work well in groups and understand both their rights and responsibilities.

Anti-bullying theme 3

Through these learning opportunities, pupils will have the opportunity to consider notions of difference, diversity and shared humanity as well as exploring their own understanding of their rights and responsibilities as members of diverse communities.

This theme provides additional opportunities for pupils to consider how their attitudes and values may be shaped by this learning.

Learning opportunity 7: Problem-solvers

Overall learning outcomes

- 34. I can listen empathetically to others and have a range of strategies for responding effectively in ways that can help others feel better.
- 36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
- 37. I can support others who are experiencing personal problems.
- 48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.

Resources

Resource sheet 16: Extract 2 from *Black Swan Green*

Note: this resource can be used as a stimulus for a structured assembly.

Resource sheet 17: Role cards

Starter

Read the extract on Resource sheet 16. Label different parts of the classroom with five feelings words:

- happy;
- angry;
- frightened;
- anxious;
- sad.

Invite the group to locate themselves against the feelings they think Jason would have:

- before he finds the mouse's head;
- when he realises the head has been put there by Ross Wilcox;
- at the end of the extract.

Activity

Divide the class into small groups, hand out the small-group work role cards from Resource sheet 17 and ask pupils to each take one role.

Explain that the group will be working on this problem in order to make things better for Jason. Emphasise that they cannot intervene directly but should be providing Jason with ideas for what to say and do to resolve the difficulties he is facing. For example, would groups consider conflict resolution as a possible avenue?

Provide the groups with copies of your school's anti-bullying policy. Ideally, young people will have been involved in developing it. Ask the groups to consider how the policy might be used to help Jason.

Plenary

Each group should be given an opportunity to share their strategies in turn, including how the school's anti-bullying policy might help. The rest of the class should be encouraged to ask questions, make suggestions and give feedback on each solution presented.

Use the following questions to extend learning:

- All bullying is painful; but is there something especially nasty about bullying that follows you home and invades your space out of school?
- In another time (this story is set in the 1980s), Jason might have received a nasty text message – what advice would pupils have given him if this had been the case?
- Jason has a stammer – how do the pupils bullying him use his stammer to mock him?
- Is Jason right? Do those 'kids' really 'hate' him? Is bullying about 'hate' or is it about something else?

Applying learning

Allow pupils some time to reflect and work individually either on writing a diary entry for Jason, a 'blog' entry or, even, a short text message that sets out what he did next and what the effects of his actions were on the situation he was in.

Learning opportunity 8: Respect yourself

Overall learning outcomes

35. I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences.

Preparation

Find a definition of the word 'respect' to share with pupils.

Starter

Write up or display the word 'respect' with the definition you have found. Take some initial soundings on pupils' understanding of the word and how they use it. Explore other less formal meanings of the word.

The following questions might be explored:

- Is there another, less formal meaning of the word respect?
- Is this meaning to do with power relationships and showing respect to those more powerful than yourself in order to keep safe?

- Is this 'respect' in a true sense?
- What do they understand about the relationship between bullying and respect?

Activity

Ask pupils to work in groups to explore the concept of respect. They should create a map about respect that includes something about the following areas:

Feeling respect

- How do I feel when I know that someone is respecting me?
- How do I feel when I know that someone isn't respecting me?
- How do I feel when I show respect for someone else?

Showing respect

- What do I do when I am showing respect? Think about words, body language, gestures and tone.

Gaining respect

- How do I gain respect? Think of some ways in which people get your respect. They may do it in positive or negative ways. Which are positive, which are negative and which do you value most?

Who you respect

Ask pupils to identify someone they respect. This might be from public life, from school life, from home. Invite them to decide what qualities and attributes they respect about their chosen person.

The groups should display their 'respect map' and explain some of their ideas to the class.

Plenary

Ask the pupils to consider whether they can respect everyone and what the barriers are to achieving this.

In groups, or as an extension activity, pupils can work together to build a respect charter for display in the classroom. It should outline what their expectations are of each other's behaviour, some tips to help group members show respect and some description of why respect is important in building good relationships and strong communities.

Applying learning

Pupils and staff should try to keep to the class respect charter and report back to the class at an agreed time.

Learning opportunity 9: Then they came for me

Overall learning outcomes

35. I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences.
36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.
44. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.

Resources

Resource sheet 18: Then they came for me

Note: this resource can be used as a stimulus for a structured assembly.

Starter

Ask pupils to reflect on a time when they either have supported someone experiencing problems or have made a decision not to support someone who might have needed their help. They don't have to share these thoughts.

Write or show the word 'bystander' on the board. Take soundings from the group on the meaning of this word. Pupils who come from schools that used Primary SEAL are likely to remember this. You can remind them that the 'bystander' or 'outsider' is often talked about in relation to bullying as it describes the actions of people who know about bullying but don't intervene, either because they are afraid or they don't know what to do.

You could introduce the concept of 'collusion' here, too. Collusion is also a common feature in bullying – although most young people say they know bullying is wrong, they often collude in bullying by not reporting bullying or talking to an adult they trust about their worries.

Activity 1: The poem

This is a very emotive piece of writing and it needs to be set in context – pupils should have some understanding of the history of the Second World War and should have been exposed to some learning about the Holocaust through, for example, the annual Holocaust Memorial Day (www.hmd.org.uk).

Read or distribute the poem on Resource sheet 18. You may need to read it more than once. Ask groups to consider:

- At each stage in the poem, Niemoller makes a decision not to act. Why?
- How do you feel about Niemoller? Do you think he was a good man who was too frightened to act, or do you think he got what he deserved?
- What do they think the Nazi view of diversity and difference was? How does the poem illustrate this?

Activity 2: The defender

In pairs, invite pupils to consider what stops others from supporting those experiencing bullying. They can consider the role of the 'defender' in more detail. Remind them that the 'defender' is not necessarily someone who intervenes in bullying situations. Rather, they are individuals who feel confident to show disapproval of bullying, they are aware of how and why to seek support from adults and they are capable of considering the needs and feelings of others in their actions.

Can pupils think of people they know, or characters in films, fiction, even video games who they think are 'defenders' in this context?

On a large sheet of paper, draw the outline of a figure. Pupils should work together to populate this outline with positive qualities, knowledge and characteristics of the 'defender'.

Applying learning

Ask pupils to consider and come up with ideas about:

- What needs to be done to make all pupils feel like they could play the role of the 'defender' safely?
- What can be done to help 'outsiders' (those who want to keep clear of any bullying at all costs) become 'defenders'?

Learning opportunity 10: The circle and square

Overall learning outcomes

- 33. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs.
- 35. I can show respect for people from diverse cultures and backgrounds and for people with diverse interests, attainments, attitudes and values and I am interested in, enjoy and celebrate differences.
- 36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.

Resources

Resource sheet 19: Shapes

Resource sheet 20: The circle and square story

Note: this resource can be used as a stimulus for a structured assembly.

Starter 1

Get the group up on their feet. Challenge them to circulate around the room and task them with returning with some information about someone they don't normally work with. They should be able to identify something they have in common and something that separates them – in other words, a similarity and a difference.

Starter 2

Give out copies of Resource sheet 19. In pairs, pupils can spend some time working to identify which of the three shapes they favour. During the course of the discussion they might want to consider the value of each shape, what appeals (or doesn't appeal) about the angles (or lack of them), curves (or lack of them) and potential uses of the shapes themselves.

Each class member should have identified a preferred shape before you take feedback. Ask a volunteer to 'scribe' and record how the class breaks down by:

| Triangle | Circle | Square |
|----------|--------|--------|
|----------|--------|--------|

Record all the differences first. Then record what unites them – essentially, that they are all shapes and that each has its own value. Pick out some of these values. Ask the class to consider whether or not, in fact, the shapes are equal as well as different.

If the class favours one shape over the others, take a little time to consider what that means for the other shapes.

Activity 1

Read pupils The circle and square story, on Resource sheet 20.

Working in small groups, invite pupils to prepare a short piece of drama that highlights an imagined moment of importance in the journey of the Circles through the eyes of the Circle who first realised that their 'roundness' was as valuable as the Square's 'angles'. This could be presented as a 'mock' documentary or even a chat show, for example.

Activity 2

In pairs, pupils can look through the eyes of an old Square, looking back at all the changes taking place in their community. Once, they were the only shapes and now they have to share their world not only with Circles but also with Triangles! Pupils can explore some of the difficulties inherent in this relationship and they may pick up some conflicting emotions about diversity and difference.

Given that shapes might find it difficult to use body language or gestures to show respect for others, can pupils come up with ways in which the society of shapes can show that it respects and values difference?

Activity 3

Pupils can consider what they need to put in place to ensure that minority groups like the Circles are not bullied by the majority (the Squares). They could plan 'All shapes, all equal' Week, an annual event to celebrate 'roundness', 'smoothness', 'angles' or 'curves'.

Activity 4

Set up small groups of 'experts' on behalf of the makers of a reality TV show to resolve an issue that has come up in a previous day's transmission as follows:

Square A and Square B are spending more and more time together. Circle C spends more and more time on his/her own. Even Triangle B and Square D sit together by the pool and talk about 'angles' more than they talk to Circle A. After dinner, cooked by Circle A, the three Squares sit, talk and laugh about Circle A.

Working together in the role of experts, the group needs to analyse the problem and come up with a solution. They might then share their analysis and solution with the viewers.

Plenary

Ask the class to reflect on what they have encountered during the learning opportunity. They could consider:

- how this learning relates to bullying;
- how this learning relates to their lives or the lives of others in school;
- if there are any threats for them in considering difference and diversity in this way, or if they see any barriers in applying this learning in real life.

Applying learning

Pupils should identify where they might make changes in their own behaviour or attitudes as a result of engaging with this learning opportunity.

Pupils can also be directed to:

- www.britkid.org where they can explore the virtual town of 'Britchester' to learn more about how young people understand and develop their sense of difference and diversity;
- www.coastkid.org which contains dialogues, scenarios and learning opportunities relating to bullying and is set in a virtual school on the south coast of England.

Anti-bullying: Resource sheet 1

(Staff development activity 1)

Extract 1 from *Black Swan Green*

Jason Taylor is 13. He is bullied by a group of boys in his class. He is assaulted on the football pitch by Ross Wilcox and Gary Drake. Mr McNamara, a trainee PE teacher, punishes the boys by sending them to run to the bridge at the side of the pitch. They return 45 minutes later smelling of cigarettes and mints. Mr McNamara confronts them unconvincingly. When he goes into the PE office, the entire changing room begins singing an obscene song about him.

The song had got louder by its third encore. Perhaps kids thought, *If I chicken out of this I'll be the next Jason Taylor*. Or perhaps mass gang-ups just have a will of their own that swallows up resistance. Maybe gang-ups're as old as hunters in caves. Gang-ups need blood as fuel.

The changing-room door slammed open.

The song instantly insisted it'd never existed.

The door bounced off the rubber door-stop on the wall and hit Mr McNamara in the face.

Forty-plus boys nervously corking in laughter is still quite loud.

'I'd call you a pack of *pigs*,' Mr McNamara shrieked, 'but that'd be an insult to farmyard animals!'

'Oooooooooo!' vibrated from the walls.

Some fury is scary, some fury is ridiculous.

I felt sorry for Mr McNamara. He's me, in a way.

'Which of you' – McNamara bit back the words that'd lose him his job – 'toe-rags have the guts to insult me face to face? Right now?'

Long, mocking, silent seconds.

'Go on! Sing it. Go on. SING IT!' That shout must've torn his throat. Sure there was anger in it, but I recognised despair, too. Forty more years of this. McNamara glared round his tormentors, searching for a new strategy. 'You!'

To my utter horror 'You!' was Me.

McNamara must've recognised me as the kid trodden into the mud. He figured I'd be the likeliest to grass. '*Names*.'

I shrank as the Devil turned eighty eyes on me.

There's this iron rule. It says, *You don't get people into trouble by naming them, even if they deserve it*. Teachers don't understand this rule.

McNamara folded his arms. '*I'm waiting*.'

My voice was a tiny spider's. 'I didn't see, sir.'

'I said, "*Names*"!' McNamara's fingers'd balled into a fist and his arm was twitching. He was on the very edge of belting me one. But then all light drained from the room, like a solar eclipse.

Mr Nixon, our headmaster, materialized in the doorway.

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Anti-bullying: Resource sheet 2

(Pupil learning opportunity 1)

Edward Hopper, *Automat*, 1927



Hopper, E. *Automat* (1927) © Des Moines Art Center Permanent Collections; Purchased with funds from the Edmundson Art Foundation, Inc., 1958.2. Used with kind permission

Anti-bullying: Resource sheet 3

(Pupil learning opportunity 2)

Feather Boy

Norbert is the class squit. He's thin and gangly, his arms and legs like white string loosely knotted at the elbows and knees. His head is too big for his body and, where other people have hair, he has this yellow, fluffy ducks' down. His eyes are blue, though it's difficult to see that through the thick glass of his spectacles. If you take his specs off him, and people do, he looks startled. Naked. His real name isn't Norbert, it's Robert. Robert Nobel. But I don't think anyone's ever called him that. In Kindergarten, when his hair was even more yellow than it is now, they called him 'Chick' or 'Chickie'. Even Mrs Morgan. But, since Niker arrived in school it's been Norbert. Norbert No-Bel. Norbert No-Brain. Norbert No-Bottle. I don't suppose Johnny Niker, who has dark curly hair, green eyes and a fluid, athletic body, has ever imagined what it would be like to look out at the world through Norbert No-Bottle's spectacles. But I have. Because I am Norbert No-Bottle.

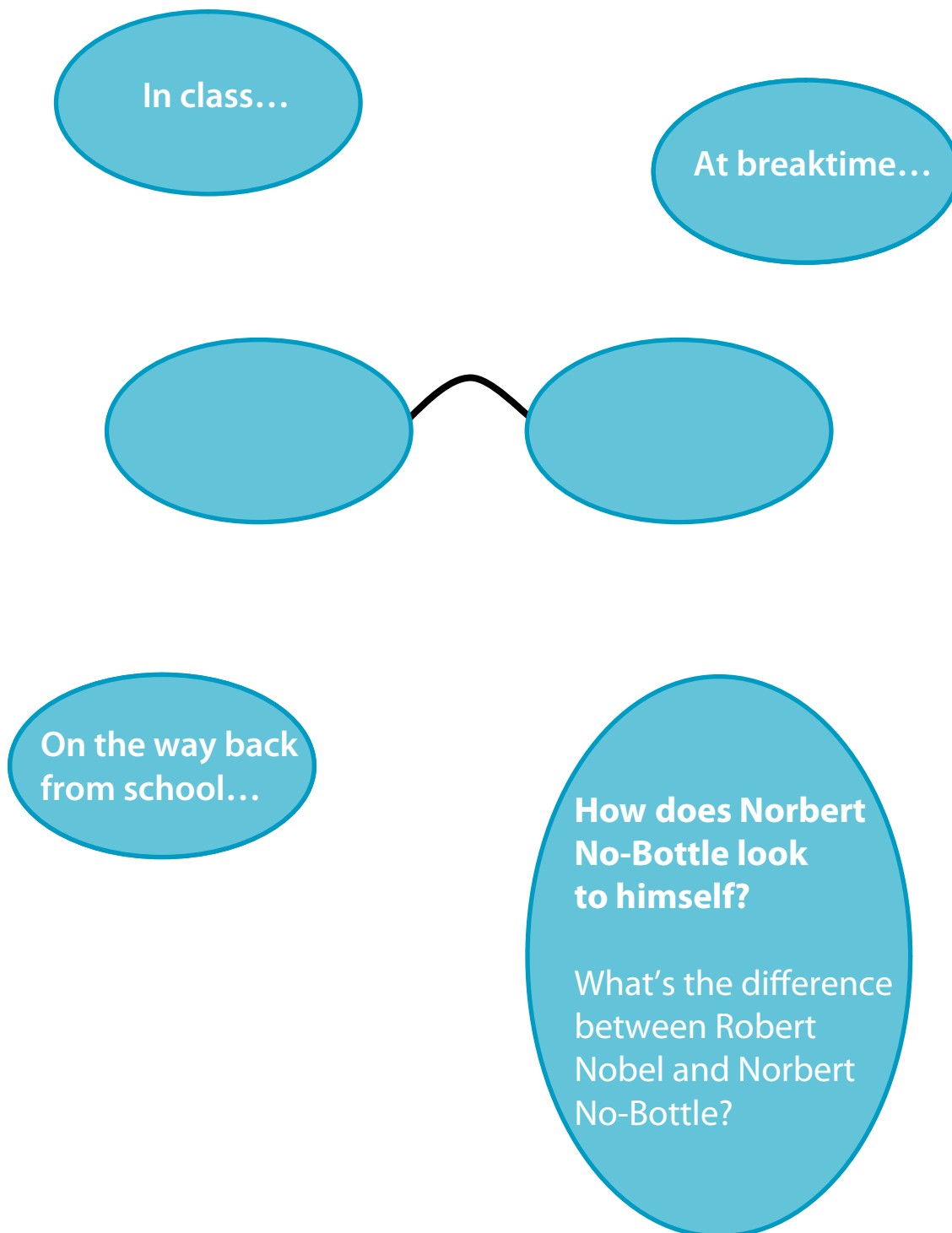
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Anti-bullying: Resource sheet 4

(Pupil learning opportunity 2)

Norbert No-Bottle's spectacles



Anti-bullying: Resource sheet 5

(Pupil learning opportunity 2)

Multiple identities

In school I am...

At home I am...

With my
friends I am...

By myself I am...

Anti-bullying: Resource sheet 6

(Pupil learning opportunity 3)

Celebrations challenge!

Your challenge is to prepare a celebration event for your group. It should:

- capture and celebrate each member of the group's unique personal attributes, which means that you will have to look at all the positive things about yourself and other members of the group;
- capture and celebrate what you and the other members of the group bring to the class.



You should start by thinking of one of your own strengths or positive attributes and one of the strengths or attributes of each member of your group.

You should pick the five top attributes (one from each person) and use these to create your team identity. This might be a picture or symbol that represents the attributes of all members of your group.

Once you have a group identity, you should come up with a code of conduct for group members. This will show how you should behave within your group and towards others.

Finally you should fill in the invitation and invite another group to a celebration of the attributes of each member of the group.



Anti-bullying: Resource sheet 7

(Pupil learning opportunity 3)

I celebrate myself

I celebrate myself;
And what I assume you shall assume;
For every atom belonging to me, as good belongs to you.

Extract from *Song of myself* by W. Whitman. Taken from *Leaves of Grass* © Dover Publications 1855. Used with kind permission

Anti-bullying: Resource sheet 8

(Pupil learning opportunity 3)

Celebrations

You are invited to celebrate

.....

at

.....

Celebrations include:

.....

.....

.....

.....

RSVP to

Anti-bullying: Resource sheet 9

(Pupil learning opportunity 4)

Cat's Eye

Elaine moves to a new area and a new school and makes some new friends but, when Cordelia moves in, the relationship turns sour. The children in the story are only nine or ten years old.

Part A

I'm standing outside the closed door of Cordelia's room. Cordelia, Grace and Carol are inside. They are having a meeting. The meeting is about me. I am just not measuring up, although they are giving me every chance. I will have to do better.

But better at what?

"You can come in now," says the voice of Cordelia from inside the room. I look at the closed door, at the doorknob, at my own hand moving up, as if it is no longer part of me. Grace is waiting there and Carol, and especially Cordelia. Once I'm outside the house there is no getting away from them. They are on the school bus, where Cordelia stands close beside me and whispers into my ear: "Stand up straight! People are looking!" Carol is in my classroom, and it's her job to report to Cordelia what I do and say all day. They're there at recess, and in the cellar at lunchtime. They comment on the kind of lunch I have, how I hold my sandwich, how I chew. On the way home from school I have to walk in front of them, or behind. In front is worse because they talk about how I'm walking, how I look from behind.

"Don't hunch over," says Cordelia. "Don't move your arms like that."

But Cordelia doesn't do these things or have this power over me because she's my enemy. Far from it. I know about enemies ... With enemies you can feel hatred, and anger. But Cordelia is my friend. She likes me, she wants to help me, they all do. They are my friends, my girlfriends, my best friends. I have never had any before and I'm terrified of losing them. I want to please.

Part B

Cordelia says, "I think Elaine should be punished for telling on us, don't you?"

"I didn't tell," I say. I no longer feel the sinking in my gut, the held-back tearfulness that such a false accusation would once have produced. My voice is flat, calm, reasonable.

"Don't contradict me," Cordelia says. "Then how come your mother phoned our mothers?"

"Yeah, how come?" says Carol.

"I don't know and I don't care," I say. I'm amazed at myself.

"You're being insolent," says Cordelia. "Wipe that smirk off your face."

I'm still a coward, still fearful; none of that has changed. But I turn and walk away from her. It's like stepping off a cliff, believing the air will hold you up. And it does. I see that I don't have to do what she says, and, worse and better, I've never had to do what she says. I can do what I like.

“Don’t you dare walk away on us,” Cordelia says behind me. “You get back here right now!” I can hear this for what it is. It’s an imitation, it’s acting. It’s an impersonation, of someone much older. It’s a game. There was never anything about me that needed to be improved. It was always a game, and I have been fooled. I have been stupid. My anger is as much at myself as at them. I keep walking. I feel daring, light-headed. They are not my best friends or even my friends. Nothing binds me to them. I am free.

They follow along behind me, making comments on the way I walk, on how I look from behind. If I were to turn I would see them imitating me. “Stuck up! Stuck up!”, they cry. I can hear the hatred, but also the need. They need me for this, and I no longer need them. I am indifferent to them. There’s something hard in me, crystalline, a kernel of glass. I cross the street and continue along, eating my liquorice.

At school I make friends with a different girl, whose name is Jill. She is interested in other games ... Grace and Cordelia and Carol hang around the edges of my life, enticing, jeering, growing paler and paler every day, less and less substantial. I hardly hear them any more because I hardly listen.

Extracts from *Cat's Eye* by M. Atwood © O.W. Toad Limited 1988 reproduced with permission of Curtis Brown Group Ltd.

Anti-bullying: Resource sheet 10

(Staff development activity 2/Pupil learning opportunity 4)

Extract 2 from *Black Swan Green*

Jason Taylor is 13. He has a stammer. He is bullied by a group of boys in his class. One afternoon his form tutor leaves him a poem. Is it a note of hope?

Contrary to popular wisdom, bullies are rarely cowards.

Bullies come in various shapes and sizes.

Observe yours. Gather intelligence.

Shunning one hopeless battle is not an act of cowardice.

Hankering for security or popularity makes you weak and vulnerable.

Which is worse? Scorn earned by informers?

Misery endured by victims?

The brutal may have been moulded by a brutality you cannot exceed.

Let guile be your ally.

Respect earned by integrity cannot be lost without your consent.

Don't laugh at what you don't find funny.

Don't support an opinion you don't hold.

The independent befriend the independent.

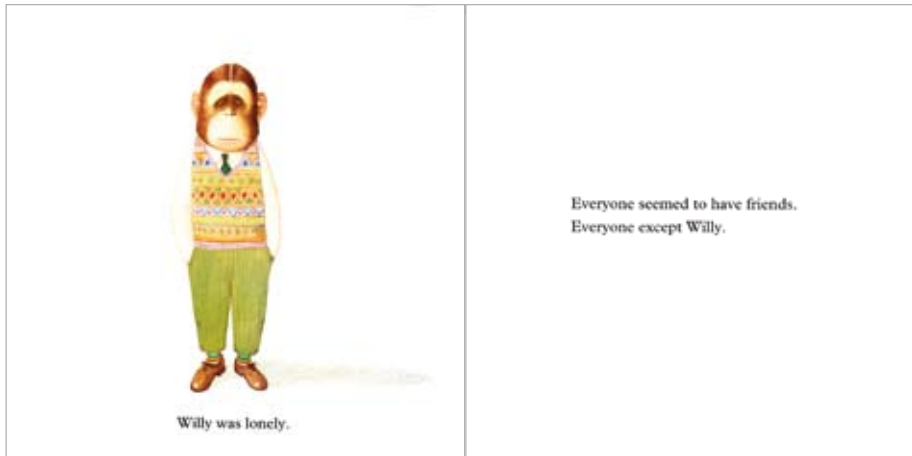
Adolescence dies in its fourth year. You live to be eighty.

Extract from *Black Swan Green* by D. Mitchell © Hodder & Stoughton Ltd and Curtis Brown Group Ltd. 2006. Reproduced by permission of Hodder & Stoughton Ltd., a member of the Hodder Headline plc Group

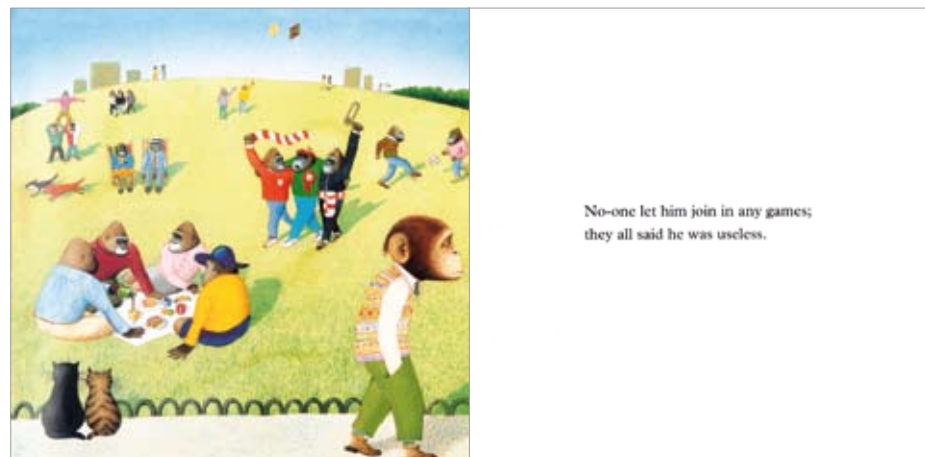
Anti-bullying: Resource sheet 11

(Staff development activity 3/Pupil learning opportunity 5)

Extract from *Willy and Hugh*



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Extract from *Willy and Hugh* (1992) by A. Browne published by Julia McRae/Red Fox. Reprinted by permission of The Random House Group Ltd.

Anti-bullying: Resource sheet 12

(Staff development activity 3/Pupil learning opportunity 5)

Characteristics wordsearch

| | | | |
|-------------------|----------------------|-----------------|--------------------|
| Peers | Pushing | Problems | Power |
| Planning | Psychological | Personal | Persistence |
| Picking | Perception | Pinching | Pity |
| Persuasion | Physical | Purpose | Pulling |

Anti-bullying: Resource sheet 13

(Staff development activity 3/Pupil learning opportunity 5)

Bullying starts with 'P'

| Power | Purpose |
|---|---|
| All bullying is about power... | The purpose of bullying is to make someone feel more powerful or to make someone else feel less powerful... |
| Persistence | Peers |
| Bullying is deliberately hurtful behaviour that happens more than once... Is cyber-bullying any different? | All bullying involves a wider group... |

Perception If I feel like I am being bullied, does it mean that I **am** being bullied?

Anti-bullying: Resource sheet 14

(Pupil learning opportunity 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 cola 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.)

Reproduced from Primary SEAL.

Anti-bullying: Resource sheet 15

(Staff development activity 4/Pupil learning opportunity 6)

Bullying roles

| | |
|---|---|
| <p>The ringleader (Bully)</p> <p>Initiating and leading the bullying but not always the person 'doing' the bullying.</p> | <p>The victim (Target)</p> <p>The person at whom the bullying is aimed.</p> |
| <p>Assistant(s)</p> <p>Actively involved in 'doing' the bullying.</p> | <p>Reinforcer(s)</p> <p>Supports the bullying, might laugh or encourage other people to 'collude' with what is going on.</p> |
| <p>Defender(s)</p> <p>Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.</p> | <p>Outsider(s)</p> <p>Ignores any bullying and doesn't want to get involved.</p> |

Based on Salmivalli et al *The Participant Role Scale*. In: Cowie, H. and Wallace, P. *Peer Support in Action: From Bystanding to Standing By*. © Sage 2000. Used with kind permission

Anti-bullying: Resource sheet 16

(Pupil learning opportunity 7)

Extract 3 from *Black Swan Green*

Jason Taylor is 13. He has a stammer. He is bullied by a group of boys in his class. When the bullying reaches its peak, he finds the severed head of a mouse in his pencil case...

Tiny teeth, shut eyes, Beatrix Potter whiskers, French mustardy fur, maroon scab, nubby spinal bone. Whiffs of bleach, Spam and pencil shavings.

Go on, they'd've said. Put it in Taylor's pencil case. It'll be an ace laugh! It'd've come from Mr Whitlock's Biology dissection class. Mr Whitlock threatens to dismember anyone nicking mouse parts, but after a flask of his special coffee he gets drowsy and careless.

Go on Taylor, get out yer pencil case. Ross Wilcox probably sneaked it in there himself. Dawn Madden must've known too. *G-g-get out your p-p-p-P-P-PENcil case* (Wilcox's eyeballs popped), *T-T-ta-t-t-ttt-Taylor.*

I got a wad of bog paper to wrap the head in. Downstairs Dad was reading the *Daily Mail* on the sofa. Mum was doing her accounts on the kitchen table.

'Where're you off to?'

'To the garage. To play darts.'

'What's that tissue you're holding?'

'Nothing. Just blew my nose.' I stuffed it in my jeans pocket. Mum was about to demand an inspection but thank God, she changed her mind. Under cover of darkness I sneaked down to the rockery and tossed the head into the Glebe. Ants and weasel's'll eat it, I s'pose.

Those kids must *hate* me.

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Anti-bullying: Resource sheet 17

(Pupil learning opportunity 7)

Role cards

Ideas contributor

This person listens to the others in the group and suggests new ideas. They are energetic, positive and creative.

Researcher

This person seeks information before and during the task to make sure it is clear. They can find information and share it clearly.

Recorder

This person keeps a record of the things that need doing and as they are done. They are logical and good at keeping notes.

Encourager

This person praises the ideas of the others. They are cheerful and positive and can give praise effectively.

Observer

This person watches the group and looks at what they are doing and how they are doing. They are good at stepping back and watching carefully.

Developed from Key Stage 3 National Strategy – Pedagogy in Practice – Unit 10: small group work

Anti-bullying: Resource sheet 18

(Pupil learning opportunity 9)

Then they came for me

Pastor Martin Niemöller was pastor of a Berlin church when the Nazi party came to power in Germany in the early 1930s under the leadership of Adolf Hitler.

Niemöller remains a controversial figure. Some maintain that his views at the time were ardently anti-Semitic and that he supported the Nazis – a claim he denied. But there is no doubt that he opposed the Nazi Aryan paragraph and became a vocal critic of the regime. As a result, he was interned in concentration camps between 1938 and 1945, including a spell at Dachau. He became a peace activist on his release, acknowledging also some guilt at his past contact with the Nazi regime.

The text of the poem probably comes from speeches Niemöller gave on his release. It stands as an inscription on the United States Holocaust Museum in Washington DC.

When the Nazis came for the communists
I remained silent;
I was not a communist.

When they locked up the socialists
I remained silent;
I was not a socialist.

When they came for the trade unionists
I did not speak out;
I was not a trade unionist.

When they came for the Jews
I remained silent;
I wasn't a Jew.

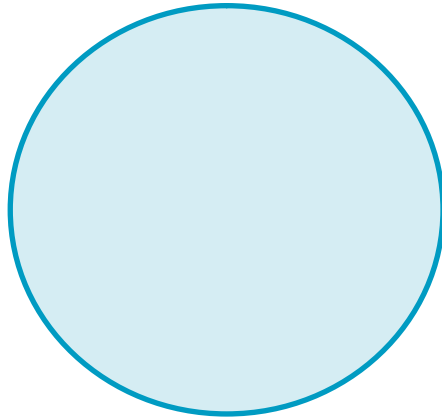
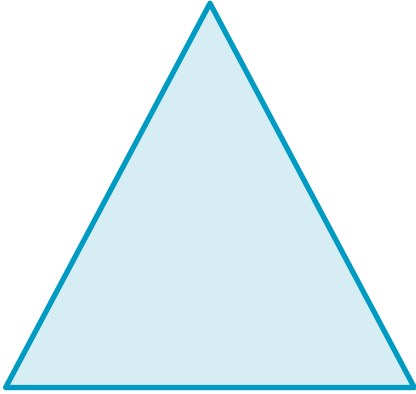
When they came for me,
there was no one left to speak out.

Extract from *First They Came For the Jews* by M. Niemöller. Taken from Mayer, M. *They Thought They Were Free* © University of Chicago Press 1955. Used with kind permission

Anti-bullying: Resource sheet 19

(Pupil learning opportunity 10)

Shapes



Anti-bullying: Resource sheet 20

(Pupil learning opportunity 10)

The circle and square story

Once upon a time there lived a circle in a community of squares. The circle spoke like the squares and behaved like them too. In many ways, the circle was very capable of looking like a square when the situation called for it, as it very often did. Gradually, the squares began to see past the formal difference of shape and treated the circle as an equal. The circle's roundness was hardly ever mentioned. It did not have to be. The squares considered the circle to be 'one of them'.

The circle was well versed in the history of the square. The circle knew that the sum of all the square's angles equalled 360 degrees. It was only when one day another circle showed up in the community of squares that the first circle realised that there was something different about it. It took a long time for the circles to pluck up the courage to talk to each other – but eventually they did meet up.

The conversation was full of wonderful new vocabulary like 'round' and 'smooth' and the word 'angle' was never mentioned once. The circles laughed long and hard into the night. The next day a group of squares asked the circles why they had been making so much noise that night. The first circle tried to explain about 'round' and 'smooth' and found the squares staring blankly at it. The second circle twirled around and tried to demonstrate what it meant. Again the squares did not understand.

Eventually they reached a compromise that the circles were in fact 'funny triangles'. One of the squares had travelled once and had seen an entirely different shaped community. They had called themselves triangles. The circles were also different, so they were called 'funny triangles'. The circles were happy with this new distinction because at last it had been recognised that they were 'also' shapes.

Many years later, in a community of all different shapes (but still predominantly squares), the 'funny triangles' began to see that the term 'funny triangle' was in fact an error. They were not 'funny triangles, but they were circles. And they were not 'angle-less' or 'bendy-straight' but they were round and smooth.

The debate over the re-naming raged for many years. Many squares laughed at the 'funny triangles' because, they said, it was just semantics. They argued that it didn't matter what was said, as long as it was agreed that everyone meant the same thing. Some 'funny triangles' were too old, or too aligned to the views of the squares to care about these new-fangled circles. It was only a few squares who sat down with the circles and really listened.

Many years later, circles and squares and triangles lived in a community and all knew what 'straight', 'curved', 'smooth' and 'corner' meant. Each shape was self-defined and able to speak without causing another shape offence.

Otoo, S. *The Circle and Square Story*. © Talented Tenth Ltd. 2005. www.talentedtenth.co.uk. Used with kind permission

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www.bandapilot.org.uk/secondary

Audience: Headteachers, teachers and practitioners in secondary schools, middle schools, special schools, and local authority and Children's Services staff

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