Year 5 Anti-bullying Week Planning

THEME:	Antibullying			
Duration Dates of Unit of Work:	One week		**Teacher:** Nick Tattersall	
SEN:		**MABLES:**	**PUPIL PREMIUM:**	**VISITS/VISITORS:**
PURPOSE:	To understand the impact of bullying and hate crime, with particular reference to homophobia.			
Cross-curricular Opportunities	**Music**	Ebony and Ivory by Stevie Wonder and Paul McCartney	**Design and Technology**	Making and designing anti-bullying t-shirts with Year 6
	Core value link	Respect		
How will this be applied?	**English**	Poems linked to bullying theme Writing letters to victims' parents		
How will this be applied?	**Maths**	Profit margins and costings linked to their enterprise task.		
How will this be applied?	**ICT**	Excel spreadsheets of orders and costings linked to enterprise.		

Date:	**Learning Challenge:** Can I explore what the term no outsiders' means and the impact on social and cultural exclusion?

Outline of the session:

Key vocabulary: Included; excluded; diversity; difference; prejudice; culture; emotion; positive; negative; feelings vocabulary; unique; special

Read the following quote by Desmond Tutu to the class: 'Everyone is an insider, there are no outsiders – whatever their beliefs, whatever their colour, gender or sexuality.' Archbishop Desmond Tutu, February 2004

Discussion Points: (15 minutes)

- What do you think Desmond Tutu means by this?
- What does 'no outsiders' mean? What would that look like?
- Who might feel like an outsider? – In this school (no names), in our communities, in the world? Why?
- What does it mean to include someone?
- Why do people end up on the outside? What is that like for them? What impact does that have on our communities?

Carry out an R Time session with the children, pairing them randomly. Ask pupils to:

· Say hello to their partner, using their name and discuss 3 ways in which they're different from that person.

· Discuss: what would the world be like if there were no outsiders?

· Feedback some answers

· Discuss: How would it feel to be on the outside?

· Feedback some answers

- Discuss: What would our school be like if we had no outsiders? What would it look like, sound like, feel like?

· Feedback some answers.

· Thank partner

Activity 2: Being special, being different 20 mins Ask pupils to consider the ways in which they are different, and the special, unique things they bring to this classroom. Write some examples on the board. Highlight that some may be skills or talents, such as being good at maths or football, and some might be about their personality, such as making people laugh, being a good listener, being kind. Some people might bring something special because of their background, culture, family, etc.

Ask pupils to complete the 'I'm a Star' worksheet, thinking about the unique and special thing they bring to the class, decorating the star accordingly. These will form part of a small class display which will reflect a celebration of the recognition of diversity in each classroom.

Activity 3: Feelings Ladder 15 mins

In small groups, ask pupils to write as many 'feelings words' on the coloured strips of card, and order them from what they consider to be the most positive feelings to have to the most negative feelings, sticking them onto a large sheet of paper in a ladder shape.

Plenary: Whilst completing earlier tasks, ask pupils to consider how we can include others more in this class, and to write one answer on a small piece of paper. Put the answers in a hat and distribute them anonymously across the class at the end of the lesson.

Ask pupils to try and work on that method of including others this week as many times as they can, and we will discuss the impact in the next session.

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Date:	**Learning Challenge:** Can I help to create a safe place for discussion?

Outline of the session:

Talking about themes relating to racism requires maturity and compassion for others. While the activities in the week are intended to increase empathy and broaden children's perspectives, certain discussions may cause prejudices and stereotypes to surface. In addition to this, some participants may express anger, frustration, discomfort, sadness or have difficulty accepting alternative views.

Therefore, it is extremely important to dedicate some time to creating the right environment to keep all the children and adults safe. A useful and necessary way to encourage openness, positive behaviour and also to provide a safe space everyone is to introduce a classroom charter. Work collaboratively with the children to develop a working agreement that communicates expected standards of behaviour and interaction and ensures safety and respect.

Try to include the following:

Respect others: you will hear ideas and opinions that may be different or new to you or with which you disagree. As you participate and interact, try to take in new information without judgement and to keep an open mind. Make sure that your words and body language reflect a respectful attitude towards others. Learn by listening to others.

Own your own values: Speak from the 'I' 'I feel, or in my experience' avoid, 'you should' or 'you all think that'. If you are going to disagree with something, challenge the opinion or the behaviour not the person.

Be open and honest: Ask questions without fear of judgement, there is no such thing as a 'silly' question. It is important to try and understand as much as possible; if you are not confident to ask questions publicly then speak to the facilitator privately.

Respect confidentiality: Everything said in the room stays in the room. When sharing personal anecdotes, make sure to avoid us ing real names – don't disclose any personal information about anyone else. Carefully consider what personal information you chose to share.

Share 'Air time': You are encouraged to express your ideas and opinions. Take it in turns to contribute, help create a safe space where everyone is encouraged and feels comfortable to speak and don't monopolise the discussions. You are not obligated to speak. It is fine to 'pass'.

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Date:	**Learning Challenge:** Can I explore and understand stereotypes?

Outline of the session:

Vocabulary: Stereotype; label; misleading; accurate; generalisation; gender; included; excluded; difference; diversity; equal; emotion; plus feelings vocabulary

With the children seated in a circle, start the session with a 'no outsiders circle', asking the children to consider the person next to them and say "I like [name] because he/she is [positive way in which they're different from them]", moving around the circle until everyone has been included.

Activity 1: Stereotypes 15 mins

Write the word 'stereotype' on the board. Ask pupils if anyone has heard this word before, and explore what it means (i.e. an idea or view of something that we have already made up our mind about – a label). Ask pupils to give some examples, and write them on the board, first discussing how we give respectful and appropriate answers. Create a list of stereotypes on the board and discuss if they are really true or not. Discuss what is meant by the term 'generalisation' and how it can apply to stereotypes.

Activity 2: William's Doll 15 mins

As a class, read the book 'Williams Doll' and discuss the following, using the R Time model:

Randomly pair the children up and ask them to:

· Say hello to their partner, using their name and discuss 3 ways in which they're the same as that person.
· Discuss: How would you react if William were in your class?
· Feedback some answers
· Discuss: How do you feel about William wanting a doll? Why? [refer to Feelings Ladders created in last session]
· Feedback some answers
· Discuss: In what ways would you like to be different and not be stereotyped?
· Feedback some answers.
· Thank partner

Activity 3: Stereotype Labels Activity 15 mins

Using the stereotype labels, explain to the children that they are looking for the person with the corresponding label to the one they have. Each label has a type of person or a stereotypical description on it, e.g. 'girl' and 'likes pink, plays with dolls, is quiet and shy'. Once pupils have found their label match, discuss:

Was it easy or quite difficult to find the label that matched the person/description?
Were some labels easier than others to find matches for? Why?
Are the descriptions true?
If no, why do we all recognise them and believe them?
What effect does stereotyping have?

Activity 4: Collage work 30 mins

Lower Ability Groups: With lower ability groups, ask them to create a boys/girls board, cutting out of magazines and leaflets stereotypical images that represent boys and girls – half and half on the board.

Higher Ability Groups: ask the children to create a boys/girls board that represents them in a more accurate way, asking the girls to consider some of the boyish things they like, and the boys some of the girlish or non-stereotypical things they like.

Compare and contrast the two boards and discuss:
Which board is a more accurate description of YOU?

Why do we tend to see boys and girls in a stereotypical way?
What do you think of the magazines you used? Are they stereotypical?
What sort of images did you see in boys magazines and girls magazines?
What would it be like for you to be a boyish girl or a girly boy, or to break some of the gender stereotypes? How would other people react?
Plenary: Breaking the stereotype 5 mins
Ask pupils to consider if they are stereotyped in any way in this class, e.g. are they the joker, the shy one, the chattering one. Ask pupils to consider how they can break the gender stereotype or their class stereotype in some way for this week.

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Date:	**Learning Challenge:** Can I explore human diversity and equality?

Outline of the session:

Activity 1: Diversity 10 mins

Write the word 'diversity' on the board. Ask the children to offer suggestions as to what it means, (i.e. difference), and make a list of the ways in which we are different, within this class and also more generally. Discuss whether those are positive differences or whether they can be negative differences at times. Is it the difference that is positive or negative, or people's reaction to it?

Discussion Points:

In what ways are human beings different? The same?
How does it feel when we're the same as others? (e.g. a sense of belonging, safety, included?)
How does it feel when we're different to others?
Can you think of a time when you felt very different to others?

Activity 2: Equality 15 mins

Place a large piece of paper (A2 or A1 size) on each table and write one type of human diversity on each one, e.g. race; religion; gender; sexual orientation and family, discussing what each one means. Ask the children to work in groups to brainstorm ways in which people can be different within that aspect, e.g. religion – considering different types of religion, faith, spirituality; and thinking how people can be persecuted for this type of diversity. (What it means, how you can be different, how you can be targeted and victimised)

Activity 3: Sexual Orientation 10 mins

https://www.youtube.com/watch?v=2REkk9SCRn0 This is a great animated film to support this area.

Explain to the children that for the remainder of this session we will look at sexual orientation, and next session we will look at family diversity. Explore as a class what we mean by sexual orientation, and ask the children what they already know or have heard about being gay or straight, reaffirming that there are no right or wrong answers and placing an emphasis on giving mature, responsible and respectful answers. Put their answers on the board, whether they are accurate or not. Explore where they have heard these things before, making a note on the board. Ask the children to explore how they feel about talking about this subject, and ask them to consider how they think gay young people would feel in their school or community.

Activity 4: Language 10 mins

Ask the children to list some terms that they've heard for gay people. Write them on the board. Ask them to list some other unkind names they've used or heard being used in the past and write them on the board. Discuss why we wouldn't use those names and words, referring to the Feelings Ladders to explore how it makes people feel. Therefore, discuss why it is unkind to use the terms discussed first for gay people, exploring what we're properly saying when we say 'that's so gay' i.e. a derogatory term.

Activity 5: Quiz 15 mins

Give each child a copy of the anti-homophobia quiz, asking them to complete it individually. Discuss the answers as a class.

Activity 6: R Time 15 mins

Randomly pair children up and ask them to:

· Say hello to their partner, using their name and discuss 3 ways in which they're the same as that person.
· Discuss: What do we mean by homophobia?
· Feedback some answers
· Discuss: How do you think someone would feel if they were gay and in this school or community?

Feedback some answers

· Give copies of the postcard template: ask each pair to complete the postcard.

· Feedback some answers.
· Thank partner
Conclusion: Changing Views 5 mins
Ask pupils if looking at sexual orientation and homophobia has changed their views at all? In what way? How would they now react if they knew someone who was lesbian or gay?

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Date:	**Learning Challenge:** Can I explore family diversity?

Outline of the session:

Recap on the content covered in the last session, and re-establish what we mean by 'diversity' and 'sexual orientation', discussing any issues or comments that have arisen over the week since the last session. Explain that this week we will be focusing on families. With the children seated in a circle, start the session with a 'no outsiders circle', asking pupils to consider the class as a whole and say "This class is like a family because…." moving around the circle until everyone has been included. Briefly discuss if this helps everyone to feel included, and explore whether anyone has felt like an insider or outsider over the past week, without using other pupil's names.

Activity 1: Different Families 20 mins

Discuss with the class that today we are looking specifically at families and how families can be different. Discuss with the class that in the U.K. people used to talk about there being a 'nuclear family', and this was "normal". A nuclear family would be a mum, dad and their children. Discuss how 'normal' this is now, or whether families have changed. It may also be of use to encourage children from different cultural backgrounds to highlight what is considered to be a 'normal family' where they or their parents are from. Ask pupils to list different family types and write them on the board. If pupils are willing, you may wish to conduct a straw poll to see how many pupils identify with each type of family.

Finally, display the graph of U.S. family make-up on the Smart Board. Discuss the difference in the figures between 1970 and 2000. Why is this?

Activity 2: One Dad, Two Dads… 15 mins

As a class, read the book 'One Dad, Two Dads, Brown Dad, Blue Dad' by Johnny Valentine.

Discussion Points:

What is the author trying to tell us?

What other messages can you find in this book?

Key point is that we all have different families and that is what makes us special. Look at the Stonewall poster 'Different Families, Same Care'.

Activity 3: Family Links 40 mins

If the weather is nice, this activity can be done outside. If not, you will need a large space, such as the hall, and large pieces of paper – A2 or A1 size per child (flipchart paper is ideal) and some balls of wool.

(If outside)

Explain to the children that we will be drawing our families, using chalk, on the playground. They must draw not only themselves, but everyone else who is in their immediate family or to whom they are closely linked or related, e.g. they may wish to draw themselves, their brother and sister, mum, dad, uncle, gran, aunt and two cousins. Pupils can draw as many of their family members as they wish, time allowing. Once complete, ask the children to think about whether their family is connected in some way to anyone else's drawn on the playground. Discuss ways in which they could be connected, e.g. they live in a similar area or nearby, they are from the same place, they go to school together, they are friends, they have the same family make-up, they are related, they have the same pet, they have the same religion, same age, etc. Ask the children to then draw a line from their drawing to anyone else's drawing to whom their family is connected in some way. It is likely that you'll have plenty of lines all over the playground!

(If Inside)

Repeat the activity as above, but instead of chalk ask the children to draw their families on one or a few pieces of large paper. To connect the families to others, they can cut lengths of wool and lay them from one drawing to another.

Discussion Points:

Looking at the different families drawn, did it surprise you to see what types of families your classmates come from?

What did you notice about the drawings?

What did you notice about the connections to other families?
How does it feel to be connected to so many other families in so many ways?
Why do you think people make fun of other people's families, and why do people get so angry when this happens?
Plenary: Ask the children if their view of families has changed at all since the start of the lesson. In what ways? How will they now react to children whose families are very different to them, e.g. children who have two dads or two mums, who are adopted, in foster care or who only live their one dad, or their mum, or even gran or granddad? Referring to the Feelings Ladders made, ask the children how they would feel if people teased them about their family.

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Date:	**Learning Challenge:** Can I identify and learn about positive role models?
Outline of the session:	

This activity aims to teach young people about the importance of having positive role models from all walks of life. Often our history books have overlooked the huge contribution many groups of people, for example Muslims, Refugees and Black people, have made to British society and global developments in general. This activity will provide young people with the opportunity to research and appreciate the contributions of a wide variety of role models, some of whom they may not have had the opportunity to research in the past.

Below are some good examples of positive role models past and present. The children can either choose one of these or think of a role model themselves. In groups or working individually, ask the young people to research the life and works of one of these notable figures and display what they have learnt creatively either as a poster, piece of writing or a poem.

Nelson Mandela – Civil rights activist and South African President
Mika – Lebanese Refugee and singer-songwriter
Mary Seacole – Nurse in the Crimean War
Zesh Rehman – British Pakistani Football Defender
Anne Frank – Jewish victim of the Holocaust
Usain Bolt – Jamaican sprinter and four-time Olympic gold medallist
Rosa Parks – Civil rights protester in America
Amir Khan – British professional boxer and Olympic silver medallist
Arthur Wharton – Britain's first black footballer
Mo Farah – British Somali international track and field athlete
Floella Benjamin OBE – British actress, author, television presenter, businesswoman and politician
Muhammad Ali – American former professional boxer
Barack Obama – the first African American to become the President of the United States of America
Halle Berry – the first African American actress to win a BAFTA Award
Benazir Bhutto – First woman to be elected as head of a Muslim state
Freddie Eastwood – Welsh Footballer of Romani Gypsy background
Will. I. Am – American rapper, songwriter and producer
Leona Lewis – 2006 X Factor winner
Jessica Ennis – British heptathlete and Olympic gold medallist

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Date:	**Learning Challenge:** Can I understand how racism affects people?	
Outline of the session:		

https://www.youtube.com/watch?v=LajppsE2_LY listen to the song by Stevie Wonder and Paul McCartney. What is the message in the song? Show the children images of Stevie Wonder and Paul McCartney. Does this add anything to the meaning? Is harmony what is in the world?

Segment 10.58 – 12.08 of the DVD explains what happened to Anthony Walker and gives Dominique Walker's thoughts and opinions about her brother's murder. Use this to help you in the delivery of this activity.



On 29th July 2005 Anthony Walker and his cousin Marcus Binns, were at a bus stop with Anthony's girlfriend, Louise Thompson, when they were subjected to racist abuse. The trio left the bus stop in Huyton, Merseyside and started to walk to another bus stop away from the man racially abusing them. They started to go through nearby McGoldrick Park when they were attacked by the person who had been abusing them and another man. Marcus and Louise escaped and ran to get help but Anthony did not. The attackers killed Anthony with an ice axe. The men who did this were caught and charged with his murder. Michael Barton and Paul Taylor were sentenced to a minimum of 17 years and 8 months and 23 years and 8 months respectively. On sentencing the pair Mr Justice Leveson said that the men had perpetrated 'a racist attack of a type poisonous to any civilised society'. Anthony Walker's family have since established The Anthony Walker Foundation which aims to raise funds for projects promoting racial harmony, integration and improve understanding. The Foundation organises a number of annual events including a gala dinner and an Anthony Walker Foundation Festival, which aims to bring together people from different backgrounds and take part in sport, art or education activities that encourage appreciation for people's differences. The Crown Prosecution Service have established an 'Anthony Walker Law Scholarship Scheme' which annually offers a place to a trainee solicitor of black or other ethnic minority background with the Merseyside CPS. Anthony hoped to study law and work in the legal profession. He was 18 years old when he was killed.

In an interview in 2005, Gee Walker said this about her son Anthony:

'Anthony was going places, I'm sure. He was serious and he knew exactly what he wanted to be. He was his own person. He knew he wanted to be a lawyer and I don't think anything was going to stop him from doing that. He would watch a television programme and say 'If I have to leave England and go to America, I will do that and become a lawyer.' He wanted to be a judge, as well, because he had seen the black judges in America and he said 'I'll be one'. He loved basketball. If you come into my house, you'll see that most of the pictures are in frames but with no glass in them, because he would bounce the ball in the house. He knew he shouldn't, but he would bounce that ball! He loved coming to church. He was a Godly person; he was very serious about that. He had a passion for basketball and seriousness about the things of God. He had trials for Liverpool basketball and also for England, but because it was on a Sunday, there was a conflict between church and basketball. I remember one day, he was really hyped because he had the England trial, but then he realised it was on a Sunday and he didn't want to go. He said 'I can't because I have to go to church, they really need me there.'

Gee and Dominique were asked if they hated Anthony's killers after they were sentenced:

Gee: *'Why live a life sentence? Hate killed my son, so why should I be a victim too? Unforgiveness makes you a victim and why should I be a victim? Anthony spent his life forgiving. His life stood for peace, love and forgiveness and I brought them up that way. I have to practice what I preach. I don't feel any bitterness towards them really, truly, all I feel is… I feel sad for the family.'*

Dominique: *'I did say I forgive and I do still stand by that because you have to. That's one of the things I was raised on and what my mum taught me. I feel sorry for them because they didn't know what they were doing; they don't understand the magnitude of what they've done.'*

• Gee Walker said the family was still struggling to cope with Anthony's death: *'Everyday we wonder; where is our lad? Everyday we still wait. We call his name; we hear a*

ball bounce and we are all looking and waiting.'

• Mrs Walker said her other son Daniel had been particularly affected by Anthony's death *'I just feel sad for him, every night climbing into the top bunk and his brother's not there. He is just a shadow of himself. When you say, 'how do you feel son?' He just says, 'lost'. I don't know what hell feels like but I'm sure I'm sitting in hell right now. Everyday you have to relive the pain and I just hope to God no other mother has to sit where I am sitting'.*

Read and/or print the story and interview for the young people then ask them to compose letters to the Walker family. They could consider the following points when writing their letters:

• How did they feel when they read or heard about Anthony's story?
• If they were in Dominique or Gee's position would they be able to forgive Anthony Walker's killers?
• What words of support could young people offer the Walker family?
• What do they think could be included in the Walker Foundation's annual festival to encourage young people to respect each other's differences?

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Date:	**Learning Challenge:** Can I explore with an anti-bullying theme in poetry?

Outline of the session:
Read to the children a collection of poems on a bullying theme:
Name Calling by Charles Thomson (explores name calling and how to combat it)
Shame by Tracey Blance (poem from the point of view of the perpetrator and bystander)
Bullied by Particia Leighton (poem about internal thoughts of a victim of bullying)
Sometimes by Coral Rumble (a cinquain)
It hurts by John Foster (poem about being bullied and what hurts)

The children are to explore the different language used and feelings that they evoke. Consider the acts of bullying from all characters involved. They children are to decide which of the poems is the best and give reasons why.

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Date:	**Learning Challenge:** Can I create an enterprise which promotes Anti-bullying?

Outline of the session:

Alongside Year 5, explore the different anti-bullying messages we want to portray. Make a list for the children to refer to. Explain to the children that they are going to initially design a tee-shirt which has an anti-bullying message.

Criteria:

- The design must be clear and vibrant
- The message must be clear
- The message must be linked to Newchurch

Once all the designs have been done, the children will link this t promoting British Values and use democracy to a vote on the top five designs for the class to go into the Year 5/6 catalogue.

The children will need to cost out the price of a t-shirt, the transfer and then the profit margin for each t-shirt.
The designs will then go out on a flier with an order form for the children to order their own t-shirts. These will be ready for collection on Thursday afternoon at the Market Place.
Spreadsheets and maths opportunities to be exploited.

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