



# Primary *National Strategy*

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

### Say no to bullying Years 3 and 4

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

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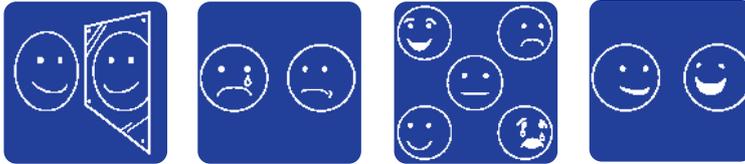
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## Yellow set

### Introduction

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



The intended learning outcomes for Years 3 and 4 are described below. Teachers will be aware of the different stages that children in the class may be at in their learning, and may want to draw also on intended learning outcomes from other year groups, in the Red, Blue and Green sets.

### Intended learning outcomes

Description	Intended learning outcomes
Children will have revisited the key features of bullying situations and added to their knowledge of different types of bullying. This theme set focuses particularly on the person or people who witness bullying. Children will know how witnesses can make things worse or better. They will have explored their feelings (and how these may be different from the public 'front'). The children's empathy will have been developed for those who are bullied. All children will have been encouraged to help make the school a 'telling' school, and to develop a range of strategies for supporting one another, including using their friendship and communication skills. Reasons why it is sometimes difficult to 'tell' will have been explored, and more subtle forms of bullying behaviours discussed. Children will have had opportunities for using problem-solving skills to generate solutions, decide on a course of action, implement it and review. Social skills and individual responsibility will have been revisited in the creation of a class charter to prevent bullying behaviours.	<ul style="list-style-type: none"><li>I can tell you what bullying is.</li><li>I know what it means to be a witness to bullying.</li><li>I know that witnesses can make the situation better or worse by what they do.</li><li>I know how it might feel to be a witness to and a target of bullying.</li><li>I can tell you why witnesses sometimes join in with bullying or don't tell.</li><li>I can tell you some ways of helping to make someone who is bullied feel better.</li><li>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.</li><li>I can problem solve a bullying situation with others.</li></ul>

## PSHE/Citizenship links

### Years 3 and 4

Children will be taught:

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

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

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

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

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

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

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

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

4e) to recognise and challenge stereotypes.

## Planning

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



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

witness speaking out    audience

leader    peer pressure    'telling school'

## Key points from the assembly/group time

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

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

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

## Yellow set: Year 3

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

#### Intended learning outcome

I can tell you what bullying is.

Ask the children what they know about bullying. Have a thought shower (recap on rules for thought showering) and remind children of work they may have done on this before. Scribe their ideas.

They are likely to give answers about what they think bullying is, examples of when it has happened and how it makes people feel. These could be written in three separate columns, labelled: 'About bullying', 'Examples of bullying' and 'How it makes people feel'. It is likely that you will get suggestions which are not examples of bullying. Write these down too. If they are not offered, give the following two examples yourself.

- Sumran and his gang of friends leave Jacob out from all the playground games of football, even though Jacob really wants to play. Sumran never says he doesn't want him to play, just that there are too many in the team, he's too late, he plays in the wrong position and so on.
- Liz has an argument with her friend Shipa and they end up pulling each other's hair and clothes in the playground, until Shipa's new shalwar kameez is torn and she tells the teacher.

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

1. It does not just happen once; it goes on over time and happens again and again – it is repeated. Point out relevant words which the children have used, such as 'every day', 'again and again', 'all the time', etc.
2. It is deliberate – hurting someone on purpose – it is not accidentally hurting someone. Use the picture *Accidental or on purpose?* from the resource sheets to help children understand this distinction.
3. It is unfair – the person doing the bullying is stronger or more powerful (or there are more of them), and, even if they are enjoying it, the person they are bullying is not.

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

Ask the children to get into groups and think about which situations are or are not bullying. Remind them of the rules for working in groups. Compare the groups' responses after a set time.

Give the children, in their groups, a large piece of flipchart paper or similar and ask them to write the words 'Bullying is ...' in the centre. Each group should then generate as many examples of bullying behaviours as they can think of, record them, and think of a definition of bullying.

Take the children's definition of bullying to the assembly.

We developed this idea and asked children to create drawings, information posters and catchy phrases to 'capture' the essence of the characteristics of bullying. We used digital photos, publishing software and the children's definitions to create a leaflet about bullying for parents. Learners with EAL translated the text into a number of community languages and the leaflets went home to all parents.



## Post-assembly work

### Intended learning outcomes

I can tell you what bullying is.

I know what it means to be a witness to bullying.

I know that witnesses can make the situation better or worse by what they do.

I know how it might feel to be a witness to and a target of bullying.

I can tell you why witnesses sometimes join in with bullying or don't tell.

I can tell you some ways of helping to make someone who is bullied feel better.

I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.

I can problem solve a bullying situation with others.

### Core learning opportunity: dance

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

The children will perform a dance, focusing on creating, adapting and linking a range of dance actions. This will be inspired by Lowry's painting *The Fight*, which shows bystanders responding in different ways to the central event.

### Literacy follow-up

#### Objectives

To read aloud and recite poems; to discuss the choice of words that describe and create impact, e.g. adjectives, powerful and expressive verbs (Y3 T1 T6) (or, if you are using this theme in the summer term: To refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know how language is used to create these (Y3 T3 T2))

To express their views about a story or poem, identifying specific words and phrases to support their viewpoint (Y3 T1 T8) (or, if you are using this theme in the summer term: To discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements (Y3 T3 T5))

Stimulus poem: *Samantha-Jayne* by Gervase Phinn from the resource sheets.

The children have been thinking about the witnesses to the fight. The witnesses here have clearly stopped specifically to watch what is going on. Another sort of witnessing is the sort we all do every day – seeing someone sad or left out or not having anyone to play with. Often we see, but we walk past and get on with our own lives. This poem can be used to explore this sort of witnessing.

Read the poem, exploring the use of language to create impact (or atmosphere), and ask children for their thoughts about the poem and about Samantha-Jayne's possible feelings. Then ask the children to get into groups and to put themselves in the position of the other children in the playground/class/school, using the problem-solving strategy to find ways of ensuring that Samantha-Jayne is included. Emphasise the importance of a single act of kindness, and of having one friend.

*The witness action that makes the most impact is being kind or befriending a child who is left out (excluded). If appropriate, share the following piece of writing by a boy who was deeply unhappy and wrote this message in his diary:*

'Day after day I go to school and only bad things happen. Nothing good ever happens to me. If the kids in my class could be in my shoes they would understand how I feel. If only they knew how I feel every day. Even in my dreams there are nothing but bad things.

The only one I can talk to is the hamster, but the hamster can't speak back. I can't stop the tears now. There was one, only one, thing I wanted ... a friend I could talk to, really talk to from the heart. Just one friend like that, only one, was all I wanted.'

(Reproduced from the Japan Quarterly in *No bullying starts today* by Barbara Maines, Jane Sleigh and George Robinson (Lucky Duck Publishing) ISBN 187394201X.)

## Speaking and listening follow-up

### Objectives

To follow up others' points and show whether they agree or disagree in a whole-class discussion (Y3 T1 L26) (or, if you are using this theme in the summer term: To use the language of possibility to investigate and reflect on feelings, behaviour or relationships (Y3 GD 35))

Use this activity after the first lesson of the dance work, in which the children choose a dance motif to represent their position as witnesses to the fight.

In lesson 2 of the dance work, ask the children to put together a sequence showing how they might react to the fight, for example, some of the group might walk away, some might form a still image of watching, joining in, trying to stop it and so on. In preparation for this, ask the children to look again at the Lowry painting and come up with as many things as possible that the witnesses might do. Choose one of the suggestions (e.g. join in the fight) and ask:

- *What might they be thinking? How might they be feeling?*
- *How might this action affect the different characters?*
- *What might happen next?*
- *If this happened, what might the scene look like 2 minutes later?*
- *What might happen when they went home? What would their family think?*

Ask the children, in groups, to take another of the possible ways that people might react and ask the same five questions for this response. Ask the groups to appoint two spokespeople to report on their discussion to the rest of the class. Invite comment, encouraging the children to say whether they agree or disagree with the views expressed. Draw their attention to the sort of language used to discuss possibilities linked to possible consequences. They can reflect on their use of conditional forms and ways to signal that outcomes are unknown, predicted or in the future.

This activity could be followed up with a writing or art activity where the children depict the possible subsequent events they have come up with.

## Art and design follow-up

### Activity 1

#### Objectives

To explore ideas and collect visual and other information for their work

To comment on similarities and differences between their own and others' work, and adapt and improve their own

Ask the children to think again about being a witness to the fight in the Lowry painting, and the variety of feelings that might be expressed by onlookers, ranging from excited and willing the people fighting to continue, to those who are horrified and want it to stop. Challenge the children to design and paint, draw or use ICT to produce their own picture depicting the face of one of the onlookers. Ask them to work in pairs to compare their pictures and make suggestions for improvements.

### Activity 2

#### Objective

To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts

The children could make a short film about an onlooker situation using digital video. If the school does not have access to digital video equipment, still digital images can be used along with suitable software to produce a slide show.

The process of making a short film (30 seconds up to a maximum of 2 minutes long) allows children to consider how the media communicates through the moving image. It also requires teamwork with actors, sound technician, cameraperson, editor and scriptwriters.

The creation of storyboards is essential at the start, and individual scenes can provide an opportunity for observational studies.

Careful preparation will ensure that the process of making the film is a valid experience, and that the focus is maintained on the issues. Children will often get lost in the action, so keep the focus on the message.

Once the film or films are made, the children should sit back, watch and review their results. Asking another class to do this is another way to challenge their perceptions.

## Music follow-up

### Objective

To recognise and explore the ways in which sounds can be combined and used expressively, and to perform rhythmically simple parts that use a limited range of notes

Discuss with the children what the scene around the Lowry fight would look like, and the sounds that would be made. Talk about what instruments could be used to make the sounds of people shouting and chanting. Ask the children to think about what kind of things they would chant, perhaps creating their own chants to shout. Challenge children to set their chants to music, developing rhythm that would represent the sounds heard. Ask them to think about what music they would create to represent those people who are watching but are horrified by the fight, saddened and feeling helpless because they do not know what to do. Challenge them to create a short musical sequence to represent those people and their feelings.

## Design and technology follow-up

Objectives (QCA D&T Unit 3C Moving monsters)

To be able to generate ideas and make realistic plans for achieving their aims

To be able to think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques

To be able to evaluate their product

During a project where children design and make model moving monsters, they could add features to their monster to bring its character to life. They could discuss how faces could be moulded onto their model to display different emotions if they are involved in or watching a fight. They could draw what the monster's face would look like when it felt spiteful, pitiful, vengeful or afraid (monsters fear things too). You could discuss human emotions and the reasons for them with the children. They could talk about what they are portraying in the face designs, using the photocards and *Feelings detective* poster from the whole-school resource file. The children could choose the emotion they wanted to portray, or pick a slip of paper from a container and create the emotion written on the slip. The final monster faces could be made from card or produced using other appropriate materials. The children could make two faces, the first to show the 'public' outside face and the other the 'private' inner face which shows hidden feelings. You could then organise a performance where the children use their monsters to enact the scenario of a fight, with the models taking the part of those involved and those watching.

## Citizenship follow-up

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

To consider alternatives, make decisions and explain choices

To consider rights and responsibilities when making decisions

Explain that you are going to come up with an agreement to add to the classroom 'charter' (if you have developed one as a result of the work in Theme 1), which all the people who come into the classroom can sign, to make the class a safe place where everyone can feel respected and involved. Ask the children to come up with, say, five key ways to make sure the classroom is safe for everyone.

Ask the children to think of and use a simple decision-making strategy, suitable for their age and stage, to agree which five points to include. They can be encouraged to use the problem-solving process when reaching their decision.

The product should be an agreement to add to the general 'class charter' that everyone signs. You could link this to your school anti-bullying charter, by having a small group of children from the class act as signatories for the whole-school charter.

## Geography and mathematics follow-up

### Objectives

#### Geography:

To collect and record evidence, analyse that evidence and draw conclusions

To use maps and plans (links with QCA Geography Unit 6 section 2 and with earlier work which children will have done in the Blue set)

#### Mathematics:

To solve a problem by collecting, sorting and organising information in simple ways

This activity aims to help children to use problem-solving strategies to try to stop bullying behaviour.

Look at (or draw) a map of the school grounds and the surrounding area. Identify different areas and what they are used for. Discuss the places in and around school where bullying happens as far as the children know. Devise a questionnaire for other year groups to ask where they have experienced bullying happening. Use questionnaires to collect information from older and younger children.

Collate the resulting information and discuss how to present it, for example, colour-coding for number of instances, bar charts, using a computer with a simple graphing program to enter and display data. Mark the results on a map of the school and surrounding area.

Discuss what the children have found out. Why are some areas more prone to attracting bullying behaviour than others? Were any of the places surprising? Discuss how this information could be used by the school to prevent bullying. Pass the information to the appropriate people for action.

## RE follow-up

Investigate the story of *The Good Samaritan*. Recreate the story in a modern context through drama, exploring the feelings of those who witnessed what happened and their reasons for choosing whether or not to do anything to help.

## PSHE follow-up

### *Circle games and rounds*

#### Objectives

To understand the role of witnesses in bullying

To understand what we can do if we witness bullying

### *Observation skills*

All the children should sit in a circle. One child should then volunteer to go outside. The remaining children should then choose a leader. This person's job is to start off a particular movement or change of position which all the others have to copy, but without letting the volunteer know who the leader is. After a practice to make sure all the children understand the game (you may need to practise a range of movements and positions with the class before sending out the volunteer), the volunteer should rejoin the circle. Their task is to watch carefully to see if they can spot who the leader is. They have three or four chances. If they guess incorrectly, the person they choose is 'out' and does not join in any more, thereby narrowing the field. If the volunteer doesn't identify the leader they should be congratulated on continuing to try and for staying calm.

### *Rounds*

In this game I learned ...

When I see one child being cruel to another I feel ...

When I see one child being cruel to someone else I wish I could ...

### *Activity*

Recap on the assembly story, then discuss the following with the children.

- What is a witness? (Someone who sees something happen.)
- Who were the witnesses in the assembly story? (The ones that copied Natasha and joined in, the ones who stood around and watched.)
- Which children made things worse? (If the children don't identify the witnesses, express your view that the witnesses did make things worse.)
- How can doing nothing make things worse?

Ask the children to role-play the Laura scenario from the assembly story by choosing one child to be Laura, one to be Natasha, one to be Alex, some to be the children joining in and some to be the witnesses. (Alex can choose what he is doing at the time when Laura is being bullied.)

Use freeze-frame and thought-tracking techniques. The children should take turns to say what they are thinking but, when it is Laura and Natasha's turns, you should ask what they think about what the witnesses are doing.

You might need to add the thought that Laura and Alex believe:

nobody cares about them;  
they are not an important part of the group;  
it's OK for this to happen to children.

You might need to suggest that the children doing the bullying think:

it's OK to do it/nobody thinks it's wrong;  
the witnesses think they are clever.

*Witnesses who do nothing are making the child who is bullied feel worse. They are making the people doing the bullying feel better, or at least OK about what they are doing.*

Discuss the following with the children:

- Why do witnesses do nothing? (If the children do not give any reasons for this, you might give your own thoughts, perhaps drawing on the information sheets included in the Purple set.)
- How do we encourage witnesses to tell?

*Often children do not take action or tell a teacher because they fear being labelled a 'tell-tale'. In order to become a 'telling' school, ensure that children equate bullying to other situations in which they would automatically intervene or tell an adult (where someone is getting hurt, for example, by falling over, rather than a situation in which a child is committing a misdemeanour and someone is telling to 'drop them in it' or get them into trouble).*

Ask the children to write a list or draw the situations in which they would automatically tell a teacher or get help.

How can we change the role that witnesses have as well as encouraging them to tell? What can we do in school? Ask the children, in groups, to thought shower ideas for changing the role of witnesses. Examples could include:

- choosing not to watch and walking away (taking away the audience);
- being kind to the person being bullied at another time;
- telling the person being bullied that you don't like the bullying and asking them if you can do anything (tell someone or go with them to tell someone);
- telling the children doing the bullying that you don't like it and to stop doing it (but only if this feels safe to do);
- 'scooping up' the child by taking them by the arm and saying something like 'Come on, we need you for our game' (again, only if it feels safe to do so).

Children can use these ideas in role-plays if there is time to do so. Alternatively, they could create a class book or posters about 'What to do if you see bullying happening ...'.

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

Our children used their role-plays and posters to create a presentation for a parents' evening on 'What you can do if you see bullying'.



## Questions for reflection and enquiry

- How can we know what is the right thing to do?
- Should we always be free to do what we want to do?
- Are some people wicked and some people good?
- Can we make people change?

## Ongoing activities

Ask the children to watch TV programmes and/or popular cartoons and to look out for bullying situations. What was the incident? What witnesses were there? What did they do? Did this make things better or worse?

Keep the safe school charter, or other ideas from *The safe school challenge* from the Theme overview, displayed in the classroom and refer to how well we are doing to make our school a safe place.

Provide opportunities for children to communicate about how they feel if people are being cruel to them. This might be as a class group in circle time. Use journals and encourage children to feel free to express their feelings, fears and worries.

Be aware of any child who seems unhappy or reluctant to go out to play. Provide opportunities for them to be alone with you – for example, doing a job.

Provide a safe place for children to go when they have no one to play with or don't feel well.

Introduce playground buddies into the playground.

Allocate a seat in the playground for children who want to sit and chat or have no one to play with.

Nominate a midday supervisor or a rota of older children to arrange playground games.

## Review

Ask children the following questions. Give them time to talk to a partner before asking for responses.

- Is it ever right to think 'it's none of my business' when you see someone being unkind to someone else?
- What should you do if you witness a bullying situation and you don't like the person being bullied?

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

## Yellow set: Year 3

### Core learning opportunity: Dance

Theme	Say no to bullying Year 3
SEAL objectives	<p>To understand the key role of witnesses to a bullying situation, and how they may be feeling</p> <p>To know that witnesses have a choice of actions they can take</p> <p>To develop self-awareness and empathy, understanding that what we think and feel may be at odds with our behaviour, and that this may be the case for others too</p>
Dance objectives	<p>As for QCA PE Unit 8 Dance activities (3)</p> <p>To improvise freely on their own and with a partner, translating ideas from Lowry's <i>The Fight</i> into movement</p> <p>To create and link dance phrases using a simple dance structure or motif</p> <p>To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups</p> <p>To describe and evaluate some of the compositional features of dances performed with a partner and in a group</p> <p>To talk about how they might improve their dances</p>
Prior work	QCA PE Unit 2 Dance activities (2)
Suggested activities	<p>The aim of these dance sessions is to create empathy for the witnesses and to think about the actions the witnesses might take.</p> <p>It is possible to complete all the lessons and produce a whole-class dance that could be shown in the final assembly on bullying. If there is not time for this, lessons could be chosen to produce paired or group work. Lesson 1 can stand alone, or lessons 1 and 2 can be used together to explore the feelings of the bystanders.</p> <p><b>Lesson 1</b></p> <p><b>Individual characters from the picture</b></p> <p>Before the dance lesson, the children need to have looked at the Lowry painting and discussed it, thinking about what is going on, who the different people in the painting might be, what they are doing, what happened before, what might happen after. Help the children to begin to think about the characters' actions and how the characters might move, using appropriate language, for example, <i>stiff jerky strides</i> or <i>gentle plodding actions</i>. (These action words could be written down for use in the dance lessons.)</p>

Just before we began our work on this theme, there had been a violent incident in the community which many of the children and their families had witnessed or heard about. After a whole-staff discussion, I talked about this incident with the class and used it as the subject matter for this sequence of work. This enabled a number of children, who had not so far been able to talk about the incident through other opportunities we had provided, to express their thoughts and feelings.



Resources: Hall or large space, a copy or copies of Lowry's *The Fight* from the whole-school resource file, a large sheet of paper and pens, music and CD player. (Suitable music can be chosen for the different activities from *Music for different moods* on the CD-ROM that accompanies these materials. Examples might be Scott Joplin's *Maple Leaf Rag* or Gershwin's *American in Paris* for busy or crowd scenes, themes from Bernstein's *West Side Story* or Stravinsky's *Rite of Spring* for confrontation.)

Warm-up: Ask the children to move round the hall looking for spaces, then choose one of the people in the picture and ask the children to think about how they might move. Help them to explore the action words from the initial discussion through different movements. Give them different instructions about how to move, for example, *high, low, fast, slow, using different pathways* (these could be put on cards to hold up). Repeat this for different people or animals in the picture.

Initial tasks: Teach the children a Charlie Chaplin-style walk, swinging their arms and legs in the style of one of the gentlemen in a bowler hat in the picture. Pause at intervals to stretch right up/to the left/right and open their umbrella, for example, *three walks with legs stretched in front, stop and stretch to put up umbrella*.

Ensure that the children have fully stretched and mobilised their joints.

Development work: Ask each child to choose two of the bystanders in the picture and recreate their position. (It might be helpful to have prints of the picture for the children to study closely.) Get them to think about how they could move from one position to the next and how this might show their mood and feelings. Help them to explore how they could use large, small or whole-body actions, individual body parts, quick and sudden movements or slow and controlled, speeding up, slowing down or on-the-spot movement to communicate this. For example, the bystanders might move with slow, smooth continuous circling actions, changing levels and speed. A scared person might be huddled low and use small actions, using individual body parts.

Ask the children to repeat their motif until they are happy with it and have a short repeatable phrase. Make sure they check they have a starting and ending position – those chosen from the picture. The ending position should be a freeze-frame of their reaction to the fight.

Cool down: Split the class in two. Ask one half to watch and the other half to perform. The audience has to identify the reactions and feelings which the individual bystanders are showing as they witness the fight, and how the dance might be improved. Swap over and repeat. A scribe could write down the words on a large sheet of paper for later discussion in PSHE work.

## Lesson 2

### Working together – groups of bystanders

Warm-up: With the children in a circle, ask one child to walk around the centre in the style of one of the people from the picture. Choose another child to follow them and try to copy their movement exactly. Ask the rest of the class to identify which person in the picture they are. Repeat with some more pairs then, with the children in pairs, ask them to take turns to copy their partner and guess who they are.

Initial tasks: Repeat the previous lesson's Charlie Chaplin-style walk, and get the children to invent some of their own 'silly walks' in the style of the people in the picture. Check they have stretched and mobilised their joints.

Development work: In pairs, ask the children to repeat the warm-up activity – taking it in turns to copy their partner's walk. Help them to develop a short, repeatable, travelling sequence, thinking about copying and following each other, moving in opposite directions, side by side, facing each other, moving in unison, in canon, meeting and parting. If necessary, give the children a set number of walks and moves to make, for example three walks and one action on the spot.

Ask them to try to combine different actions and qualities, for example travelling slowly, a sharp exploding reaction as they see the fight, shrinking away, getting slower and slower then stopping to stare.

Ensure that they have a clear starting and finishing position, for example starting off-stage and finishing in their individual bystander starting position.

Cool down: Split the groups in half, asking half to watch and the others to perform. The audience has to identify the bystanders from the picture. Swap over and repeat. Discuss how the bystanders might be feeling as they arrive on the scene before the fight. A scribe could write down the words on a large sheet of paper for comparison later as part of the PSHE work.

### Lesson 3

#### The fighting pair

Warm-up: Teach the children a 'meet and greet' sequence, for example take four steps to meet a partner, shake right hands, shake left hands, stretch up with the right arm, repeat on the left, link arms and circle round, then move away to repeat the sequence with another partner.

Once they have learned the sequence, the children must repeat it a specified number of times to music.

Initial tasks: Working individually, ask each child to think of and assume two different attacking or fighting stances, one on a high level, one medium or one low. Then model how a partner could fit into the pose in a defensive position. The partner must have one point of contact with the 'attacker'. In pairs, the children then fit into each other's positions. They then choose their best, so that between them they have three fighting positions.

Development work: Ask the children to add transition movements to develop their three motifs to show a fight. This could start by exploding, turning, landing and rolling. Help them to achieve the quality of movement needed by demonstrating

We knew it would be very important for a child in our class with autism to recognise 'fight' postures, so we worked individually on this – we gave him the job of taking digital photos and making notes in the 'feelings book' he keeps.



with your voice, for example, 'FIGHT!' 'T-u-r-n'. They should practise until they have a short repeatable sequence.

Help them to explore going over, under and round their partner, spinning, jumping, racing, slowing and stopping, to bring the three positions alive (make them move), communicating the character and narrative shown in the picture; for example, the fighters might move with jerky body parts and fast turning actions from high to low.

Ensure they have a clear starting and finishing position.

Cool down: Split the class in two and ask one half to watch and the other half to perform. The audience has to identify the moods and feelings which they can see, and give suggestions about how they might improve it. The audience might think about, for example:

- How are the people feeling?
- How do you know?
- What do they do to show this feeling?
- What actions tell you they are feeling ... ?
- How else could they show ... ?
- Have they used different body shapes, levels, speeds or directions?

Swap the groups and repeat. A scribe could write down the words on a large sheet of paper for later discussion in PSHE work.

#### **Lesson 4**

##### **The dance**

Warm-up: Repeat the previous lesson's 'Meet and greet' sequence. If appropriate, the children could use their own walks to travel to their partner.

Initial tasks: Ask the children to run through each of their three sequences: individual bystander, paired bystander travelling, paired fight.

Development work: Put the separate sequences together as a whole class. A possible structure could be:

- paired travelling sequences to enter the performance area;
- some groups performing their fight sequence while others perform their individual bystander sequence, freezing to show their reaction to the fight;
- swapping over.

This can be adapted to suit the class. Some classes may be able to choreograph their own structure, while others may need more help. Not all groups have to perform all their sequences.

Cool down: Discuss how and why the mood of the dance changes, and identify the different moods. Talk about the ways in which dance helped the children to portray the moods. Ask questions such as:

- *What did you do to show the audience you were ... in your bystanders'/fight/travelling sequence?*
- *Did you just use gesture, or were you able to use your whole body?*
- *How did the speed/level of your moves help to show the mood?*
- *In what other ways could you have shown how the people were feeling?*
- *Do you think dance was a good way to show how the people in the painting were feeling, or would you have preferred to do it another way?*

If it is possible, video the dance so the children can watch it back. They might then think about the following questions:

- How good do you think your dance was in showing how the different people felt?
- Do you think the audience could see how the different people were feeling?'
- If you were to do the dance again would you change anything? Why? How?'

## Yellow set resource sheet: Year 3

### Samantha-Jayne

Nobody speaks to Samantha-Jayne,  
The silent child with the fancy name,  
Who comes to school with hair a mess,  
And milk stains down her dirty dress,  
Who wears a coat that's far too small,  
And stands alone by the playground wall.

Nobody plays with Samantha-Jayne,  
Who lives with her mum down Leadmill Lane,  
In a run-down flat that's dark and smelly,  
Who spends her nights glued to the telly,  
And sleeps in a bed that's damp and cold,  
In a dark little room that's full of mould.

Nobody cares about Samantha-Jayne,  
Who walks to school in wind and rain,  
With her unwashed face and hair a mess,  
And her coat too small and her dirty dress,  
With the tight little mouth and the frightened stare.  
No one, no one is there to care.

Samantha-Jayne, Samantha-Jayne,  
Oh, what do you dream of, Samantha-Jayne,  
As you walk to school all alone  
Or stand in the playground on your own?

Do you dream of friends with whom to play,  
To help you through the lonely day?  
Do you dream of arms to hold you tight  
To help you through the lonely night?

### Gervase Phinn

'Samantha-Jayne' by Gervase Phinn, from *It Takes One To Know One*  
(2001 Penguin) ISBN 0141309016

## Yellow set: Year 4

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

#### Intended learning outcome

I can tell you what bullying is.

Ask the children what they know about bullying. Have a thought shower (recap on rules for thought showering) and remind them of work they may have done on this before).

Scribe their ideas under three headings: the key features of bullying; examples of when it has happened or types of bullying behaviours; and how it makes people feel. It may be that you will get suggestions that are not examples of bullying. Scribe these regardless and, if a similar example is not offered, give the following example yourself:

- Gemma and Billy are both in Year 6. They have never got on and do not speak to each other. They are both in the school football team and spend every match insulting each other and ‘accidentally’ hurting each other, irritating the other players and teams.

Remind the children of the key features of bullying.

1. It is ongoing.
2. It is deliberate. It is not accidentally hurting someone or upsetting them by something you say.
3. It is not an ‘even’ or ‘fair’ situation. There is an imbalance of power – the person/people doing the bullying is/are stronger or there are more of them, or they have ‘influence’ or some sort of power.

Go through one of the examples you have been offered, or have added, and ‘think out loud’ using the three criteria above. Ask the children to decide whether another example is or is not bullying, by ‘thinking out loud’ in the same way that you did.

Ask the children to get into groups and think about which situations are or are not bullying. Ask each group to write a ‘dictionary definition’ of bullying. Compare the groups’ responses after a set time.

Give the children, in their groups, a large piece of flipchart paper or similar and ask them to write the words ‘Bullying is ...’ in the centre. Each group should then generate as many examples of bullying behaviours as they can think of and record them.

The children should take their definitions and examples of bullying to the assembly.

Some of our children had difficulty with the abstract concepts involved here, so we used the *Is it bullying?* Year 1 picture from the resource sheets to support their thinking.



I used concept mapping to introduce this concept. I wrote *Bullying* on the whiteboard. Then I asked talk pairs to talk for a minute before writing or drawing something about bullying on a sticky note and sticking it on the board. Finally, I asked one group to organise all the sticky notes and explain their reasoning as they went along. We left the concept map up in the classroom throughout the week and, each morning, I asked if anyone wanted to add to the map and then asked another group to decide about the layout and explain it to the rest of the class. During the week, as the children learned more about bullying, the concept map changed and expanded.



## Post-assembly work

### Intended learning outcomes

I know what it means to be a witness to bullying.

I know that witnesses can make the situation better or worse by what they do.

I know how it might feel to be a witness to and a target of bullying.

I can tell you why witnesses sometimes join in with bullying or don't tell.

I can tell you some ways of helping to make someone who is bullied feel better.

I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.

I can problem solve a bullying situation with others.

### Core learning opportunity: PSHE

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

A short story is used to help children think about the role of witnesses to bullying. They consider whether they agree or disagree with statements that witnesses might make, and make up an alternative ending in which witnesses take action to stop bullying when they see it.

### Literacy follow-up

#### Activity 1

##### Objectives

To identify the main characteristics of the key characters, drawing on the text to justify views and using the information to predict actions (Y4 T1 T2) (or, if you are using this theme in the summer term: To identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how characters deal with them; to locate evidence in text (Y4 T3 T1))

The stimulus text (*Pauline's story* from the resource sheets) is written from the point of view of a witness. Ask the children to write diary entries for the day of the incident, both from the perspective of the ringleader of the children doing the bullying and also from Pauline's perspective. Ask:

- *What characteristics did the witness, ringleader and Pauline show?*
- *What dilemmas and issues did these characters face and how did they deal with them?*
- *What feelings might each have recorded?*

We recorded Pauline's story, and the Hurt boy and the birds poem so that children with reading difficulties could listen to it.



## Activity 2

### Objectives

To write poems based on personal or imagined experiences, linked to poems read (Y4 T1 T14) (or, if you are using this theme in the summer term: To write critically about an issue or dilemma raised in a story (or poem), explaining the problem, alternative courses of action and evaluating the writer's solution (Y4 T3 T8))

Use the poem, *The hurt boy and the birds* by John Agard, from the resource sheets. This poem reflects the poet's upbringing in the Caribbean and his love of nature. It tells the story of a young boy who has been hurt by another child's words and actions. The poem explores how the boy deals with his emotions by talking to the birds.

During the reading, encourage the children to think about the child's relationship with the birds. Ask:

- *Why do you think he found it easier to relate to the birds rather than to another child or even a trusted adult?*
- *Do you have a special relationship with your pets?*
- *Do any of you identify with sharing thoughts and emotions in this way?*
- *Why do you think that some children find this a more comfortable way to deal with a difficult incident or emotion?*
- *Why does the boy feel better and more hopeful when he has shared his hurt with the birds?*

By sharing his hurt, it helps the boy to feel more hopeful and one thing that witnesses can do is to 'be there' for someone, to listen to them and give them time. However, there is a key difference between the birds as witnesses to the boy's hurt and pain, and the witnesses that see or know what is going on when a child is being bullied. Ask the children if they can tell you what it is.

Prompt them to identify the fact that human witnesses can help to do something about it. If the birds had been human witnesses, what could they have done? Ask the children, in groups, to think about something that they could do to help the 'hurt boy' as an alternative ending, and how this would change the situation. They should write a short poem about their new ending, or about a hurt they themselves have experienced.

## Speaking and listening/drama follow-up

### Objectives

To comment constructively on plays and performances, discussing effects and how they are achieved (Y4 T1 D 40) (or, if you are using this theme in the summer term: To create roles showing how behaviour can be interpreted from different viewpoints (Y4 T3 D 47))

The children could create role plays showing the classroom scene outlined in the stimulus text (*Pauline's story* from the resource sheets), showing it from three different perspectives: the one described by the witness; from the point of view of Pauline, the child who is bullied; and from the point of view of the children doing the bullying.

Thought-tracking and hot-seating techniques can be used to uncover the motivations and feelings of the children whose perspective is the focus. The children can watch each other's performances and discuss how their peers used facial expressions and body language to signify the attitudes of different characters.

The children could also be asked to make up (or write about) their own scenes, for example:

Pauline's conversation with her parents when she returned home from school that day;

or

You are one of the 'witnesses' and you bump into Pauline a few years later. You want to apologise for what happened. How might the conversation go?

## Art and design follow-up

Objectives are as for QCA Unit 3A Portraying relationships

Arrange figures in a double portrait to represent two people in the story about Pauline or the assembly bullying story (for example; child doing the bullying and bullied child; witness and bullied child; witness and child doing the bullying), showing their feelings and relationship through the composition.

The children can use this activity as the basis of a poster to encourage witnesses to **tell** and **seek help** when they see bullying behaviour.

Prepare the children for making their posters by asking them: 'Why don't people "tell" about bullying they see?' Ask how many reasons they can come up with. If they don't come up with the idea of peer pressure, introduce it as a reason – perhaps by explaining that sometimes we do things we don't want to do because of what we think our friends will think about us, or because our friends tell us to do things that we don't really want to do. Ask the question: 'Can we use peer pressure to make our school a safer place where bullying doesn't happen?'

You might also need to say that another reason why people don't always tell is that some bullying is very subtle, so it is not always easy to know if a situation is bullying or not. Sometimes a 'look' across the classroom can be bullying. Sometimes leaving someone out can be bullying. Ask, 'What can you do if you are not sure if bullying is happening?' and 'What questions can help you to decide?'. (For example: 'Does it keep happening?', 'Is the person on the receiving end feeling bad about it?', 'Who seems to have the power in the situation?') Encourage the children to think about what bullying might look like or sound like. Ask where it is likely to be happening; how we can be on the look-out for people who are unhappy at school; and how we can help.

The children could use the ideas generated by their answers to the questions above to design striking and effective posters, for example showing what bullying might look like in the subtle forms it can take, including leaving children out, and what it might sound like (for example, a poster of 'put-downs' in speech bubbles).

## ICT follow-up

### Objectives

To talk about what information they need and how they can find it (e.g. searching a CD-ROM)

To share and exchange information in a variety of forms

To work with a range of information to consider its characteristics and purposes

Year 5 children will be using an interactive story resource as part of their work on bullying. This CD-ROM resource they will use allows children to click on a character in the story and read about the character's thoughts and feelings. You could organise a small group of Year 5 children, familiar with the interactive text provided on CD-ROM, to work with groups of your children to discuss the role of the witnesses in the text. Although the witnesses' thoughts and feelings cannot be accessed in the same way as those of the children doing the bullying and the children who are bullied, your children can be taught by the Year 5 children to use the relevant part of the interactive text, and can ask the older children how they think the witnesses might have been feeling underneath their outward behaviours.

*The public behaviour of witnesses is often at odds with private thoughts and feelings. Many witnesses may be feeling uncomfortable with what is going on. If you feel uncomfortable you will not be alone.*

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



## History follow-up

### Objectives

To communicate knowledge and understanding of history in a variety of ways

To understand characteristic features of a period

Get the children to imagine being a witness to a historical event which they have studied or are studying, and then ask them what they could have done to help (for example, a night of bombing in the Blitz, evacuees arriving in your village, a Viking raid, the sacking of Colchester or London in Boudicca's rebellion).

Ask them to write an account of the event with as much historical detail as they can, describing not only what they witnessed but also how they attempted to help.

## Geography and citizenship follow-up

### Objectives

#### Geography:

To recognise how people can improve the environment

To identify opportunities for their own involvement (links with QCA Geography Unit 8 Improving the environment)

#### Citizenship:

To understand how choices affect us, other people and the environment (links to QCA Geography Unit 6 or Unit 8 and Citizenship Unit 2 section 4)

This activity aims to help children to understand that we can take action to help others.

Being a witness means seeing and hearing something going on. A witness can then do something to sort things out, or ignore them and do nothing. There are things we witness in the environment all the time.

Ask the children to list any environmental issues in the school grounds and the local area, preferably on a local fact-finding walk. Then divide them into groups to try to find practical solutions.

When the groups report back, discuss which solutions they can accomplish themselves, and which need to be passed on to other people (e.g. school governors, local council). Make an action plan for activities that the children can undertake themselves.

## Mathematics follow-up

Objective

To handle data: solving a problem by collecting, organising, representing, extracting and interpreting data in tables, graphs and charts

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

The suggested questions are:

- In Year 4 when (or where) is someone most likely to be bullied?
- How many people have experienced bullying in Year 4 and what sort of bullying behaviours have they experienced?
- How many people have experienced each sort of bullying?

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

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

The children should then collect data from their year group and construct a tally chart for when/where, and a frequency table for 'types of bullying', then use this to construct a bar chart with the vertical axis labelled in multiples of 2, 5, 10, or 20, according to the numbers involved in the survey.

Use the charts and graphs to answer questions such as:

- When and where is bullying most likely to take place in Year 4?
- What type of bullying is most/least common in Year 4?

The children could develop their own questions to ask others. They could get together with children doing similar work in Years 2 and 3 and find out the answers to comparative questions, for example:

- Is the most common form of bullying in Year 3 the same as in Years 2 and 4?
- How many more children experience x type of bullying than y type in each year?

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

You could ask the children as homework to identify at least three incidents of bullying on TV programmes they have seen.

Collect and sort this data into the types of bullying, e.g. name calling, hurting, leaving someone out. Discuss with them how they recognised these things as bullying. Represent the data as a tally chart, list, graph or chart. Comment on the results. Were there more incidents of physical bullying on TV? Why might this be? What do you think the effect of this could be?

## Citizenship follow-up

Objective (links to QCA Unit 2 section 2)

To consider alternatives, make decisions and explain their choices; consider rights and responsibilities when making decisions

Explain that you are going to come up with an agreement, to add to the classroom charter (if you have developed one as a result of the work in Theme 1) which all the people who come into the classroom can sign, to make the class a safe place where everyone can feel respected and involved. Ask the children to come up with, say, five key ways to make sure the classroom is safe and pleasant for everyone. The idea of 'rights' and 'responsibilities' could be addressed, with the charter committing children to non-bullying behaviours, to 'telling' if they see bullying and so on.

Ask the children to think of and use a simple decision-making strategy, suitable for their age and stage, to agree which five points to include. They can be encouraged to use the problem-solving process to reach their decision.

The product should be an agreement to add to the general class charter that everyone signs. You could link this to your school anti-bullying charter by having a small group of children from the class act as signatories for the whole-school charter.

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

## Questions for reflection and enquiry

- Can you change things by doing nothing?
- Can you change another person's behaviour?

## Ongoing activities

Ask the children to watch out for examples of people witnessing bullying situations on TV programmes. What did the witnesses do? Did anyone challenge the people doing the bullying? What happened? What else could they have done? Were the witnesses 'part of the problem' or 'part of the solution'?

We chose a group of children, including some who find it difficult to manage their behaviour, to plan, model and take photos to illustrate the charter.



Keep the safe school charter or other ideas from *The safe school challenge* from the Theme overview displayed in the classroom, and refer to how well we are doing to make our school a safe place.

Provide opportunities for children to communicate about how they feel if people are being cruel to them. This might be as a class group in circle time. Use journals and encourage children to feel free to express their feelings, fears and worries.

Be aware of any child who seems unhappy or reluctant to go out to play. Provide opportunities for them to be alone with you, for example, doing a job.

Provide a safe place for children to go to when they have no one to play with or don't feel well.

Introduce playground buddies into the playground.

Allocate a seat in the playground for children who want to sit and chat or have no one to play with.

Nominate a midday supervisor or a rota of older children to arrange playground games.

## Review

Ask the children the following questions, giving them time to talk in pairs before asking for a response.

- *What does it feel like to be a witness?*
- *If you do nothing are you making the situation better, worse or leaving it the same?*
- *Why do you think that most bullying takes place in front of witnesses?*
- *What can witnesses do?*

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

## Yellow set: Year 4

Core learning opportunity: PSHE

Theme	Say no to bullying Year 4
SEAL objectives	<p>To understand the role of the witness and the potential for helping or making things worse in the bullying situation</p> <p>To develop self-awareness – to understand some of the range of feelings experienced by witnesses and why they sometimes ‘join in’ reluctantly, and don’t ‘tell’ on bullying behaviours</p> <p>To develop empathy for the people who are bullied</p>
Suggested activities	<p><b>Circle games and rounds</b></p> <p><b>Rounds</b></p> <p>I really feel part of a group when I am ... (at home, at the mosque, with my friends at playtime, etc.)</p> <p>A time I felt left out was when ...</p> <p><b>Observation skills</b></p> <p>This game involves the children sitting in pairs. One of each pair should adopt a pose and the other then has 30 seconds to look carefully and remember the pose. The observers should then turn their back (or leave the room for 30 seconds) and the person adopting the pose should change one aspect very slightly (for example, if they had their legs crossed, they could cross them the opposite way). The observer’s job is to spot what has changed. The partners then swap roles.</p> <p><b>Activity 1</b></p> <p>Read the stimulus text <i>Pauline’s story</i> from the resource sheets, using the pictures provided as a support.</p> <p>Ask the children if they consider this incident to be an example of bullying and why (recapping on the three core conditions of bullying; that it is intentional; that it is ongoing; that there is a power difference).</p> <p>Ask them to think about who is involved in the bullying. Ensure that all are clear about the three parties: the people doing the bullying; the people who are bullied; the witnesses or bystanders. Relate this to the assembly story.</p> <p>Remind the children that bullying rarely takes place in complete secrecy and that their year group is thinking about the role of those who witness bullying behaviour.</p> <p>Ask them what role the rest of the class play for the children bullying Pauline.</p> <p>Children often use bullying behaviour in front of an audience (witnesses) because they think it will impress others. This can be linked in the later activity to the fact that one thing that witnesses can do is to refuse to fulfil this role.</p>

## Activity 2

The children, in groups or as a class, can discuss whether they agree with the following statements relating to the stimulus text, and why. If in a circle, you could ask them to stand up and change places if they agree, then stand up and change places if they disagree.

Alternatively they could line up along an imaginary (or chalked) line on the floor, positioning themselves according to how strongly they agree or disagree with each statement. If there is time, ask the children to talk to someone who has positioned themselves differently, listening to why they hold that view, and arguing their own position.

'We were only having a bit of fun. Some people just can't take a joke. That's Pauline's trouble.' (children who are bullying)

'Pauline should learn to laugh at herself more.' (witness)

'It's not really that bad, is it – I mean there's much worse bullying where people get really hurt.' (witness)

Children may need reminding that it is hard for outsiders to judge the severity of bullying – it is the constant anticipation or dread that can make even 'a look across the classroom' a serious bullying behaviour.

'It's part and parcel of life – we just have to accept it as a normal part of growing up.' (witness)

'I don't like it but nothing I do is going to make a difference.' (witness)

'I make sure I don't bully – other than that it's not really my business, is it?' (witness)

'Pauline would probably have been able to come back to school if she had had at least one friend, or if one person had tried to be kind to her.'

'I knew I would have to join in.' (author)

'Bullying affects everyone – not just the person being bullied.'

## Activity 3

Ask the children what the statement, 'if you're not part of the solution, you're part of the problem', means.

Re-read the stimulus text, changing the words after the line 'I knew I would have to join in' to 'Then one person shouted out "Stop it! Why are you being so unkind?" There was a moment's silence and then ...'.

Discuss what might have happened and how each party would have felt. The children could use individual whiteboards to write or draw their alternative endings to the story. Pose the following questions:

- Why is it hard to speak out against something when everyone seems to be joining in? (Remind children of the earlier question about the role which the audience plays for children who are bullying.)
- When would it be possible or feel safe to speak out directly to the children doing the bullying?

Talk about the role of the witness in 'becoming part of the solution'. Stress that not everyone is in a situation where they can speak out but that there are other things that can be done to stop the bullying. Get children's ideas on what witnesses could do.

Children may need some pointers to begin with. Remind them of previous work some of them may have done on bullying and the role of the witnesses (e.g. Humpty Dumpty – the role of the King's men in the Blue book, the assembly). The key strategies are 'go and get help from an adult' and 'tell an adult'. Others are to talk to people you trust about how it makes you feel, use the problem-solving process with friends to work out what you could do, befriend the person or be kind to them. This last option should be stressed as it makes a key difference to bullied children.

A further idea is for the children, in groups, to devise a quiz to use with other classes. One idea for such a quiz would involve the children making up a number of scenarios which may or may not be bullying (including some that involve subtle bullying and that would require further observation and detective work). They could then ask the question: 'What would you do if you witnessed this scene?' They could offer multiple-choice answers.

Some of our less-confident children really enjoyed taking the quiz into other classes, and to their homes – it seemed to give them the confidence to talk in a group in a way that they hadn't been able to do before.



## Yellow set resource sheet: Year 4

### Pauline's story

When I was in Year 5, there was a girl called Pauline in my class. Some of the loudest and most popular girls in the class seemed to have it in for her from the beginning – I was never quite sure why. I think her uniform always looked a bit of a mess (but then so did other people's and they didn't get picked on). She was really quite unremarkable – I don't ever remember her doing anything particularly annoying. Anyway she never seemed to make any particular friends and I didn't have much to do with her because I had other friends in the class and we didn't really get involved, although we knew she was picked on a bit. One day the teacher didn't turn up for registration and the girls who picked on her grabbed her PE bag and took out her PE kit. All of a sudden her things were being thrown around the room from one person to another and everybody was shouting and laughing. I felt sorry for her because she was crying, but I was glad that no one threw her stuff to me, because I knew I would have to join in. When the teacher arrived it stopped, but Pauline didn't come back the next day. In fact she didn't come back at all – none of us ever saw her again and we never spoke about it in class. I still feel guilty about that day – even though I hadn't actually joined in – and for some reason the picture of that scene stays in my mind even though the incident took place over thirty years ago.



## Yellow set resource sheet: Year 4

### *The hurt boy and the birds*

The hurt boy talked to the birds  
and fed them the crumbs of his heart.

It was not easy to find the words  
for secrets he hid under his skin.  
The hurt boy spoke of a bully's fist  
that made his face a bruised moon –  
his spectacles stamped to ruin.

It was not easy to find the words  
for things that nightly hisses  
as if his pillow was a hideaway for creepy-crawlies –  
the note sent to the girl he fancied  
held high in mockery.

But the hurt boy talked to the birds  
and their feathers gave him welcome –

Their wings taught him new ways to become.

### **John Agard**

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