



Year 4 Anti-bullying Week Planning

THEME:	Sticks and stone may break my bones, but words will never hurt me?		
Duration Dates of Unit of Work:	One week	Teacher: Lee Singleton	
SEN:	MABLES:	PUPIL PREMIUM:	VISITS/VISITORS:
PURPOSE:	To understand the impact of bullying and hate crime, with particular reference to acts of racism.		
Cross-curricular Opportunities	Music	Anti-bullying Rap	Design and Technology
	Art	Children are to create a canvas which celebrates the diversity in skin colour within the class	
	Core value link	Respect	
How will this be applied?	English	Text: poetry and recounts from victims of racism English: Write a class story based on given anti-bullying theme (School Council action)	
How will this be applied?	Maths	Children are to develop mathematical understanding through the enterprise activity of making and selling friendship bracelets.	
How will this be applied?	ICT	Children to use Garage Band or Audacity to add a backing track to their class anti-bullying rap.	

Date:	Learning Challenge: Can I consider the unique and special things about me and others?
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Outline of the session:

Ask the children 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.

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Date:	Learning Challenge: Can I help to create a safe place for discussion?
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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 using 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’.

As the children engage in discussions about racism, be aware that it may provoke strong feelings for some young people due to internalised prejudices, past experiences or because they have friends and/or family members with racist beliefs or they themselves have been the perpetrator or target of racism in the past. Carefully monitor the children’s responses, allow adequate time to debrief and process their feelings, and provide further support and resources to young people when needed.

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Date:

Learning Challenge: Can I describe how it feels to be singled out?

Outline of the session:

Step 1: Blue eyes or brown eyes? (15 minutes)

Begin by reading out the following characteristics out one by one, instructing the children to stand up if the trait describes them or remained seated if it does not:

- blond hair
- freckles
- wearing glasses
- left handed
- brown eyes

Once the brown eyed children are standing, explain to the children that blue eyed people are not as intelligent or creative as brown eyed people so you have decided that the blue eyed children will have to do extra work whilst the brown eyed children standing will get to take part in a fun activity. Allow the children to respond to this.

Discussion Points:

- Was this activity fair? If not, why not?
- How are the blue eyed people feeling?

Explain that it was just an experiment and you were not being serious. Why do they think that you did the experiment?. Ensure that the children realise you were hoping that they would see how it might feel to be a victim of racism and how senseless and baseless racism is. Does our eye colour have anything to do with how intelligent or creative we are?

Does our eye colour tell us anything about what a person is like? Can we really say that 'all blue eyed people are the same'?

What are the connections between this experiment with eye colour and racism? It is important to point out that picking on people because of their eye colour is NOT racism but the young people might have had similar feelings to targets of racism during the experiment.

Draw out similarities between picking on people because of eye colour and treating people differently because of skin colour, nationality, culture or religion.

It's worthwhile discussing how the brown eyed children responded to the experiment. Were they supportive of what you were doing or outraged on behalf of their blue eyed classmates? Introduce the idea that racism is about power and superiority and that people can very quickly turn on each other and change alliances if it means they will benefit or become more powerful. If more people supported each other and stood up for what is right, how would this affect racism?

Step Two: Racism or Respect? (15 minutes)

Write the word 'racism' on one piece of flipchart paper and the word 'respect' on another. Stick them to the wall on opposite sides of the classroom. Give the children post-it notes and ask them to write down as many words as possible that they associate with each term. Get the young people to stick them around the appropriate term on the flipchart paper. Read through the words with the class and bring out the idea that all of the words associated with the term 'racism' are negative, whilst those words associated with 'respect' positive. Explain that this is one of the reasons why we need to prevent racism and encourage respect amongst each other. How could the children do this in their school and in society in general?

Step 3: What is racism? (20 minutes)

Explain to the children that they need to consider what racism looks like. Organise the children into small groups and ask them to consider the following two questions:

1. How could somebody treat you if they were going to be racist to you?
2. What characteristics or traits would they pick on if they were going to be racist to you?

On your whiteboard, write the following:

Racism is...

...because of differences in...

1.

- 2.
- 3.
- 4.

During the whole class discussion, fill in the gaps you have left on the whiteboard with their correct answers. Under 'Racism is...' the types of treatment involved in racism should be listed (name calling, ignoring people, picking on people, fighting, violence, murder, war) and under 'because of differences in...' the reasons why people are racist should be written (skin colour, religion, nationality and culture).

Plenary: Can white people be the victim of racism? Yes! Absolutely anybody can suffer from racism. We all have a SKIN COLOUR, NATIONALITY and CULTURE and many of us have a RELIGION. This leaves every single one of us vulnerable to receiving racism. It is important to mention that racism usually happens to people in a minority group from those part of the majority group so whilst racism can happen to anybody, it is more likely to happen to people from minority ethnic groups in Britain, for example a Gypsy or Traveller, a Muslim, a black person or a Polish person.

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Learning Challenge: Can I challenge stereotypes?

Outline of the session:

25 minutes

This activity aims to introduce the concept of stereotyping to the children and to raise awareness that we all have prejudices that are often based on misinformation and generalisations.

Get the children into small groups. Tell them that they are going to receive a number of images of people, some of whom they will recognise and some of whom they won't. Distribute the sets of images and ask the children to decide as a group which person/people they think will be the most dangerous or threatening to meet and which will be the least dangerous or threatening. Ask them to be honest with their answers and the reasons behind all of their choices. Once all groups have completed this, facilitate a discussion around each group's choices, noting down some of the more interesting or controversial answers on the whiteboard.

Discussion points:

- Did the children find it easy or hard to decide who would be most and/or least dangerous?
- How did they choose? Where did they get their ideas about each person from? Are their opinions about these people based on fact?
- Can we make a judgement on somebody just based on their appearance? Do the children think that they are ever judged on your appearance? Is this fair?

After some initial discussion on their choices, draw parallels between some of the pictures. Discuss differences and similarities between the picture of the nun, the woman in the niqab and the Queen. All three are wearing a head covering.

- Did the young people judge any of these people differently? Why do some types of clothing make people seem more frightening than others?

Encourage the young people to realise that it is important to familiarise ourselves with different religious and cultural practices and understand why people wear different items of clothing if they are to overcome this fear.

Draw comparisons between the image of David Beckham and Rick Genest, the tattooed model who appeared in Lady Gaga's music video 'Born this Way'. Highlight to the children that once we know more about a person, they become less intimidating and frightening and we then begin to see beyond appearance. Draw similar conclusions by revealing that the woman in the niqab and the Indian woman in the green dress are actually the same person – Bollywood actress Shilpa Shetty!

- Did they judge her differently because of what she is wearing in each picture? Is this fair?
- How are these judgements linked to racism? The same messages can be imparted by revealing that the man smiling with his thumbs up and the man with his head down wearing a hoodie are also the same person! Finally, facilitate more discussion around the children's thoughts on the Romany Gypsy family and the singer Cher Lloyd. Note any differences in perceptions of how dangerous or threatening these people are before revealing that Cher Lloyd is from a Romany Gypsy background and has been subjected to prejudice and cyber bullying since this was made public during X Factor 2010.

Are the young people surprised by this? Do they think that we can generalise about an entire group of people just because they have one thing in common?

- Why is it important to view people as individuals rather than part of a group? Can we really judge people by looking at one image of them?

Plenary: I heard a rumour... Play Chinese Whispers. Explain to the children that the aim of the game is to repeat what they think they heard. Encourage the person starting the game to use a story or a statement rather than just a word and ensure that everyone in the group has the opportunity to pass it on. Prevent the children from repeating the whisper more than once. Ask the person at the start to say aloud what they said before asking the last person to say what they heard. Compare the differences between the actual story or statement and the end result.

- Has the story changed? Why does a story change? Allow the children to realise that people often exaggerate; adding to, changing or leaving out parts to a story, to make a story funnier or more interesting. People also fill in gaps in a story to make it more believable or they may only remember some of the details.

- What influences how we interpret information?
- How do we know if a story is true or accurate? What if we hear different versions of the same story?

- What is the danger of not knowing the truth?
- What is a rumour? What harm can come from believing or repeating a rumour?

Can they think of any rumours or misinformation that may have been spread about groups of people in society? What fuels this misinformation? Where do we get our opinions about groups of people from? What can we do to check the accuracy of the information we receive? Why is it so important for us to check our facts before believing any information we receive?

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Date:	Learning Challenge: Can I explain how the media can influence our views?
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Outline of the session:

This activity is divided into two parts; firstly it allows the children to explore the way in which they are portrayed in the media and secondly it highlights how public perceptions of different minority groups have been affected by media representations.

Resources: copies of The Media worksheet, the newspaper headlines and the 'Facts Behind the Headlines' downloadable from <http://www.theredcard.org/education-pack>. Before starting the activity, choose two or three of the newspaper headlines to work with. Try and choose the most suitable for the young peoples' age and ability.

Start by asking the young people to consider which groups in society they think are misrepresented in the newspapers. After this, get the children into groups and hand out the worksheet and one of the newspaper headlines. Ask them to spend a couple of minutes looking at the headline and answering the questions on side one of the worksheet. After completing this, handout the facts behind the headline and ask the young people to complete the questions on side two of the worksheet.

Invite some of the groups to the front of the classroom to talk about their headline, asking them to explain what they initially thought of the headline and how this compares to the facts.

Discussion points:

How does the media's portrayal affect people's attitudes towards different groups of people?

Do the headlines apply to every single person in that group?

How would people from this group feel when they read these headlines?

Does this group of people make positive contributions to society? Are these represented in the media?

How powerful is the media? In what ways does it impact on racism?

To Sum It Up!The media is an extremely powerful tool – television, radio, newspapers, the internet, magazines and advertising have the capacity to educate, inform, include and challenge millions of individuals. As viewers, we all need to remain critical and aware of how the media is shaping our perceptions and constantly question our assumptions and prejudices. With the profit motive in mind, let's remember that the media will always opt for characters and coverage that is going to attract the most viewers or sell the most papers, so consider that we may only be seeing part of the picture. Also, with unregulated social networking playing such a huge role in people's lives, it's important to acknowledge that our opinions about groups of people could be easily manipulated and based on very little fact.

Discuss what they can do to challenge the influence of the media. Discuss:

- Remember that you can't generalise about groups of people - people are individuals and can't be defined just by one label.
- Know your facts – don't believe everything you read, see or hear. Search for evidence to prove that the information you have is true.
- Be prepared to challenge the stories you read, see or hear and educate others about the truth behind the media myths.
- Challenge the media – write to your paper.
- Find a different news source.

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Date:	Learning Challenge: Can I understand how racism can be targeted at anyone, even celebrities, and write a recount in role?
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Outline of the session:

Segment 01.13 – 10.58 of the DVD will help you to deliver the activities in this section.

<http://www.theredcard.org/resources/films/show-racism-the-red-card>

Share the video clip with the children where footballers share their experiences of racism on and off the football pitch. Have these also in front of the children to refer to. *'It was warming up at the sidelines; that was daunting...to hear all of this racial abuse, I turned round, expecting it to be the away supporters and found out it was my own supporters. It was really hurtful.'* **Paul Canoville, ex-professional footballer**

'We were all astonished to be honest with you. It was unbelievable, especially in a game as high profile as that. I think that no one expected it...it was quite embarrassing and I was offended by it.' **Shaun Wright-Phillips** speaking about the racist abuse he received whilst playing for England in Spain in 2004.

'When we played against the Spanish team for Arsenal in the Champions League some of the fans were chanting some stuff which was not nice...I think it was embarrassing for their team's management who apologised to myself and a few of the other players.' **Rachel Yankey, England footballer.**

'Once I nearly walked off the pitch but...with the help of the referee and my colleagues...we finished the match. But it was quite hard to put up with it. People often don't realise what you might be feeling; it's tough.' **Samuel Eto'o, Cameroonian footballer**

'There were a number of times where I would be chased through the streets of Fenham. They never caught me but I wouldn't like to think what they would have done if they had.' **Shola Ameobi, footballer**

'It was always playing football...on the park and you'd win, someone would call you something. Obviously when you're young you react in a different way...I've had a few fights when I was younger. I think I was a bit young and naïve. I think the kids these days are a lot more mature and I think they'd try and avoid a fight and go and speak to someone.' **Leon Best, Irish footballer**

Discussion Points:

- What surprised the children about some of the experiences the footballers have had?
- How did some of the players react to the racist abuse they received? Did they regret their actions?
- How would hearing such abuse affect a player during the game?
- How do they think they would react in that situation? How would they feel if they heard racist abuse either on the pitch or in the stands?
- Why do they think some fans abuse football players?
- Do they think fans who shout racist abuse would say those things directly to players? Consider cyber bullying; is it easier to abuse someone who you can't see? Do cyber bullies feel protected by this sense of anonymity? What can be done to challenge this?
- How do we educate people on the terraces to make them think of the people on the field as human beings that have feelings?
- What responsibilities do football managers and authorities like the FA and PFA have towards their players?

To Sum It Up! As with society at large, racism exists within the world of sport. Often what we see happening in high profile sports is a reflection of attitudes and behaviours in society. It is extremely important that every effort is made to make all sports and activities fully inclusive and safe for all people regardless of skin colour, religion, nationality and culture, and to consistently challenge racism wherever and however it occurs. Role models and people in the public eye should take their responsibility seriously and take opportunities to send out positive messages of inclusion and equality. Authorities, governing bodies, teachers and coaches should also capacitate themselves to be able to effectively tackle any racism they see or hear.

The children are to write a recount in role as someone who has suffered racism.

Plenary: What should you do if you hear someone being racist at a football match? If someone hears racism at a football match, they should take the number of the

person's seat and inform a steward or police officer of their behaviour. Racist chanting, or shouting racist abuse, at football grounds is illegal and holds very serious consequences for the perpetrators, such as being banned from future games or having their season tickets taken away from them. Depending on the severity of the offence and the amount of evidence, there could also be criminal action taken – arrests, fines or even imprisonment.

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Date:	Learning Challenge: Can I consider the impact of racist actions and words?
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Outline of the session:
This session will lead to into the artist creating the wall.
 Hand out a blank sheet of A4 paper to each young person. Advise them that the activity is confidential and that if anybody doesn't feel comfortable then they do not have to take part. Ask them to make a list of all of the nasty names they have ever been called and then ask them to try and make a list of the emotions that best describe how they felt at the time of the name calling. Ask the young people to screw the paper up into a tight ball and then place it on the desk in front of them until later in the session. Close to the end of the session, ask the young people to try and unscrew their paper ball and smooth out the creases as much as they can.

Discussion points:

- Does the paper look different now? Can we ever get the creases out? Can the piece of paper ever be returned to its original state?
- Did anybody forget about the paper ball being there? Was anybody pre-occupied thinking about the purpose of it? Discuss that this piece of paper is symbolic of the effects that racism and name calling can have on a person; the memories can stay with us for a long time and in some cases never go away. Can we ever get rid of those words on the page once they have been written? Can we ever get back to a point where it was as if it never happened?

Ask if they have heard of the phrase '*sticks and stones may break my bones but names will never hurt me*' Ask for a show of hands of who thinks this is true. Discuss how racism can take many different forms and explain to the young people that we can all be hurt physically and emotionally. Calling someone a name today may still be affecting that person in years to come so it is essential that we treat people the way we would like to be treated.

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Date:	Learning Challenge: Can I create a piece of art work which celebrates the diversity of skin colour in our class?
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Outline of the session:
 Talk to the children about all the learning they have had so far and how, at Newchurch, we celebrate the differences in us all. Share with the children the image below. Explain to them that they are going to create a collaborative piece of artwork which celebrates the class' diversity skin colour. The children are to take close up pictures of their faces and then draw around a given hand template (to ensure a consistent size). The children are to brush the background; add the centre sun shape with 'We are committed to an environment of mutual respect' in the centre and then the cut out hands around them. This will be displayed in the Year 3 and Year 4 corridor.



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Date:	Learning Challenge: Can I create a rap about anti-racism with a musical accompaniment?
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Outline of the session:

<http://www.smdp.scoilnet.ie/racism.htm> use this website as a means of enabling the children to see how other children have written poetry as a means of expressing their feelings.

Show the children a range of different poems and ask them to compose their own poems to raise awareness of racism in society. As a class compose and perform an anti-racism rap for the whole school assembly.

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Date:	Learning Challenge: Can I make a profit?
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Outline of the session:
 The class will be challenged with the making of friendship bracelets with support from Year 3. They will need to cost out the materials, work out how much it makes to make one bracelet and then decide on the margin in order for decide on the retail price for the children.
 Over the course of the week, or as part of Invite-a-guest morning, the children will make friendship bracelets to sell.
Complete money activities throughout the week to support the children's understanding.

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