



# Year 1 Anti-bullying Planning

<b>THEME:</b>	Sticks and stones may break my bones but names will never hurt me?			
<b>Duration</b>	One week		<b>Teacher:</b> Rebecca Wormleighton	
<b>Dates of Unit of Work:</b>				
<b>SEN:</b>	<b>MABLES:</b>	<b>PUPIL PREMIUM:</b>	<b>VISITS/VISITORS:</b>	
<b>PURPOSE:</b>	<i>To raise awareness of what bullying is and that it will not be tolerated at Newchurch</i>			
<b>Cross-curricular Opportunities</b>	<b>Art</b>	Creating images and words that share a message about anti-bullying	<b>British Values</b>	Tolerance for others Mutual respect
	<b>Design and Technology</b>	Understanding how to improve their design and how machines work		
	<b>Core value link</b>	Respect		
<b>How will this be applied?</b>	<b>English</b>	Language and vocabulary development Text: Sticks and Stones story Group story books linked to the name calling and bullying. Instructional writing linked to their badge making.		
<b>How will this be applied?</b>	<b>Maths</b>	Maths: joint enterprise with Year 1 - badge making Activities linked to money		
<b>How will this be applied?</b>	<b>ICT</b>	Children are to create take photographs of the different stages of making their badges. They are to create a picollage with arrows and then write captions to match each photograph.		



# Year 1 Anti-bullying Planning

<b>Date:</b>	<b>Learning Challenge:</b> 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.

<b>Working Below</b> <i>What they will do and how we will know they have been successful</i>	<b>Working Within</b> <i>What they will do and how we will know they have been successful</i>	<b>Working Above</b> <i>What they will do and how we will know they have been successful</i>
<b>Working Below</b> <i>Notes to aid Assessment for Learning</i>	<b>Working Within</b> <i>Notes to aid Assessment for Learning</i>	<b>Working Above</b> <i>Notes to aid Assessment for Learning</i>

<b>Date:</b>	<b>Learning Challenge:</b> Can I consider the feelings of the characters at different times in story?
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*Outline of the session:*  
 Explain to the children that they are going to listen to a story which is about a little boy called Luke who is being bullied. Explain to the children that they are going to consider the feelings of the different characters as the story is told. Split the children into two groups: More able with Mrs Dixon and the rest with Miss Tonge. The more able are to plot the feelings of the bully on a graph and the rest of the children are going to plot the feelings of Luke at different points in the story.

Discuss the graphs at the end of the story. Is there a point when both character's feelings were similar? Talk to the children about synonyms for different feeling words and create a word bank of them for the working wall to be used in another lesson.

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<b>Date:</b>	<b>Learning Challenge:</b> Can I use talk for writing to remember a story?
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*Outline of the session:*

Review with the children the story they read about Luke and the bully. Plot the story briefly on a story mountain. With the children, complete talk for writing with actions and words, including time adverbials and speech, to enable the children to remember the story. Use a story map with images on to help the children to remember the words, using an arrow to represent a new sentence and a diagonal squiggly line to show a new paragraph. Children are to work on this until they are able to recite the whole story, therefore, some adaptations to the length and language should be made.

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<b>Date:</b>	<b>Learning Challenge:</b> Can I collaboratively innovate on a story to create my own?
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*Outline of the session:*

With the whole class, review the story from the talk for writing exercise the day before. Explain to the children that they are going to plan their own story with an anti-bullying message by innovating on the story they have learned. Model to the children the changing of the characters' names, the words they are called and for the more able the actions that happen.

The children are to go away in mixed ability groups and work on a plan of their story (story map with arrows as in talk for writing). They can change aspects of it but keep the structure and language similar. The children need to be able to perform this as a group, using their story map, to the rest of the class by the end of the session.

Ensure to have a mixture of name calling and physical bullying.

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<b>Date:</b>	<b>Learning Challenge:</b> Can I collaboratively write my anti-bullying story?
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*Outline of the session:*

Explain to the children that they are going to work in their groups to tell their story and make it into a little book. Split the story up into parts so that each child is able to have a section each. Talk about what needs to be included in the images – characters, continuity of what they are wearing, speech bubbles and background for the setting. The children work on their pictures, spending lots of time to add detail, whilst the adult works on a one to one basis with the children to write their bit to go with the part of the story they are depicting. Ensure that the more able children have sections with the speech in order to extend them. The writing can be done on the computer.

At the end of the session, read the story to the children and place the pictures in order. How can we up-level the writing? Does it show the feelings of the characters? Does it give a clear message? Once happy, print out and make into a book with a front cover and a blurb.

Share the children’s stores with the rest of the class and celebrate their understanding.

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<b>Date:</b>	<b>Learning Challenge:</b> Can I create a striking design for an anti-bullying badge?
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*Outline of the session:*  
 Share with the children the enterprise task of designing and making badges for anti-bullying week, which will be shared in our market place on Friday morning for other classes to purchase.  
 What is the key language we need to include? How can we make it noticeable? What colours should we use? What words do we need to have? Model some suggestions. The children are to explore a range of designs of their own. They are to then consider the one which gives the best message. Before copying their design again in best. Talk to the children about selling things and that they need to be the very best quality.  
 The children are to take a picture of the different stages they go through to make their badge and create a picollage. They then write a set of instructions on how to make their badge.

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<b>Date:</b>	<b>Learning Challenge:</b> Can we think about how to market our class badges?
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*Outline of the session:*  
 You may want to do some maths sessions on money to run alongside this week.  
 Explain to the children that they are going to sell the badges that they have made. Talk to them about how much they cost to make in each of the component parts. Discuss with the children what profit is, and that this is how businesses make money. How much do they think they should sell the badges for? How are we going to encourage people to buy our badges? Children are to work together to create their stall ready for the market place.

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