



# Year 2 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> Debbie Conreen	
<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>	Making Punch and Judy show characters puppets	
	<b>History</b>	Finding out about the history of Punch and Judy	
	<b>Core value link</b>	Respect	
<b>How will this be applied?</b>	<b>English</b>	Language and vocabulary development Story books linked to the name calling and bullying. Play scripts – Punch and Judy	
<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 work as a team to make a story board of their story in picture form using the cut outs of the characters – take images and create an electronic book using PowerPoint.	



# Year 2 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.

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<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 learn about the history of Punch and Judy and consider the links with bullying?
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*Outline of the session:*  
<http://www.punchandjudyonline.com/pdfs/Introducing-Punch-and-Judy.pdf> - use this as an introduction to explaining the history of Punch and Judy. Link into the fact that Samuel Pepys wrote about it in his diary (refer back to learning in Year 1).  
[http://thepjf.com/video\\_clips.html](http://thepjf.com/video_clips.html) - watch the video clip of a Punch and Judy performance. Explore the physical bullying and also the name calling within the performance. Is this entertainment?  
 The children are to write about the history of Punch and Judy and also their understanding of the physical bullying and name calling in the performance.

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<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 watch a Punch and Judy story. Explain to the children that they are going to consider the feelings of the different characters as the story is told. Children plot the feelings of the characters on the graph showing who was feeling the most powerful or vulnerable. Make sure the children understand the meaning of powerful and vulnerable.

Discuss the graphs at the end of the story. Is there a point when both character's feelings were similar? Children are to have images of the different characters and write thought bubbles to express their feelings and the reasons behind the feelings. Explore how they could have inner turmoil of dealing with the problem.

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<b>Date:</b>	<b>Learning Challenge:</b> Can I create my own Punch and Judy puppets?
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*Outline of the session:*  
 The children are to create their own Punch and Judy characters as part of a group for their performance. These can be differentiated according to the children's abilities. E.g. split pin puppets, finger puppets or stick puppets. It may be worth laminating the pieces to enable the children to use them and make them more robust. They are to evaluate their puppet at the end, sharing how they would improve it, what the advantages and disadvantages are. Etc.

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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 performance story from Punch and Judy. 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 and using the Punch and Judy puppets they have made as a group. Model to the children the plotting of a story with an anti-bullying message.

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 create a story board for our group story?
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*Outline of the session:*  
 Using the cut outs of the Punch and Judy characters, the children are to work in their groups to create a storyboard of their play. They are to position the characters to reflect the story and then photograph it.  
 The children will then create a PowerPoint ebook which with their photographs in sequence whereby they will add captions to share their story.

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<b>Date:</b>	<b>Learning Challenge:</b> Can I collaboratively write a play script for our Punch and Judy show?
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*Outline of the session:*

Explain to the children that they are going to work in their groups to write a play script to perform using their Punch and Judy puppets. Explore a range of examples of play scripts and the features of them. The children will need to work with an adult but the writing can be done on the computer to facilitate the performance later. The children will need to be given the chance to practise their performance ready for the end of the week.

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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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