



Year 3 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: Jessica Toone	
SEN:	MABLES:	PUPIL PREMIUM:	VISITS/VISITORS:
PURPOSE:	To understand the impact of bullying and hate crime, with particular reference to disability.		
Cross-curricular Opportunities	Design and Technology	The children make friendship bracelets to sell at the market place.	
	Dance	Children are to work with Mrs Jones on their anti-bullying dance	
	Core value link	Respect	
How will this be applied?	English	Children are to write their own anti-bullying story.	
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		

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’.

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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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Date:	Learning Challenge: Can I recognise disabilities in the media?
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Outline of the session:

Following is a list of famous people with disabilities. Mix up the names, occupations and disabilities and get the children to re-arrange them into the correct columns. What effect did the disability have on these people and their way of life? (This may require some research.) Do the children personally know anyone with a disability? Does it keep them from doing what they want to do?

Agatha Christie	Mystery writer	Epilepsy
Beethoven	Composer	Deaf
Christopher Reeves	Actor	Quadriplegia
Ithzak Perlman	Violinist	Polio
David Helfgott	Pianist	Psychiatric disability
Douglas Bader	Fighter Pilot	Physical disability (amputee)
Handel	Composer	Epilepsy
Franklin Roosevelt	US President	Polio
Helen Keller	Teacher	Blind and deaf
Jacqueline Du Pre	Cellist	Multiple Sclerosis
Julius Caesar	Roman Emperor	Epilepsy
Louis Braille	Inventor	Vision impairment
Marli Matlin	Actress	Deaf
Napoleon	General	Epilepsy
Ray Charles	Singer	Blind
Ray Orbison	Singer	Blind
Steady Eddie	Comedian	Cerebral Palsy
Stevie Wonder	Singer	Blind
Tom Cruise	Actor	Dyslexia

The children are to select a famous person from the list above or another one that they know and create a fact file about them. They can use Powerpoint.

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Date:	Learning Challenge: Can I understand what it is like to have a visual impairment?
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Outline of the session:
 Vision impairments include things like being short-sighted or far-sighted that are correctable with glasses. It can also mean more serious problems like blindness or problems that are only helped a little by glasses.

Activity 1- Blindness

You need: A good blindfold. A room with several occupied chairs and one or more vacant chairs. Put odd obstacles on the way to the chair, and/or face the chair in an unexpected direction. Leave the door halfway open. Explain that you will need 2 children - a “guide” and a “blind person.” You will be re-arranging the room. The guide’s job is to help the blind person come into the room and go to the chair without running into anything. They can tell them how to do it and can also touch them to help guide their way. Make sure the blindfold is on and foolproof. Send the 2 volunteers into the hall and re-arrange the room. The vacant chair should not be too easy to get to. **Hint:** Most “guides” grab the blind person and pushes them around. This usually results in the “blind” person running into things. “Guides” usually don’t describe the path, and say “look out” instead of “stop” at major obstacles. When the chair is reached, “guides” usually spin the “blind” person around and push them into the seat, then leaves without explanation. **NOTE:** If you get an exceptional “guide” who does it correctly, use that as a way to talk about why their method was successful.

- Discuss:**
- Did the guide do a good job?
 - How would it feel to be the blind person being dragged or pushed?
 - What would be more helpful than saying “look out”?
 - How did the 2 volunteers feel?

Repeat the activity, doing it the right way.

Activity 2 - Blurred vision

Use overhead projector. You (“**More Than 60 Percent of U.S. in Drought**”) to an overhead sheet or use any overhead with a lot of text.

Make sure the projector is out of focus so that the words cannot be read. Tell the class to copy the information. Then ask questions about the text. Discuss how frustrating it is when you are trying and paying attention, but can’t see.

What are the ways the class could be helpful to someone who has vision problems? Be sure to point out that they should **ASK** before helping. Some people would rather do things for themselves.

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Date:	Learning Challenge: Can I understand what it is like to have a physical disability?
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Outline of the session:

There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility. Many people will have more than one disability, such as not being able to use their legs or hands.

Watch <https://www.youtube.com/user/ParalympicSportTV> which looks at Paralympic sport to tune the children into the content of the lesson.

Activity 1 - In a wheelchair

Use the wheelchair. Have each child take a turn sitting in the chair. Have them try different activities:

- Going from one part of the building to another, pushing the wheelchair with their hands
- Going through the lunch line
- Getting a book off the top shelf in the library
- Playing a game in the PE or playground (football, basketball, chase, etc.)
- Going to the bathroom
- Going through an outside door
- Being in a group where everyone else is standing up

Discuss how being in the wheelchair felt. What would have made things better? Children in wheelchairs are often left out of games or PE or given the job of keeping score. Discuss how this would feel. What if you hate keeping score? No one likes to be treated as if they are helpless. If you see someone in a wheelchair, don't just do things for them. Ask if they want help first.

Activity 2 - Using one hand

Have the children try different activities using only one hand.

- Tying their shoes;
- Going through the lunch line and eating lunch;
- Opening a jar that has a screw-on lid;
- Playing catch;
- Holding a stack of papers and handing out one at a time; and
- Going to the bathroom.

Discuss the problems the children had. What if they couldn't use either hand? What problems would there be if they were in a wheelchair AND couldn't use their hands? Children are to try to paint with their mouths or their feet.

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Date:

Learning Challenge: Can I understand the difficulties for a person with learning difficulties?

Outline of the session:

There are many different kinds of learning disabilities and they can range from mild to severe problems. Activity 1 gives a general idea what it is like to have to struggle against what your brain may be telling you.

Dyslexia can cause a person to see letters switched around when they read (seeing “bule” instead of “blue”, for example). Activity 2 will give you an idea of what this is like.

Activity 1 - Say what?

YELLOW BLUE ORANGE

BLACK RED GREEN

PURPLE YELLOW RED

ORANGE GREEN BLACK

BLUE RED PURPLE

GREEN BLUE ORANGE

Use the powerpoint page. Have the class read it out loud. They must read the COLOR the word is written in, not the word itself.

Afterward, discuss how your brain wants to read the actual word. Even when you can make yourself do it correctly, you have to read much slower than normal. This is an example of how difficult it is for people with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different.

Activity 2 - Backwards

Write a number of different sentences backwards on a piece of paper. Giving the children very little time, ask different children to read them correctly. Keep interrupting the children by urging them to hurry or tell them “This should be easy for you.”

Example:

“ehT kcalb tac tas no eht toh nit foor”

“The black cat sat on the hot tin roof.”

Discuss:

What were the difficulties faced in deciphering the sentence? Did being told to hurry help or make it harder? What would have helped?

Activity 3 - Difficulty understanding

Have 2 children sit back to back. Give one child a paper with an abstract shape on it (see resources). Without seeing each other, he/she must explain to their partner how to draw the shape. Give the second child a pencil and piece of paper. He/she must draw the shape following the first child’s directions.

What were the problems? What would have helped?

Activity 4 - How it feels

Make a paper copy for each child of the “German Test”. Hand out the “German Test.” Tell them they have 5 minutes to read the paragraph and answer the questions. Tell

them it is an easy test and all the answers are right there in the paragraph. When the children complain they can't do it, tell them to "try harder." As soon as the time is up, take up their papers.

Look at the "Test Your Awareness" PowerPoint. Tell the children to follow the directions on the page. Tell them this test should be very easy because it is in English. When they are finished, have them raise their hands to show if they found 3 Fs. How many found 4 Fs? 5 Fs? Did anyone find more?

The correct answer is 6. Most people miss the Fs in the word "OF". This is because we pronounce this as "ov" so our brain skips right over this when we are looking for "f." Discuss how it felt to be given a German test and told to "try harder." Did that help them do it? How many people stopped trying when they saw what the test was? How did it feel to realize they didn't count all the Fs? How did it feel to have your brain "trick" you on this test? How would it feel if this happened to you all the time, every day?

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Date:	Learning Challenge: Can I explain what a communication disorder is?
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Outline of the session:

Communication disorders are disabilities that keep a person from being able to speak or makes their speech understood. This can be caused by many different disabilities or injuries.

Some people with difficulty speaking may use sign language, gestures or small pictures they carry with them.

Watch <https://www.youtube.com/watch?v=L6lY9V5359o> How did it feel not to know what the little girl was saying? How would you feel if you were in a classroom all day with the teacher and all the other children talking in a different language? Discuss how it feels to not be able to understand something. How quickly do the class give up?

What are some other ways they could have tried to communicate? How is this similar to people with disabilities who can talk but are hard to understand?

Write a simple sentence on a piece of paper, for example, “The cat sat on a hot tin roof.” Show this sentence to one child. The child must let the rest of the class know the sentence **without writing, speaking or using any letters of the alphabet.**

Discuss:

Was it difficult to communicate using this method? What would have helped? How can we communicate with someone who can’t talk back? How can we help them communicate?

If you want to give more children a chance to try this activity, here are some suggested sentences:

- I feel funny.
- I want a Coke.
- I lost my homework.
- My parents are getting a divorce.
- My foot hurts.
- I want a hamburger for lunch.
- I’m allergic to strawberries.
- I hate ketchup.

Hearing Impairments

Hearing impairments include everything from not being able to hear certain sounds to being totally deaf. In most cases, a hearing loss doesn’t simply mean that sounds are not loud enough. It usually means that sounds are garbled or unclear. A hearing aid may make speech louder, but usually will not make speech clearer.

Activity 1 - Not being able to hear

You need: a pair of foam ear plugs for each child, a radio, TV, fan or anything else that can make “white noise”

Show children how to put in the earplugs . Put on the “white noise”. If using a TV, put it on a station with no reception and turn up the volume — loud enough to be distracting. If using a radio, set it between stations so you only hear static. If using a fan, turn it up on high. Read a long newspaper article or book passage. Read rapidly, using a soft voice, mumbling monotone, running words together and pausing in odd places. Ask the children 5 questions about the content of what you read. Continue talking quickly in a soft, mumbling voice. Remove ear plugs, turn off white noise and discuss (in a normal voice) how not being able to hear clearly felt.

Activity 2 - Lip-reading

Divide the class into pairs. One of each pair is A, and the other B. Give them the relevant instructions and briefly explain the exercise. They should not see each other’s instructions. Have them take turns lipreading, while their partner “reads” (moving their lips but making no sounds) a list of words or sentences.

In their pairs, they should: “say” each word or phrase once only; go through the whole exercise before they tell each other the answers; when they finish discuss what they learned about lipreading; and return to the main group to share their ideas.

Discussion:

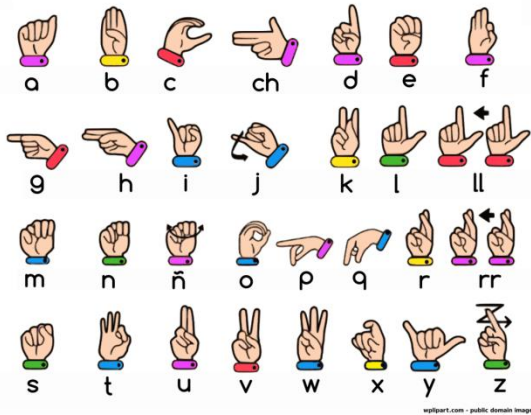
Allow 15 minutes for the exercise in pairs, then have everyone return to the main group. Ask questions like:

- How successful were you at lip-reading?
- What helped make lip-reading easier?
- What does this show about lip-reading?

Points about lipreading:

- lipreading is not easy;
- a lot of guessing is involved;
- most people can lip-read a little;
- some people are better at it than others;
- some people are easier to lip-read than others;
- it is impossible to lip-read unless you can clearly see the mouth and face of the person talking;
- some words look alike on the lips, so single words are very difficult to lip-read;
- it helps if you know the topic.

Talk to the children about sign language and how this can help people who are hearing impaired. The children are to learn to sign their names.



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Date:	Learning Challenge: Can I write a class book with an anti-bullying message linked to people with disabilities?
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Outline of the session:
 Talk to the children about the different types of disabilities they have looked at. In what ways might people with these disabilities be vulnerable to bullying and Hate Crime. Ensure the children know what Hate Crime is. Split the children into groups and give them a disability. The children are to create a story map. Ensure the children are clear about what bullying is:

- persistent
- intentional
- imbalance of power

Ensure that the key message at the end of the story is to TELL someone.
 Children are to work in their groups to write their story, illustrate it and then publish it.

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