
About the unit

This unit will address the issues of friendship, co-operation and bullying. It will enable to pupils to reflect on the friends that they have and how they keep their friends. During this the teacher will elicit the importance of honesty and integrity involved in friendship. The scheme will go on to examine bullying in the school context and examine the emotions surrounding bullying and the implications of bullying.

Where the unit fits in

The unit is designed to be used at the beginning of year 7 and should introduce pupils to bullying. [This resource was designed for use in a special school so most of it can be adapted for mainstream primary]

Expectations

At the end of this unit

most pupils: understand what a good friendship is made from and know that friendships can easily be broken.

some pupils have not made so much progress and: know about their own friendship and be able to discuss the good and bad parts of these friendships. They will also know that bullying can have dire consequences.

some pupils have progressed further and: Know and understand their own friendships. Be able to explain the consequences of bullying and can discuss the nature of why bullying occurs and how it can be treated and hopefully stopped.

Resources

Resources include:

- www.childline.org.uk/Bullying

This can give you ideas for lesson discussions.

- www.bbc.co.uk/education/

As good as all the other bbc website stuff!

- www.kidscape.org.uk

This is an excellent website and the children's section can give you stories that can be used and tips for the friendships lessons.

- I have attached the teachers pack from child line for you to use. It is a great resource.
- A variety of worksheets that can be used are attached to this scheme of work.
 - At the time of writing I do not know what videos are available for you to use.

Language for learning

Friendship

Honesty

Integrity

Bullying

Victim

Perpetrator

Emotions – happy, sad, confused, upset, suicide,

Reporting

School council

Governors

Policy

Links with other subjects

ICT – Use of the internet for information.

When they are designing their anti-bullying posters and policies they can be done on the computer.

Literacy – Speaking, listening and writing

Numeracy – Bar charts and results collation.

Geography – Locating places on the school map. You may need to walk the school for this to make sense.

LEARNING OBJECTIVES
PUPILS SHOULD LEARN:

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

What is friendship?			
<ul style="list-style-type: none">To examine what a friendship is and the unwritten rules that apply.	<ul style="list-style-type: none">Teacher can explain about one of their friendships, photos would be best to help the pupils visualise you and your friend. This could be about a friendship that worked. Explain about the things that you used to do and the way you use to <i>lark</i> around . Highlight one moment where you helped your friend and your friend helped you.<ul style="list-style-type: none">Watch a cartoon or current children's TV programme showing people getting on, for example bob and Wendy are always helping each other out of sticky situations!As a class brainstorm the ways friendships work. This could be copied down or kept up in the classroom as a reminder.Discuss some of the things that people do for their friends. For example, hit them or helped them carry something. Make a clear distinction between good and bad. Write these on paper and stick them to your board. At the end of the lesson you could get the pupils to decide which are good and which should be put in the dustbin!Create a profile about a good friend they have. This could include a picture and an example showing good things they have done for you.	<ul style="list-style-type: none">Pupils start thinking about their friendships and how they work and are successful.	<ul style="list-style-type: none">Pupils may not have experienced a successful friendship so may find this hard.<ul style="list-style-type: none">If you are uncomfortable with sharing something so personal use a TV programme.

LEARNING OBJECTIVES
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LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

What if a friendship breaks down?

To examine how friendships can break down and how this could be prevented.

- The teacher could tell the story about the making of a mug. The workmanship that goes into it, the delicate painting, really build it up and then suddenly drop it!!!! The children will be amazed and they will also wonder what on earth you are doing! This is to show that some thing that takes so long to create can be lost and broken by one silly act. Just like a friendship! Trust me it does work!
- You could use TV programme where people have fallen out. There will be a number of Simpson's episodes that show this.
- You could tell a story about a friendship that broke down and the pupil are to decide why this happened.
- Role play of a friendship breaking down. They are not allowed to use violence in the play!. They will need to show the strong friendship and also the reason it broke down. You could book out the hall for this to give the pupils more space. Video it and play it back to them to work out what each group have done in their play.

- Pupils are to learn why friendships break down.
- Learn to notice the triggers that show that a friend is getting fed up with you.

- They may be going through a friendship crisis at the moment so be careful.
- They may not have any friends so be extra careful.

**LEARNING OBJECTIVES
PUPILS SHOULD LEARN:**

POSSIBLE TEACHING ACTIVITIES

**LEARNING OUTCOMES
PUPILS:**

POINTS TO NOTE

Why bullying starts.			
<ul style="list-style-type: none"> ▪ To understand why bullying can happen and what bullying is. 	<ul style="list-style-type: none"> ▪ The pupils must see the link between not being friends with a person and bullying as this is the main cause of bullying, but do acknowledge there are other reasons. ▪ What is bullying. Get the pupils to tell you. My personal favourite definition is, If you have been hurt or called a name and you did not like it you have been bullied. There is a copy of this attached if you want to use it. They need to have a class definition. Yu could book out the ICT suite and get this typed up. This will help instil what it is you think bullying is. ▪ Brainstorm why this happens. This would be best done in small groups so that everyone can have a say and then feed back to the group. This may be best done by the TA or teacher who has been leading the group. ▪ There are some true stories about bullying attached. You could read through these with the class and extract feelings, behaviours and responses to the bullying. ▪ For pupils over 15 there is an excellent video called Walking on the moon. It does have strong language in it and I suggest you watch it first before you decide to show it to the pupils. ▪ The pupils could create a questionnaire to find out what types of bullying is accruing at Derrymount. This could also include a map of the school and the pupils are to mark places where they have been bullied or fear that bullying could occur. The pupils then collate these results and then create bar charts and results tables. 	<ul style="list-style-type: none"> ▪ To know that bullying is not something that happens to everyone. ▪ To understand what bullying is. ▪ To explore why bullying can happen and use some case studies. 	<ul style="list-style-type: none"> ▪ Some one in your class may be experiencing bullying. Be careful!

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POINTS TO NOTE

What do I do now?			
<ul style="list-style-type: none"> ▪ To know that bullying can be stopped and how to empower themselves to do this. ▪ To identify two members of staff that they would feel comfortable talking with. ▪ To know what will be done at Derrymount school to stop bullying. 	<ul style="list-style-type: none"> ▪ At some stage in these sessions Geoff will need to come in to the class and tell them his point of view and what he will be doing if bullying is taking place in the school. Arrange this ASAP. ▪ Brainstorm with the pupils what they can do if they are being bullied. Go through their options. ▪ Act out a phone call to child line. At some time all pupils could have the opportunity to act as the person being bullied. This should help them learn what to say. If you can get the pupils to show what they would say and get the class to evaluate it and suggest improvements. ▪ The PSDI team do a fantastic role play session about bullying see your PSHE co-ordinator about this. I will try to get it booked for you. We may need to mix up the classes as each session cost £75 so I can't afford 3 separate sessions. ▪ Create a personal profile. What would they do if they were bullied. This could end up taking the form of a credit card for a purse or bag so that they know that if it happens they can look up what they decided they would do. If possible involve parents in this as they should know what the child decides. It could include; child line number, the staff they would take to. What the first sentence would be when they approached someone about bullying. ▪ Does your class want to set up a system of telling you about bullying. If so try it. ▪ Go through the school policy about bullying. This mirrors the kidscape one. Explain what it means and see if they could alter it in any way. Pass these onto Karen to talk to Geoff about! ▪ 	<ul style="list-style-type: none"> ▪ To know what their headmaster would do to a bully. ▪ To understand that they are the victim ▪ To realise if they have done something to annoy another person that they may infer bullying when it is just some one getting fed up with them. There is a difference. ▪ To have decided on a plan of action if they are bullied and to have written this down. 	<ul style="list-style-type: none"> • If they are being bullied they may find this hard so don't push!

LEARNING OBJECTIVES
PUPILS SHOULD LEARN:
Spread the word

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES
PUPILS:

POINTS TO NOTE

<ul style="list-style-type: none">▪ To let the rest of the school know what you have learnt about bullying.	<ul style="list-style-type: none">▪ Create an anti bullying poster for children younger than them. You could use ICT. If you co-ordinate with the other you classes you could run a competition for all of them.▪ Lead an assembly on bullying.▪ Invite governors in to sit in a question and answer session. Mr. Read could also be invited. This could get written up for the school newsletter.▪ The local newspaper could be invited in to see the pupils work on anti-bullying.	<ul style="list-style-type: none">▪ To know what their headmaster would do to a bully.▪ To understand that they are the victim▪ To realise if they have done something to annoy another person that they may infer bullying when it is just some one getting fed up with them. There is a difference.▪ To have decided on a plan of action if they are bullied and to have written this down.	<ul style="list-style-type: none">• As always be aware that bullying could be taking place in the class.
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