

All Different

All Equal



Celebrate with us

Help to prevent and tackle bullying by
celebrating

Anti-Bullying Week and Friendship Friday
in your school

@kidscape

#antibullyingweek

#friendshipfriday

#kidscapeABW

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Information

These resources have been developed by Kidscape to help educate and protect children in your care and promote positive relationships.

We always advise that you look through the resource in full and make any adaptations necessary to suit the age and development needs of the children that you work with.

We welcome feedback and ideas for other subjects you would like us to cover.

Please email **zoe@kidscape.org.uk**

Lesson Plan one – What do we look for in a friend?

Lesson Objectives

To explore what we mean by friendship

To explore the qualities we value in a friend

To explore the qualities we bring as a friend

Outcomes

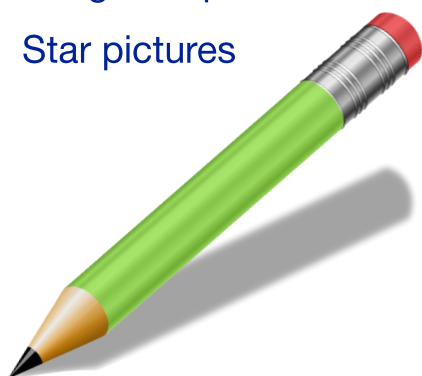
Children will **understand** what it **means to be a good friend** ✓

Children will feel **more confident** in **their own ability** to be a good friend ✓

Introduction

Resources you will need

- ⇒ Signs: Agree; Disagree; Not Sure (*Appendix 1*)
- ⇒ Friendship statements (*Appendix 2*)
- ⇒ Gingerbread person outlines
- ⇒ A big 'bin' picture
- ⇒ Star pictures



Start by discussing the word friendship.

Put up Agree, Disagree and Not Sure signs in different areas of the classroom.

Read out some of the statements about friendship, and discuss based on where they choose to stand.

Depending on the group you are working with, you may wish to draw out discussion in relation to friendships that are both face-to-face and online, as young people tend not to make the same distinction between the two as adults do.

Task 1

Divide the class up into small groups. Ask each group to come up with:



- * **One thing each group member has in common**
- * **One thing that is different about each member of the group**

Ideally it should be something they didn't know before the lesson.

Ask the groups to share their answers with the class.

Talk about how we quite often become friends with people we think are like us, **but it's important to remember that we are all different**, and that we will learn a lot about ourselves when we take the time to get to know people who are different to us.

Task 2

Divide the class into small groups and give each of the groups a 'gingerbread person'. Ask the class to pretend that this gingerbread person is a brilliant friend!



- * On the outside of the picture, ask them to write down any words they would use to describe the **actions** of a brilliant friend.
- * On the inside of the picture, ask them to write down any words they would use to describe the **qualities** or **characteristics** of the brilliant friend.

Ask each group to select the three most important words that sum up their brilliant friend.

Ask each group to share their words with the rest of the class.

Task 3

In their small groups, ask the class to **discuss which behaviours or characteristics of other people upset or annoy them the most**. Some of these might relate to actions and behaviour face-to-face or issues online.

Go through them with the class, categorising them into common themes as you do so. **You may wish to use this opportunity to agree/contract pupil expectations of one another as friends** in the classroom, school, wider community and online.

Task 4



Give each pupil a copy of a star. Ask **them** to think about qualities they have which **make them a good friend**. They could draw, write or use magazine clippings. You may wish to encourage pupils to continue this task at home, and to ask trusted friends or family to suggest words that *they* would use.

Lesson Plan two – When friends need our help:

Listening skills

Lesson Objectives

To understand the importance of listening to others that need our help

To learn listening skills

Outcomes

Children will **be better able** to listen to others 

Introduction

Resources you will need

- ⇒ Listening quotes
(Appendix 3)
- ⇒ World's Worst Listening Exercise—subject and response cards
(Appendix 4)

Explain that this lesson will explore what you can do to support someone that needs your help by being a good listener.

Task 1

The World's Worst Listening exercise: **give half the class a subject card** and the **other half one of the response cards**.

You may want to arrange the room so that **pupils are sitting opposite a partner**, either in two lines or two circles, facing each other, with all those with subject cards sitting in one line/inner circle, and all those with response cards sitting in the opposite line/outer circle.

Explain that the **pupils with 'subject' cards have to talk about that subject, and that pupils with 'response' cards have to follow the card directions**. You can stop here, or repeat. If you have a second round, they leave the cards face down on their chairs and swap places with their partners. They then all move one place to the right. Everyone should end up with a new partner, and a different card type.

Repeat the exercise. **Ask the pupils that had a subject card to guess what was written on their partner's card**. Explain that these were all examples of how *not* to listen very well!

Task two

Ask the class to share ideas about **what a good listener would do**. You could have an outline of a person ready, and design a 'world's best listener'.

Introduce the idea that being heard is something we all need. It may not feel like it is much, but it can make a big difference to another person.

One of the big challenges is to not judge what they are saying. **We are all different, so we will all react differently to situations**. For example, one person might love dogs and another might be scared of them.

Try to avoid thinking 'you're over-reacting', or 'I wouldn't react like that'.



Task three

Explain that they **will now practise good listening**. Give them a topic to talk about. In pairs, one pupil will talk, and the other will listen, using some of the following to help their partner feel heard:

- * Talk as little as possible. You can say 'okay', 'uhuh' or 'right' to show you are listening
- * Nod your head sometimes
- * If they pause, don't feel like you need to speak – let them carry on in their own time
- * Concentrate on what they are saying

Depending on the group, you may also discuss eye contact (some find it easier to look at the bridge of the nose), the importance of not being too close and making body language look 'interested'.



Additional skills they could practice are:

- * Asking encouraging questions, beginning with: Why? How? Might? What? Could? Would?, or
- * Reflecting back what they have heard, e.g. 'so you're saying that...' or 'it sounds like you feel...'

You could **also practice good listening by asking the children to 'pass along' a story** or discussion.

Let them make up their own story or give them a topic. Start one person off with the discussion or story-telling.

Explain that **when you say stop, the person sitting next to the person talking needs to carry on with the topic/story**, including saying the previous person's last few words.

Lesson Plan three – Friendship and empathy

Lesson Objectives

To explore what we mean by empathy

To understand empathy skills

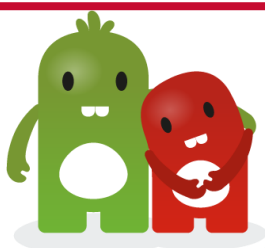
Outcomes

Children will **understand empathy** ✓

Children will **be more able to empathise** with others ✓

Resources you will need

- ⇒ Empathy scenarios
(Appendix 5)



Introduction

Pass the face: Choose an emotion and facial expression that communicates it. Go to the back of the class and make this face to the pupil in the furthest corner. They should then pass on the face to the person sitting next to them who in turn passes it on to their neighbour, or the row in front of them. Once it has been passed to everyone, ask them what emotion or feeling was being passed on.

You might want to do this a few times, asking different children to start 'the face'.

Ask the class:

- * How easy was it to guess the emotions / feelings from the facial expression?
- * Were there other body parts that gave you a clue? Can you describe them? Explain how people communicate their feelings through the way they hold themselves: this is called body language.
- * Why is it important to understand how someone is feeling?

You could also explore this by bringing in pictures of people showing different emotions and asking children to guess what they are feeling from their facial expressions and body language.

Task two

Empathy skills: Explain that **we might not always know how someone is feeling, but we can try to work it out** and try to help the other person.

Share and explain the following skills used in **empathy**:

- * Ask: how is the person feeling?
- * Listen: what are they saying?
- * Watch: what is their facial expression and body language telling you?
- * Imagine: How might you feel in that situation?
- * Remember: When have you felt the same way?
- * Show you care: How can you show you care through your words and actions?

Task three

In lesson two, **we practised listening, which is a great way of understanding** someone's feelings.

During 'pass the face' **we thought about recognising emotions** through facial expression and body language.

This next activity will look at the final three skills: remember; imagine; show you care.

Divide the class into pairs or groups and **give them an 'empathy' scenario**. Ask them to think about:

- * How they might feel in that situation?
- * When they have felt the same way?
- * How they could show they care through actions or words?

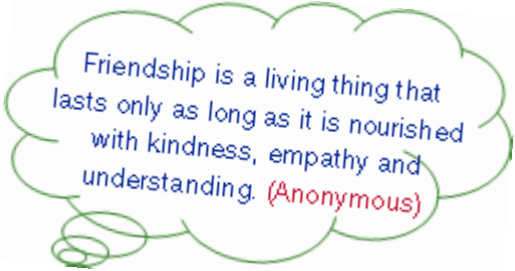
Task four

Empathy and difference: Explain that **empathy and listening is not just for those we are friends with**.

We can show empathy to anyone: someone we are not friends with; someone who is very different to us.

Even if you disagree with someone, you can still help them to be heard and understood.

Ask the class to share some examples.



Friendship is a living thing that lasts only as long as it is nourished with kindness, empathy and understanding. (Anonymous)

Lesson Plan four – When relationships go wrong: Bullying

Lesson Objectives

To understand what bullying means

To know the difference between teasing and bullying

To explore what they could do to be a friend to someone who is being bullied

Outcomes

Children will **be able to give a definition of bullying**, including the different types ✓

Children **will help another child** who is being bullied ✓

Introduction

Resources you will need

- ⇒ Set of 8 words to explore the definition of bullying (*Appendix 6*)
- ⇒ 'Teasing or bullying' scenarios (*Appendix 7*)
- ⇒ 'How to help' scenarios (*Appendix 8*)



Start by discussing the word bullying.

Split the class into small groups and give them each a set of 8 words (see resources).

Ask groups to pick out the words that they think describe bullying.

Explain that bullying is when one person or group **repeatedly hurts** another *person or group on purpose*.



Task 1

Explain that **teasing (or banter) are often a natural part of friendships**, but that it's important to understand the difference between teasing and bullying, and **when teasing might turn into bullying**. Go through the different scenarios with the class, and ask them to indicate (left or right!) whether they think it's bullying or teasing, asking them to share why.

Explain that **teasing is when both giver and receiver find it funny**, the receiver feels OK and the giver means no harm. **Bullying is when the receiver feels threatened**, wants it to stop and does not feel OK. The giver does not care about (or even enjoys) the way the receiver feels and keeps going.

Task 2

Explain that there are **four different types of bullying – verbal, physical, emotional and cyber**. Ask pupils to give examples of each type, and/or give them the following examples and ask pupils to say which type(s) of bullying each one represents.

1. A group of kids deliberately shoulder-barge Jamal whenever he is on his way to his lessons
2. Sam is constantly being sent nasty and insulting text messages
3. No-one will play with Amy at lunch or break time - she is always being left out
4. Ruby is constantly being told that she is an idiot and that she has no friends

Task 3

Explain that **there are different roles in a bullying situation**. **The bully** who repeatedly hurts another person on purpose. **The target** who is on the receiving end of the bullying behaviour. Finally there may also be **the bystander** who witnesses the bullying. The bystander might do nothing to try to stop it, encourage it by laughing or joining in, or they might take action to stop the bullying and help the person being bullied.

Task 4

This final task will help pupils explore what they can do **if they are in the bystander situation** and how they can be a friend to someone who is being bullied. Split the class into small groups and give each group a scenario. **Ask them to come up with ideas of ways they could be a friend to the person being bullied**. Make sure that there is opportunity for the class to explore the following options, and any concerns or hesitation they might have with:

- * Getting help from a teacher or another adult they trust
- * Speaking to or befriending the target
- * Intervening directly, by telling the bully 'No' or 'Stop', or refusing to join in

Lesson Plan five – When friendships gets difficult: Disagreements

Lesson Objectives

To explore the meaning of friendship

To know the difference between disagreements and bullying

To identify what they could do if they fall out with a friend

Outcomes

Children will **be better able to understand** and deal with friendship disagreements 

Resources you will need

- ⇒ Agree-disagree statements (*Appendix 9*)
- ⇒ Friendship Break Up Reasons (*Appendix 10*)



Introduction

Label one end of the room 'agree' and the other end 'disagree'. Tell the children that you are going to read out statements to which they will need to decide if they agree or disagree, and indicate their opinion by moving to the appropriate side of the room.

If they are not sure, they can stand in the middle. If you don't have a lot of space, you can choose actions. For example, for agree pupils reach up high, for disagree they cross their arms, and for not sure they touch their shoulders.

Explain that because we are all different, we are never going to agree all of the time. Disagreements or arguments are a normal part of all relationships and friendships.

Disagreements are different to bullying, where one person or group **repeatedly hurts** another person or group **on purpose**, and the bully often has no sense of feeling sorry or troubled. Disagreements tend to be one-off, unplanned, and usually the people involved *do* feel sorry or troubled. Disagreements can often be sorted out by the people involved without seeking help from a teacher or another adult.

Task one

Split the class into small groups and **give each group a set of cards with possible reasons why friendships break up**. Ask groups to put them in order, with the most common reasons at the top, and the least common reasons at the bottom, either in a straight line or a diamond or pyramid shape. Give each group two blank cards and ask them to write down any reasons they can come up with that are not included. Ask each group to feedback their top two reasons.

Task two

Explain that we are now going to look at **‘I’ messages** that will help you during a disagreement or argument, ‘I’ messages give you a way of saying how a situation is making you feel without upsetting or angering the other person. The secret of its success lies in talking about how the situation is for you, rather than blaming or judging the other person.

It should include:

- * what you are feeling (be honest)
- * why you are feeling that way (try to stick to the facts of what has happened)

I feel **angry** because...

I’m **worried** that...

I get really **anxious** when...

In pairs or groups, ask pupils to **choose one of the top reasons they had selected for friendship break-ups**. Ask them to come up with an “I” statement for the person having the friendship difficulty.

Example: Your friend starts to like different things from you

Example ‘I’ statement: I’m worried that we’ll become less close as friends because we are starting to like different things”

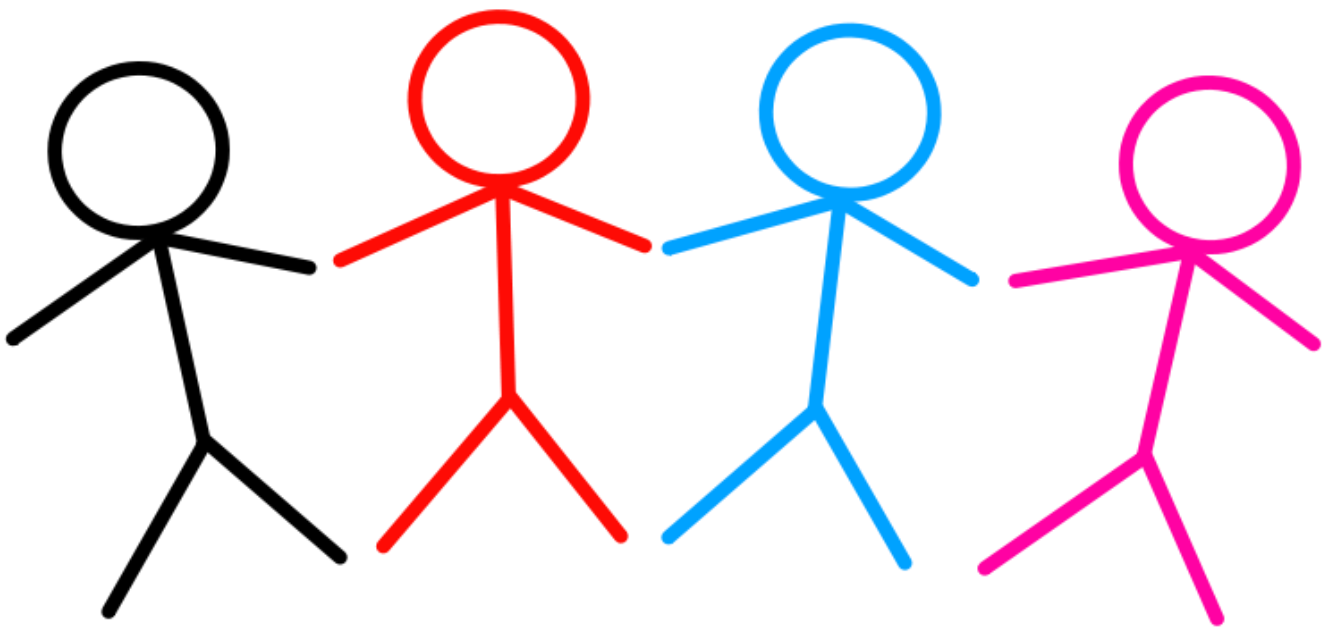
Another **important skill is listening as the other person communicates** their side of things, which was covered in lesson plan two!

Task three

The final task will help pupils to consider **what they can do if they have not been able to resolve a disagreement** and a friendship might come to an end.

Share the following examples with pupils and explore action they could take (you can either do this as a class or in groups and feedback).

1. Kasey and Sam were best friends but Kasey shared a secret about Sam with another group of children and now Sam does not feel she can trust Kasey. What could Sam do?
2. Oscar and Jack have been friends for a long time but recently Oscar keeps asking Jack for money and Jack feels he's taking advantage of him. What can Jack do?
3. Lily-May used to spend all of her time with Chloe and Olivia but recently they are doing more and more things outside of school without her and she's feeling left out. What can Lily-May do?
4. James used to like hanging round with Matt as he found him funny, but recently Matt has upset quite a lot of people and James is not sure he wants to be his friend. What can James do?



Appendix 1:

Lesson Plan one—Signs—‘Agree’, ‘Disagree’, ‘Not Sure’

AGREE

DISAGREE

NOT SURE

Appendix 2:

Lesson Plan one—Friendship Statements

Friendship is easy	It is better to be friends with someone that has lots in common with you
It's OK to leave someone out of your friendship group if you don't like them	It's OK to stop being friends with someone if you fall out
It is better to have a text conversation with a friend than talking to them face to face	Friendship means doing everything together
It's OK to try and change to fit in with others	It is OK for my friend to be friends with other people as well
The best way to make friends is to share lots of things about yourself	The things I own are more important to me than my friends
It's best to be close friends with only a few people	I don't want friends that are very critical of me.
Good-looking / pretty people have more friends	Sometimes you need to be cruel to be kind
The more friends you have, the more important you are	I could never be friends with someone who didn't share my taste in fashion / music

Appendix 3:

Lesson Plan two—Listening Quotes

“Being listened to and heard is one of the greatest desires of the human heart.”

Richard Carlson (1912-1977):
Actor, director, screenwriter, and teacher.
Worldofquotes.com

“People start to heal the moment they feel heard”

cherylrichardson.com

Appendix 4:

Lesson Plan two—Worlds Worst Listening Exercise: Subject and Response Cards

Subjects	Responses
Talk about something you love doing	Stare at the other person without blinking or moving
Talk about something that makes you happy	Move your chair forward so you are <i>really</i> close to them
Talk about your hobbies	Keep interrupting the other person
Talk about the things that make you angry	Keep saying, "I know <i>exactly</i> what you mean!"
Talk about the things you like to do at the weekend	Don't look at the other person at all
Talk about something you're good at (it could be a school subject, a computer game, hobby, etc.)	Laugh at everything the other person says
Talk about something you love doing	Treat the other person as if they are a toddler
Talk about something that makes you happy	Interrupt and start talking about your own story or opinion
Talk about your hobbies	Count to 10 silently, then get up and walk off, saying you need to be somewhere else
Talk about the things that make you angry	Keep glancing at the clock
Talk about the things you like to do at the weekend	Look at the floor the whole time
Talk about something you're good at (it could be a school subject, a computer game, hobby, etc.)	Keep sighing and look bored
Talk about something you'd like to do in the future	Fidget the whole time

Appendix 5:

Lesson Plan three—Empathy Scenarios

Emily spent ages drawing a picture and someone scribbled all over it and ruined it: ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?	Malachi has lost his phone and has searched for it everywhere: ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?
Sam is upset because her friends aren't talking to her and she doesn't know why. ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?	On his way into school, Adam trips over in the playground and the contents of his bag go everywhere. He stays on the ground. ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?
You notice that Addison is sitting on his own at lunch and his shoulders are slumped ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?	Rhianna gets to lunchtime and is frantically looking through her bag for her lunch money and can't find it. ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?
You are in class, in a group with Mohammed. The teacher set you a task to do. He keeps trying to contribute, but the other group members are discussing the task and don't notice. ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?	Millie took the bus to school today and on the way in people are pointing and laughing at her. You notice she has pink gum all over the back of her jumper. ⇒ How might you feel in this situation? ⇒ When have you felt the same way? ⇒ How could you show you care through actions or words?

Appendix 6:

Lesson Plan four—Set of 8 words to explore the definition of bullying

Funny

Harmless

Hurtful

Wrong

Repeated

Acceptable

Friendly

Deliberate

Appendix 7:

Lesson Plan four—‘Teasing or Bullying?’ Scenarios

Scenario one:

Julie is in the playground with a group of friends. Natasha, a close friend from her class comes along, and takes Julie’s hat off her head. Julie and the other friends laugh as they run after Natasha, with Julie shouting, ‘give it back!’

Make the point that this is teasing. Julie is feeling happy and not threatened. Julie and Natasha both know that it is a joke and are finding it funny.

Scenario two:

Julie is by herself in the playground. Two other children from her class are standing nearby. One child, Taylor, walks up to her, snatches her hat from her head and runs off. Julie runs after Taylor to try and get her hat back, but Taylor throws it to the other child. This child then puts the hat on the ground and steps on it. Both children laugh, while Julie looks upset.

Explain that this is bullying because the other children are upsetting Julie on purpose. Although they find it funny, Julie does not. They can see that she is feeling hurt and they keep doing it anyway.

Scenario three:

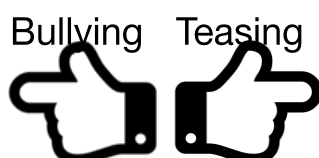
Every time Shayla wears a skirt to school, Solomon and Jonny try to flip it up. Shayla feels really embarrassed and turns red when it happens. Solomon and Jonny think this is hilarious. Shayla has decided to stop wearing skirts to school.

Solomon and Jonny know that this behaviour makes Shayla feel embarrassed and upset. Despite this, they are doing it repeatedly and deliberately. Although they find it funny, Shayla does not and it is bullying.

Scenario four:

Jamal’s sister works at his school. He has been receiving text messages about his sister from other children. Jamal thought that the first message was funny, but now he gets messages every few hours and they are becoming mean.

If it is a one-off and the other person finds it funny, it is probably just teasing, but when it keeps happening and is upsetting Jamal, then it becomes bullying.



Appendix 8:

Lesson Plan four— 'How to Help' Scenarios

Malachi is in year 3. He is playing football in the playground when a boy in your year comes over takes his ball away from him.

Someone pinches Jack's arm in class and calls him a nasty name.

Someone says Tom is stupid because he got 1 out of 10 in his maths test.

Amba is lining up in the playground after lunch when someone kicks her legs from behind. She turns round to shout at the boy, and they both get in trouble with the teacher.

Someone calls Jane nasty names because she has braces, and Jane looks upset.

No one is playing with Rochelle in the playground, and you have noticed she is often on her own at break and lunch times and other girls are rude and laugh about her behind her back. She looks lonely and sad.

How can I help



Appendix 9:

Lesson Plan five—‘Agree—Disagree’ Statements

I like fish and chips

Coke is better than lemonade

One day I would like to be Prime Minister

I like Minecraft

I am a big fan of Harry Potter

I like reading books

I support a football team

I want to be rich when I am older

Children should be allowed to vote

Walking is better than cycling

I am good at Maths

I worry about the future of our planet

Appendix 10:

Lesson Plan five—Friendship Break Up Reasons

A friend starts talking about you behind your back

A friend teases you about your appearance

A friend starts making excuses when you ask them to come out or go out somewhere

A friend starts to always complain at the thing you want to do together

A friend starts hanging around with another group of people

A friend starts bossing you about or insisting you do what they say

A friend starts keeping secrets from you

You or your friend start to become jealous of each other

Your friend shares something personal about you online

Your friend starts to do mean things and you won't join in

Your friend sets up an online chat group and doesn't invite you to take part

Your friend starts to like different things from you