

# OK to be different

Year: Y6

## Subjects and Issues

◆British Values ◆Bullying ◆Respect ◆Tolerance ◆Relationships Education (formerly SRE or RSE)  
◆Relationships

This session can be carried out as a circle time activity.

## Introduction

Start the session with a game: all the pupils to sit on chairs arranged in a circle. One pupil volunteers to leave the room and stand outside for a moment. Whilst they are out of the room, swap the seating position of two people. The volunteer should then return and guess who moved.

Continue for a few people until you feel ready to move the session on.

Ask the pupils what kind of skills will have assisted the volunteers in their task [good observational skills; good visual memory; close friendship with the people who move – this might make them more easily recognised as being in a new position].

How would it change the game if everyone looked exactly the same?

People differ in many ways. Ask the pupils to suggest as many as they can.

Differences between people can help us in a game such as the one just played.

Ask the children what other positives come from having differences between people.

What problems can they think of that differences can cause for some people?

One problem that can arise is bullying.

Paired discussion – produce a definition. Share ideas. Thank the pupils for their contributions.

You can show the The Anti-Bullying Alliance's definition of bullying on the first of the IWB resources. This is as follows:

***The repetitive intentional hurting of one person or group by another person or group, where their relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through the internet and social media.***

## Activity 1

First, stick the three signs - AGREE, DISAGREE and NEITHER AGREE OR DISAGREE- on three different walls of the room. All the children stand and move to the sign they think is best - either AGREE, DISAGREE or NEITHER AGREE OR DISAGREE - for the following statements:

1. It is best to keep it a secret if you are bullied.
2. If you see someone in trouble you should try to stop the bullies.
3. It is okay to call someone a name if you are just joking.

4. It is better to tell a friend about bullying rather than the teacher.
5. If you ignore bullies, then they will go away.
6. Anyone can be a bully.

Invite pupils to explain their choice of sign.

Thank the pupils for their contributions.

Ask the class to talk with their partner about the possible consequences to someone of being a witness to bullying. Allow a couple of minutes, then invite ideas.

They may include: feelings of guilt; anxiety about the bullies/victims; worry and uncertainty.

## Activity 2 - Bystander Behaviour

Using the Bystander Behaviour IWB slides (second set of slides), share with the pupils some possible actions that *bystanders* could take. The pupils should discuss the possible effect of these and whether each would be helpful, harmful - or they are not sure.

Show each slide one at a time. Allow discussion for each. Take feedback for each.

- Do nothing.
- Avoid joining in or laughing.
- Walk away. (Might be safest option could go to report the incident to an adult).
- Tell the bully/bullies to stop. (This might be helpful as disapproval can halt the behaviour).
- Get an adult. (This should probably be done discreetly).
- Use a phone to get help.
- Encourage peers (friends or other children who are nearby) to stand up for the person being bullied, too.

Support the victim.

Explore with the pupils how support can be given to a victim.

They could explore a situation in their pairs where one has been bullied and rehearse how the support might be given.

Allow a few minutes for the pupils to plan, then share their responses. Invite the pupils to comment on the possible positive benefit to the victim.

Ask the pupils whether they think it is possible for a victim to become a bully themselves? [Some might try to regain a sense of power].

Why might this be ultimately harmful?

Having strong supportive friendships can be a real protection against bullying.

In pairs, come up with three tips to strengthen friendships.

Share these.

Record these to remind the class throughout following weeks.

These might include:

1. Treat each other as equals
2. Behave with honesty
3. Be trustworthy

4. Stand up for each other
5. Support other people's friendships.
6. Be authentic (be yourself, not trying to be something different)
7. Do not take part in peer pressure
8. Don't spread rumours or say unkind things about a friend to others
9. Respect other people's boundaries

Remind the class that everyone is unique and that in many ways we value that uniqueness about our peers.

## Activity 3 - Positive Attributes

Show the class the list of Positive Attributes on the IWB - (this follows the definition of bullying slide). If there is another adult available, model giving positive feedback to them, using this sentence stem:

*'One thing that I think people will like about you is..... because...'*

In pairs, children take turns to give a positive comment to the other.

Ask the pupils how they felt when they heard the positive comments.

Explain that being given positive feedback can help us develop our confidence and self-esteem - both are crucial in becoming healthy, happy people.

## Plenary

NB: it's very important to reinforce the idea with the pupils that for most of the time people do not engage in bullying behaviours\*. However, if they do it needs to be handled carefully and quickly.

*\*Social Norms theory and related research shows that if people (children and adults alike) think that a behaviour is common, then are more likely to take part in that behaviour themselves. For more information about Social Norms see the section about it on the Getting Started page of the SCARF website.*

## Learning Outcomes

Children will be able to:

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Describe positive attributes of their peers.