

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	OK to be different	<ul style="list-style-type: none"> ● 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. 	<p>Place three signs - AGREE, DISAGREE and NEITHER AGREE OR DISAGREE- on three different walls of the room. Share with children;</p> <ol style="list-style-type: none"> 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. <p>Invite pupils to stand near a sign and explain their choice. Talk with a partner about the possible consequences to someone of being a witness to bullying. Share ideas.</p> <p>Activity - Bystander Behaviour</p> <p>Share with the pupils some possible actions that <i>bystanders</i> could take. The pupils should discuss the possible effect of these and whether each would be helpful, harmful - or they are not sure.</p> <ul style="list-style-type: none"> ● 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. <p>Explore with the pupils how support can be given to a victim. Pupils to comment on the possible positive benefit to the victim.</p> <p>-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].</p> <p>-Why might this be ultimately harmful?</p> <p>In pairs, come up with three tips to strengthen friendships. Share these.</p>	<p>Bystander Witness Unique Positive feedback Self-esteem Confidence</p>

2	We have more in common than not.	<ul style="list-style-type: none"> ● Know that all people are unique but that we have far more in common with each other than what is different about us. ● Consider how a bystander can respond to someone being rude, offensive or bullying someone else. ● Demonstrate ways of offering support to someone who has been bullied. 	<p>In small groups, think about wider society and make a list of what makes people diverse (different from each other). Some people who are seen to be different are picked on and bullied. Ask: -Why do you think people are picked on because they are different, Religion, age, ability? -Is it OK to pick on people like this? -How do you think people feel if they are bullied because they are different to the majority? -How might we feel in this situation? [draw out empathy from children] -What could someone do if they see a person being bullied in this way or hear something rude or offensive about a group? Activity- Children choose a diverse group to focus on and make up a short role-play. The role-play should start with someone very upset who is explaining to friends that they have been bullied because they are The others in the group then act out what could be done to give support to their friend and also what they can do if they see this type of bullying happening.</p>	<p>Diversity Biological sex Unique Gender identity Sexual orientation Gender expression Stereotype</p>
3	Respecting differences	<ul style="list-style-type: none"> ● Demonstrate ways of showing respect to others, using verbal and non-verbal communication. 	<p>Read statements which are and are <i>not</i> considered polite in different parts of the world. These are sometimes called cultural norms. Discuss the statements with their partner and try to decide which country they think each links to. Share answers. People in some countries may easily cause unintended offence if they don't carry out research before visiting another country. People from this country going abroad might do the same. If a person did their research and then followed the advice, what would they be showing? [Respect] What is respect? Activity - Explain that the pupils will hear a statement (below). They should decide whether they think it is respectful or disrespectful and point to the appropriate card displayed on the wall. Statements e.g I'll explain what I'm thinking or I quit. Explain that all of these were verbally either showing respect or disrespect. People can 'show' respect or a lack of it in non-verbal ways too. Body language can be very encouraging - or not!</p>	<p>Respect Disrespect Polite Point of view Cultural norms Empathy Body language</p>

		<p>Challenge the children to use body language <i>and</i> different ways of speaking to say the following: <i>You look really smart in that outfit.</i> You can also ask for volunteers to convey other messages but without speaking. Next, ask them to talk in pairs about how people show respect for one another. Share their ideas. Ask: -When does showing respect seem easy? -Is there anyone who it is difficult to show respect for? -Why is this? -Why might it be important to show respect to people we dislike or disagree with? Emphasise the fact that people have feelings and that we need to try and <i>empathise</i> with them. Using the IWB slide provided, show the children the following quote from <i>To Kill A Mockingbird</i> by Harper Lee: <i>'You never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it.'</i> How can we disagree with someone without causing offence?</p>	
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4	Tolerance and respect for others	<ul style="list-style-type: none"> ● Understand and explain the term prejudice. ● Identify and describe the different groups that make up their school/wider community/other parts of the UK. ● Describe the benefits of living in a diverse society. ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. 	<p>Read through the ‘Tolerance and Respect’ newspaper story. NB: it is important to point out that the story is <i>fictitious</i> as is the location, the individuals named and the Shima community.</p> <p>Ask the pupils to discuss</p> <ul style="list-style-type: none"> -What are your thoughts about the story? -Why do you think some of the local residents objected to the Shima community building their place of worship (the Walhala) -Do you think it was the building that residents objected to or the people themselves? Why? -Why do you think that Adam Bleak suggested they might be ‘planning all sorts of things’? What evidence did he have for that? -What do we mean by the word prejudice? Do you think the residents were prejudiced against the Shima community? Why? -In what other ways can people sometimes be prejudiced? <p>Come up with a class definition for the word prejudice such as ‘Prejudice means pre-judging someone or having an idea about them before you actually know anything about them.’</p> <p>Activity- Create a Respect poster and create an acrostics poem. Discuss which lines put the message across most effectively.</p> <p>Ask children in what different ways we can show respect and tolerance for those of different communities, faiths, groups and ethnicity around the school.</p>	<p>Unique Identity prejudice Community Diversity Respect Tolerance</p>
5	Advertising friendships	<ul style="list-style-type: none"> ● Explain the difference between a friend and an acquaintance. ● Describe qualities of a strong, positive friendship. ● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 	<p>In our lives we have many types of relationships. Perhaps one of the most important is a friendship.</p> <ul style="list-style-type: none"> -Why do you consider friends important? -What’s the difference between a friend and an acquaintance? -When/how does an acquaintance become a friend? -Why would a friend become an acquaintance? <p>Explain that the session is about exploring the qualities that friends need to have in order to be a ‘good’ friend. Discuss and produce a class list on a whiteboard or paper where everyone can refer to it.</p> <p>Activity- Children create an advert for a friend. The advert should be one for TV. It can include speech, song, poetry, dance.</p> <p>There is a time limit of 1 minute for the finished product. Children perform or record their advert.</p> <p>Invite positive feedback for the groups.</p>	<p>Relationships Friend Acquaintance</p>

			<p>-Friendships can be fantastic but can they ever be difficult? -How can we get through the more difficult times to ensure our friendships continue? Explain that other relationships are important in our lives too. Can anyone finish the following sentences?</p> <ol style="list-style-type: none"> 1. It's helpful having an aunt or uncle because... 2. It can be useful being an older sister/brother because... 3. It can be helpful having friendly neighbours because... 4. A carer or guardian is really important to me because... 	
6	Boys will be boys-challenging gender stereotypes	<ul style="list-style-type: none"> ● Define what is meant by the term stereotype. ● Recognise how the media can sometimes reinforce gender stereotypes. ● Recognise that people fall into a wide range of what is seen as normal. ● Challenge stereotypical gender portrayals of people. 	<p>In pairs, children brainstorm stereotypical ideas about males and females. Ask children to share their stereotypical ideas. What are their thoughts about those ideas? What might a male or female think or feel about someone having those views about them? Activity-Children work in small groups to find images or articles that reinforce the stereotypes they have come up with but also images that challenge those stereotypes. Children can cut out and stick the images onto two separate pieces of paper. After they have completed the task ask them to share which stereotypical views were reinforced the most by the images or articles. -Which stereotypical views were most challenged by the images or articles? -Was it easier to find images and articles that reinforced those views or challenged those views? Why?</p>	<p>Stereotype Gender stereotype Media Influence Assumption</p>