

Rationale

The topic I have chosen to plan for is bullying and the philosophical problem-solving element is for the children to spread positivity instead of negativity through a variety of activities and learning. The issue of bullying within the school environment is very common. According to Gov.uk, all state schools should by law have a management plan to prevent and deal with bullying within their behaviour policy. Bullying in England, 2018, estimates that in the last 12 months 17% of children aged 10-15 years experienced some form of bullying, this demonstrates the importance for awareness within classrooms and the importance of enabling children have some tools to deal with any bullying they may already be experiencing or may experience in the future. As I stated above, all state schools in the UK must have policies in place to deal with bullying, but these lessons help children to see how widespread the issue of negative behaviour is and will help them to spread kind words through follow up activities. The end product will be a classroom display, with attached individual pupil boxes with positive messages inside. This activity could be extended further to become a routine activity to place kind and positive messages in class peers' boxes for them to read. In a moment when a pupil may be feeling low, lacking confidence or perhaps has experienced some form of negativity from other peers, by having the box of positive messages may help the individual to feel valued and not alone. Through having the display in the classroom, the pupils will be able to see in throughout their school day and read and re-read the anti-bullying messages and absorb the positive tone of spreading kindness and positivity.

The first lesson introduces the topic and allows the children to visually see how many of their classmates may have experienced similar to themselves. It will hopefully demonstrate that if they are experiencing difficulties with bullying or negative behaviour from peers that they may not be alone. During the discussions in pairs, it allows the children to verbally communicate about ideas of where and how to seek help and then the teacher concludes the lesson by speaking about the school's anti-bullying policy and where and who to go to for help inside and outside school. Within this activity the teacher will also distinguish the differences between bullying and one-off negative behaviour.

For the second lesson the teacher re-introduces the topic and the children draw around their own hand to encourage them to have connection to the project and to each write an anti-bullying message. The next activity is for the children in groups to produce an anti-bullying/kindness/friendship poster for the class display. The group work will again give the children the opportunity to discuss bullying and friendships with peers and build on skills in discussion and working together.

The third lesson the teacher again briefly reintroduces the topic and sets up the next activity for each child to decorate their own boxes ready to receive positive comments from peers. The last activity involves the positive comments of three classmates, enabling the children to try and think beyond and deeper into a peer's character and personality. The end product should be a resource for each child to be able to engage within moments of needed positive interactions and for each child to have a deeper understanding of peers.

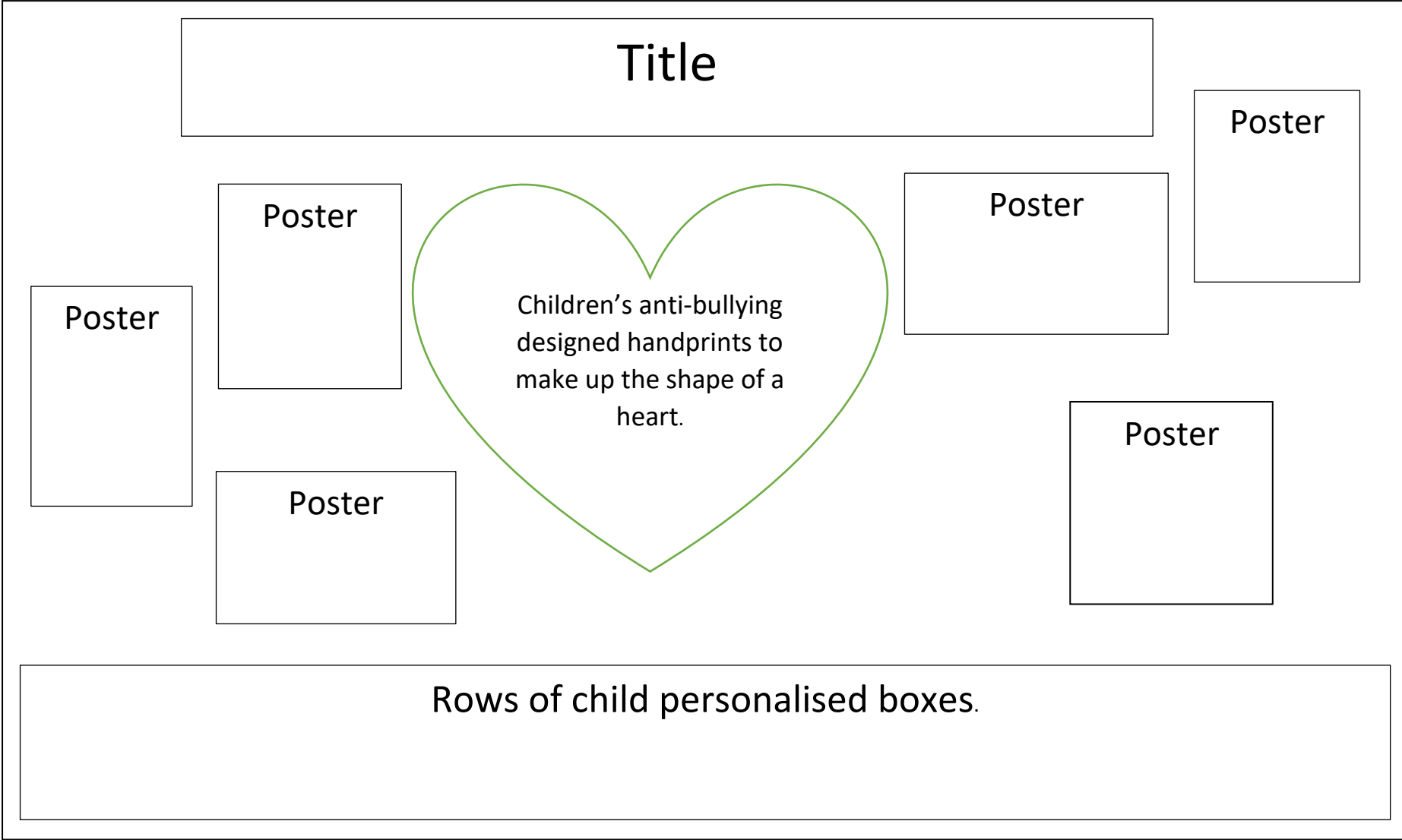
There is also a resource for a wall display template.

Lesson title: -Introduction to positivity/anti-bullying topic Lesson: -1			
Wellbeing Area/Concept	Activity	Outcomes	Materials/Equipment needed
Bullying Positive friendships	<p>Introduction to topic-</p> <p>5 mins-Ask the children to close their eyes and then ask questions e.g. Have you been called a name that hurt your feelings? Ask the children to open their eyes and view how many hands are raised after each question.</p> <p>5 mins- In pairs ask the children to discuss what to do if they are bullied or see bullying.</p> <p>5 mins- Conclude by asking for some ideas from the pairs discussion and then finish by explaining the difference between bullying and negative one-off comments.</p>	<p>-For children to understand what bullying is and who to turn to for help.</p> <p>-Children to understand how widespread the problem of negative behaviours is among their peers and to not feel so alone.</p>	A short power point or alternatively it can be written on the board (of the concluding element of the lesson) and where the children can go to for help and advice on bullying within the school.
Key vocabulary	<p>Positive</p> <p>Negative</p> <p>feelings</p>		

Lesson Title: -Positivity/anti-bullying Lesson: -2			
Skill area	Activity	Outcomes	Materials
Literacy Art Friendships Teamwork	<p>5 mins-Intro to making an anti-bullying display as a class.</p> <p>15 mins-Children to draw around their hand and decorate it with a positive message about anti-bullying and positive friendships.</p> <p>5 mins-Explain next activity for children and place into groups to design an anti-bullying poster for a display.</p> <p>25 mins-Children design and plan posters in their groups with an anti-bullying themed message.</p> <p>5 mins-Children tidy up and the teacher briefly concludes lesson reiterating where and who to talk to for any help and support.</p>	<p>In the first activity the children should have a finished hand with a message.</p> <p>For the second activity the children should have gained experience of group work and planning and completing the activity. The result should be a poster in which each child contributed to.</p>	<p>A4 Paper</p> <p>Pencils</p> <p>Pens</p> <p>A2 paper</p> <p>Display paper</p> <p>Staple gun and staples.</p>
Key vocabulary- Kindness, friendship, positive, negative, support, help, group work, talking.			

Lesson Title: -Positivity/anti-bullying Lesson: -3			
Skill area	Activity	Outcome	Materials
Art Personal and social skills Literacy	<p>5 mins-Re-introduce the anti-bullying topic and set the first part of the activity.</p> <p>15 mins-Children decorate and personalise a small box with their name on it.</p> <p>15 mins- Teacher gives each child a list of three names of peers and 3 pieces of paper. The children write one positive comment, regarding the peer's personality or character.</p> <p>10 mins-Children place the 3 pieces of paper with comments of peers into the correct boxes for the display.</p> <p>5 mins-Teacher to conclude the lesson by again re-iterating the schools anti-bullying message, where and who to go to for help and support and for the children to spread kindness and to focus on the positives of someone character rather than their differences.</p>		<p>Paper</p> <p>Pens</p> <p>Pencils</p> <p>Stickers</p> <p>Small boxes</p> <p>Staple gun and staples</p>
Key vocabulary: - bullying, kindness, friendship, talking, help, positive, negative.			

Resource-A wall display template



Reference List

Assets.publishing.service.gov.uk. 2018. *Bullying In England, April 2013 To March 2018*. [online] Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754959/Bullying_in_England_2013-2018.pdf> [Accessed 10 May 2020].

GOV.UK. 2020. *Bullying At School*. [online] Available at: <<https://www.gov.uk/bullying-at-school>> [Accessed 10 May 2020].