

## R time Activities for Anti-Bullying Week

### From R time to Stop Bullying:

#### **A Year One Activity:**

1.01	Resources:	Four different coloured balloons, blown up and placed in a large bag/suitcase.
	Paired:	Pairing cards
	Introduction:	Children say hello to each other using given names. In addition they tell their partner/friend their favourite colour.
	Activity:	Take one balloon out of the bag at a time. As you take them out ask the children 3 questions. <ol style="list-style-type: none"> <li>1) Where/when do we use balloons – discuss.</li> <li>2) What is inside a balloon that is blown up – discuss.</li> <li>3) What colour is each balloon – answer as a class.</li> </ol> Hold the balloons together so they collide with one another. Balloons are nice but is there anything you don't like about them? (When they pop!)
	Plenary:	If the balloons bang into one another too much they might pop. We need to be careful with balloons just as we need to be careful with one another. Try not to bump into each other because that can be hurtful. Let's walk sensibly and look where we are going.
	Question:	Where do we need to be extra especially careful to prevent us from bumping into one another?
	Conclusion:	Get the children to shake hands gently and say thank you nicely. Encourage the use of given name as well as positive body language.

### **An Assembly for Anti Bullying Week for Key Stage One or Key Stage Two.**

**Resources:** Some items of clothing to put on e.g. Hat Glove Sock Scarf Jumper  
 A cut out red heart  
 A large box.

**Introduction:** Tell the children you have some 'items' in the box.  
 You are going to take the items from the box one at a time.  
 The children have to ask themselves four questions:

- 1) What is the item called?
- 2) Where do you place it on you?
- 3) Why do you do that?
- 4) When do you do that?

\*All the normal rules of responding to questions apply in the assembly.

**Activity:**

1) Take the items from the box one at a time and ask the children to respond accordingly. (If you wish you can make it into a game).

2) The heart is left to last.

When you take the heart from the box you get the children to imagine it is a real heart.

3) Apply the same four questions:

a) What is it called?

b) Where is it in your body?

c) Why is it necessary?

d) When does it work?

**Teaching Point:**

Explain to the children we 'All have hearts'.

But what does the expression mean 'Have a heart?'

How can we show to others that that we care for others? In other words how can we show we 'Have a heart'?

**Thinking Point:** *When God measures man He puts the tape measure around his heart not his head.*

You may need to explain the 'thought' to the children. Get them to think of ways they can show they have a 'large' heart.

**Prayer:** Get the children to be very quiet. Ask them to feel their hearts pumping inside their bodies.

Dear God thank you that you know each one of us so well. Help us to please you in the things we do and say. Help us to have hearts that care not just for those we like but also for those we only know a little. Help this school to beat with your heartbeat. Amen.

**A Year 3 Activity from R time Activities to Support SEAL**

Say no to bullying:

What kind of activity is this?	Talking activity
Resources	A white board/black board.
Introduction	I'm really pleased to be with you today ----- ( <i>insert partner's name</i> )
Ice Breaker:	The name of one Year 6 child I know is..... I know his/her name because.....
Activity	Put the word <b>S. T. O. P.</b> on the board. This acronym can help children to understand what bullying is. <b>S</b> – Several. <b>T</b> – Times. <b>O</b> – On. <b>P</b> – Purpose.

	<p>How can bullies bully people?</p> <p>Look at S.T.O.P. again. It can help us to stop bullying.</p> <p><b>S</b> – Start.  <b>T</b> – Telling.  <b>O</b> – Other.  <b>P</b> – People.</p> <p>What sort of things can happen when you tell other people that you are being bullied?</p>
Plenary	Think about people you can trust in school to tell something important to.
Conclusion	Thank you for being such a trusted friend ----- ( <i>insert partner's name</i> )

### Extension Activity: Tell!

With your partner think of the people who you would tell if you were being bullied.

Would the list include **your teacher? your parents? your best friend? a dinner lady? the headteacher?**

Are there any reasons why you would not tell?

Are there any reasons why you should tell?

### A Year 5 Activity from R time Activities to Support SEAL

#### Say no to bullying

What kind of activity is this?	Talking activity
Resources	Nil
Introduction	Fantastic to be your partner today .....( <i>insert partner's name</i> )
Ice Breaker	The way to be nice to someone is -----
Activity	<p>It is not possible to recognise a bully by how they look.  How do we know that someone is a bully?  Think about and discuss it with your partner.  Why do you think a bully does the sort of things they do?</p>
Plenary	What do you think is the best way to stop a bully from bullying others?
Conclusion	I'm glad that you aren't a bully -.....( <i>insert partner's name</i> )

### **Extension Activity: David and Goliath**

Tell the story of David and Goliath. How the giant-sized bully was beaten by the small but determined David.

Ask the children to think about the words that the bully Goliath would have said to little David to make him nervous and demoralise him when they stood facing each other on the battlefield. Then ask the children to think about what David might have said in reply before he let the stone fly from his sling.

Alternatively this could be written down as if it was a short script for a play.

Ask the children to reflect on the words that bullies use to demoralise their 'victims' and what is the best strategy for dealing with it.

### **Results of Leicestershire's Pupil Attitude Survey, where R time is used in a high proportion of the primary schools:**

#### **Has R time made a difference?**

Our annual Pupil Attitude Survey has shown a significant decline amongst Primary pupils reporting that they had been bullied since the introduction of R time. The most striking reduction has been in years 5 and 6. We believe that R time grows in impact as the work is reinforced each year from the Foundation stage.

<u>Year Group</u>	06/07	05/06	04/05	03/ 04	02/03	Fall of
Year 3	10.6%	8.3%	21.0%	21.1%	22.9%	50%+
Year 4	9.6%	17.6%	16.9%	17.9%	17.0%	43%
Year 5	8.2%	12.1%	11.7%	14.8%	16.2%	49%
Year 6	5.7%	7.6%	8.3%	8.8%	11.6%	34%
Overall	8.7%	13.9%	14.4%	14.9%	16.3%	40%

( N.B. Overall in 2006/7 includes Year 2 pupils for the first time)