



Being Different, Belonging Together - Post Workshop Lesson Plan for Years 3,4,5 & 6

Learning Objectives:

The aim of the lesson is for the children to explore possible ways of resolving bullying issues in a safe and controlled environment, using drama role-play activities and group discussions.

Introduction (5 minutes)

The lesson begins with a discussion about the 'Being Different – Belonging Together' workshop, so that the children have the opportunity to re-cap on what they did in the workshop and what they have learnt about anti-bullying.

Key Points from the workshop

- An agreed definition of bullying.
- An agreed definition of the meaning of being different – belonging together.
- What a child can do if they are being bullied.
- Why we need to respect each others differences.

First Activity: Think Tank (whole activity will take 40 minutes approx)

Purpose/learning outcome:

The children will focus on dialogue and communication and how words can affect us emotionally. They will use drama techniques to explore their feelings around words and be encouraged to communicate positively with each other and to take responsibility for the words that they use in everyday conversations.

Resources needed:

A large sheet of paper, a flip chart or a white board for the class teacher to record a list of words that the students suggest to him or her. A clear space in the classroom for the students to perform in.

Think Tank: Preparation (20 minutes)

The teacher begins the task by asking the children to provide a list of words or phrases, that could be used as compliments in everyday conversations and encounters with their friends. These words can be divided into sections such as: compliments surrounding appearance, work and behaviour in the classroom, good skills demonstrated in lessons, acts of kindness etc...



For example, the students may provide the following answers:

'I like your hair'.

'Your poem is very funny'.

'You are excellent at football; would you like to be in my team at lunchtime?'

'Do you need any help with your work?'

The teacher will then ask the children how they feel when someone pays them a compliment and how they feel when they use their words in a positive way. The teacher will then ask the children how they feel when words are used against them in a negative way. The children will then be divided into groups of 6. They will create two 'Think Tank' role plays.

Think Tank 1 - Positive words create positive feelings:

The first role play will be a conversation between two friends and they are both complimenting and praising each other. The third person in the role play is each child's thoughts and they will say the thoughts out loud which are positive, as the class has already agreed that positive words create positive feelings.

Think Tank 2 - Negative words create negative feelings:

The second role play will be an argument between two friends who are using words to hurt each others feelings. They are arguing about the differences between them. Perhaps one child is good at numeracy and the other child finds it very difficult and this is the cause of the argument. Or one child wants to play football at lunchtime and the other children would prefer to play tennis. The third person in the role play is each child's thoughts and they will say the thoughts out loud which are negative, emphasising that negative words create negative feelings.

Presenting the role plays – (20 minutes)

Each group of 6 children will present two role-plays, Think Tank 1 and Think Tank 2. The teacher can ask the audience if the children in the Think Tank 2 role-play are stopping and thinking about the words they are using before they speak. At the end of the presentations the teacher can talk to the children about finding a compromise and how important this is. As all of the children in the class are different, they will have different tastes, different ideas and different ways of approaching things. The message here is that even though we are all different, we belong in the same class and in the same school and everyone has a right to be respected and listened to.



Extension activity - Mastermind (30 – 50 minutes)

The children will work with a partner and they will have 5 minutes each to tell their partner as much information about their favourite activity that they like to do outside of school. When the children have finished the talking exercise they will write down 5 questions on paper that their partner can ask them about their chosen subject. They will be able to answer the questions easily as they know the answers. For example, if the chosen subject is dance classes the questions could be:

- (1) Where do you do your dance class?
- (2) What type of shoes do you wear?
- (3) What is your teachers name?
- (4) What songs do you dance to?
- (5) Which dance styles have you worked on?

The children will then take it in turns to be the contestant and the quiz master and they can sit in the 'hot seat' when they are answering the questions. They could use stop watches and have a time limit to answer the questions. The children could complete this exercise with a few different partners as this will help them to appreciate that different people have different interests and they may also learn something new about their peers. The children may like to take it in turns to present their quiz show to the rest of the class.

Ideas for resources:

The children could watch clips of Mastermind, to help them to see the style of that quiz show and how it is presented. They could use the catchphrases such as 'I've started so I'll finish' and the teacher could use the theme music to set the scene of the activity.