



# **BIGFOOT ARTS EDUCATION ANTI BULLYING RESOURCE**

# STRATEGIES FOR COPING WITH NEGATIVE BEHAVIOUR

**This section focuses on enabling students the opportunity to explore strategies for dealing with negative behaviour, as well as promoting positive attitudes towards others and celebrating difference.**

Principles of social and emotional aspects of learning addressed in 'Section Five: Strategies for coping with negative behaviour':

- Feel good about the things they do well and accept themselves for who and what they are
- Know that feelings, thoughts and behaviour are linked
- Understand that the way they express their feelings can change the way other people feel
- Have a range of strategies for managing worries and other uncomfortable feelings
- Know that they can seek support from other people when they feel angry, worried or sad
- Recognise the feelings of others
- Understand another person's point of view and understand how they may be feeling
- Value and respect the thoughts, feelings, beliefs and values of other people
- Be supportive to others and try to help them when they want it.
- Know that their actions affect other people and that they can make them feel worse or better.
- Feel that they belong and are valued in their class, school and community
- Understand and accept their rights and responsibilities in school and know that they can take responsibility for making the school a safe and fair place for everyone
- Recognise 'put downs' and know how they affect people, so try not to use them.
- Make a wise choices with work or behaviour



# STORY: 'GLAD TO BE DIFFERENT'

## WALLA:



*I was really glad to be able to tell my story because I want to help people who feel sad because of what people say to them at school. See you may have noticed that I've got a bit of an unusual name and some people like to change it to Wally. In fact I can't tell you how many times I've heard someone call me that, and they always say it like they are the first person to think of it, which I think makes them a Wally, not me. In fact I like my name because it's different from everyone else's and that's a good thing. I'm also very tall for my age because my dad is and there are a couple of children in my class that make jokes about that too. They call me Wally the beanpole. Yeah it is kind of funny really but they say it because they want me to get upset. They soon stop though because I don't. It's only a name and my dad told me it's because they are jealous that I'm so tall that they have to laugh at me.*

*Honestly why are people always looking for something to be mean about? It's so silly, I like the people in my class who are kind and generous, and there are plenty of them around to work with, so I tend to stay away from the others.*

*My friend Bobby doesn't find that so easy though and it makes him work slower. He finds some of things we learn quite difficult anyway, which isn't his fault; it's just the way his brain works. My dad told me that too, he says we all have different abilities, you know things that we are good at, mines science, I love it. Anyway, I think I can also understand why Zara, who's one of the people that picks on him, shouts at Bobby for being slow, it's because her brain works quicker and she gets frustrated that we can't move on. What she doesn't realize though is that the more she moans at Bobby the slower he gets. Like I said before, people are silly.*

*Bobby asked me the other day how I can just laugh it off when people call me a Wally, and do you know what I said. That they laugh at me because I am different and I laugh at them because they are all the same. That made him laugh, which is good, I like to see people happy.*



# TEACHER ACTIVITY SHEET

Read the enclosed extract 'Glad to be Different' to the class, or ask them to read it in small groups, in pairs, or on their own.

Using the following activity explanations as a guide, as well as distributing or explaining the enclosed photocopyables, encourage your students to carry out the following tasks either as a whole class group, in smaller groups, in pairs, or on their own.

## COMPREHENSION

**Photocopy and distribute the 'comprehension' sheet to the class.**

Ask them to answer the questions as thoughtfully and as carefully as possible, taking their time to think about their responses to the character and situation they are in.

KS1: Ask and answer a selection of the questions detailed on the worksheet as a class during circle time. Write their responses on the board and discuss their answers.

## ACCEPTING DIFFERENCES:

**Photocopy and distribute the 'Accepting Differences' sheet to the class.**

No two people are the same. We all have different backgrounds, beliefs, families, experiences and abilities. Children need to learn that being different is OK. They will often ask about differences they observe between themselves and others.

- "Why is that person in a wheelchair?"

- "Why does that person have different skin to me?"
- "Why does that person wear those funny clothes?"

Young children tend to accept difference in others without question. They make friends with children from a range of different backgrounds or abilities, or from a range of different types of families. As children grow, they are influenced by family, friends, peers, the media as to how they treat those who are different from them.

Accepting difference means understanding how we are alike, how we are different and treating everyone with respect and understanding regardless of the differences.

Ask your students to fill in the 'accepting differences' sheet, using the each letter of DIFFERENCES as the first letter of a sentence as to why being different to other people is good.

KS1: Do this task as a whole class. Use your student's ideas to create the mnemonic that you can display on the classroom wall. Ask the children to decorate the giant first letter of each sentence in small groups.

## WHAT CAN I DO?

**Photocopy and distribute the 'What can I do?' sheet to the class.**

As well as educating children in how important it is to accept others, despite differences, it is also an idea to provide them with a range of tools and strategies that they can use should they find themselves targeted by those who cannot accept their differences.

Ask your class to think of several KEY things that they could do or say, like Walla, in order to prevent them getting upset when someone says something nasty to them.



# TEACHER ACTIVITY SHEET CONTINUED

## EXTENSION TASK

### BEAT THE BULLY

It's always good to hear that students have developed their own strategies for coping and dealing with negative behaviour. However, children also need to know that once they have put all the strategies in place, if they still feel scared or upset, they should turn to an adult for help.

Work with your students to implement the following FIVE stages in dealing with negative behaviour.

### AVOIDANCE

- Avoid confrontation
- Avoid 'bullying hotspots'
- Know where the 'safe places' are

### MAKING FRIENDS AND STAYING WITH PEOPLE

- Talk to lots of other people
- Make sure you are always with someone

### • USING A RANGE OF RESPONSES

- Don't give bullies the response they want
- Trial a range of responses
- Try to use humour

### DEVELOP A STAGED RESPONSE

- Keep your cool
- Try not to overreact

### RECOGNISE THE POINT OF NO RETURN

- Know when they have crossed the line
- Remember what the anti-bullying policy is
- As a bystander don't get involved- get help!



Read the extract 'Glad to be different'. Now complete the following activities to see how much you can remember about Walla's experience of being bullied in class:

## QUICK QUIZ

Answer the following questions about Walla:

- Why was Walla glad to be able to tell her story?

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- What do children do to Walla's name?

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- Why does Walla like her name?

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- What reason does Walla give as to why the other children in her class call her 'Wally the beanpole'?

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- Does Walla get upset when they call her 'Wally the beanpole'?

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- What does Walla's dad say is the reason people laugh at her?

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- What kind of people does Walla like in her class?

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- Walla's dad says that everyone has different...?

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- Why does Zara pick on Bobby?

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- What does Bobby notice about what Walla does when people call her 'Wally'?

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- Why does Wally say that people laugh at her?

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- Why does Walla laugh at others when people are mean to her?

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- Walla says that she likes to see people .....

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## FILL IN THE BLANKS

- Choose from the words below and fill in the spaces to make the sentence:

I was really ..... to be able to tell my story because I want to .....people who feel sad because of what people say to them at school. See you may have noticed that I've got a bit of an ..... name and some people like to change it to Wally. In fact I can't tell you how many times I've heard someone call me that, and they always say it like they are the first person to think of it, which I think makes them a Wally, not me. In fact I .....my name because it's ..... from everyone else's and that's a good thing. I'm also very tall for my age because my dad is and there are a couple of children in my class that make ..... about that too. They call me Wally the beanpole. Yeah, it is kind of funny really, but they say it because they want me to get.....They soon stop though because I don't. It's only a name and my dad told me it's because they are ..... that I'm so tall that they have to laugh at me.

Honestly, why are people always looking for something to be..... about? It's so silly, I like the people in my class who are..... and..... , and there are plenty of them around to work with, so I tend to stay away from the others.

- |                |                |                  |                 |
|----------------|----------------|------------------|-----------------|
| <b>GLAD</b>    | <b>TIRED</b>   | <b>HELP</b>      | <b>UPSET</b>    |
| <b>HURT</b>    | <b>SAD</b>     | <b>DIFFERENT</b> | <b>KIND</b>     |
| <b>UNUSUAL</b> | <b>JOKES</b>   | <b>HATE</b>      | <b>GENEROUS</b> |
| <b>LIKE</b>    | <b>STRANGE</b> | <b>HAPPY</b>     | <b>NASTY</b>    |
| <b>MEAN</b>    | <b>JEALOUS</b> | <b>NICE</b>      | <b>EXCITED</b>  |



## WHAT KIND OF PERSON?

- Walla says that she likes people who are ‘kind and generous’ and that she likes ‘to see people happy’.

What kind of person do you think Walla is? Choose from the list below:

- |                 |                 |                |                |
|-----------------|-----------------|----------------|----------------|
| <b>FUNNY</b>    | <b>HAPPY</b>    | <b>SAD</b>     | <b>KIND</b>    |
| <b>QUIET</b>    | <b>FRIENDLY</b> | <b>BORING</b>  | <b>MEAN</b>    |
| <b>GENEROUS</b> | <b>HELPFUL</b>  | <b>JEALOUS</b> | <b>UNHAPPY</b> |
| <b>SHY</b>      | <b>NASTY</b>    |                |                |

- Walla says that some people in her class makes jokes about her because they want her to ‘get upset’ and that others are ‘always looking for something to be mean about.’

What kind of person do you think these people are? Choose from the list below:

- |                |                 |                 |                |
|----------------|-----------------|-----------------|----------------|
| <b>NASTY</b>   | <b>JEALOUS</b>  | <b>GENEROUS</b> | <b>SHY</b>     |
| <b>QUIET</b>   | <b>FRIENDLY</b> | <b>ANGRY</b>    | <b>MEAN</b>    |
| <b>HELPFUL</b> | <b>SAD</b>      | <b>HAPPY</b>    | <b>UNHAPPY</b> |
| <b>KIND</b>    | <b>FUNNY</b>    |                 |                |



# ACCEPTING DIFFERENCES:

PHOTOCOPIABLE

**D**IFFERENCE IS REALLY EXCITING!

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# WHAT CAN I DO?

PHOTOCOPIABLE

