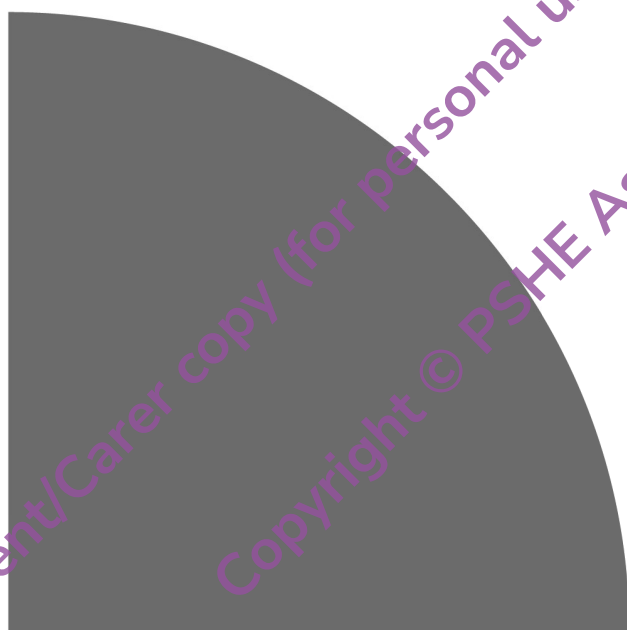


Friendship and bullying

KS1 lesson 3: Let's be kind



Let's be kind

This is the last of three lessons about friendship and bullying for key stage 1. This lesson focuses on recognising kind and unkind behaviour and what actions pupils should take if they witness unkind behaviour.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of wider learning about respectful relationships, including friendships and being safe.

Learning objective

To learn about kind behaviour and what to do if they witness unkind behaviour.

Learning outcomes

Pupils will be able to:

- recognise kind behaviour at school or at home
- describe how unkind behaviour can make people feel
- recognise that feelings can affect how people behave
- explain what to do and whom to tell, if they see or experience unkind behaviour

Resources required

- Box or envelope for questions
- Flipchart paper and pens
- Post-it notes
- Resource 1: This can help (one per pupil, alternatively record in books or for display)
- Baseline assessment body outlines from lesson 1

Lesson summary

Activity	Description	Timing
		(Total: 60 mins)
1. Introduction	Revisit ground rules and questions box. Introduce learning objective and outcomes.	3 mins
2. Baseline assessment	Pupils demonstrate their understanding of kindness and bullying.	5 mins
3. Everyday kindness	Working in 'Expert Groups', pupils apply their understanding of kindness in different contexts.	15 mins
4. Unkind behaviour	Pupils identify feelings and actions associated with unkind behaviour.	15 mins
5. Taking action	Pupils think about what to do if someone witnesses or experiences unkind behaviour.	10 mins
6. Reflection and endpoint assessment	Pupils reflect on who can help them. They return to the original baseline assessment from lesson 1 and add new learning.	10 mins
7. Signpost support	Remind pupils of the sources of support they have identified, and who to speak to if they have any concerns.	2 mins

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe classroom environment, including sharing ground rules, the limits of confidentiality, approaching the topic sensitively and handling questions effectively.

As this lesson includes learning about unkind and bullying behaviour, there may be pupils with increased vulnerabilities in the class. This may be a child who has experienced bullying behaviour, or the child carrying out the bullying behaviour. Refer to the teacher guidance notes for advice on sensitive teaching approaches to support these children.

Key words

kind

kindness

unkind

unkindness

teasing

joking

bullying

witness

Baseline assessment



3 mins

Introduction [slides 9-10]

Recap ground rules, reminding pupils not to name names or tell stories about themselves or people they know, and remind pupils of the question box. Introduce the learning objectives and learning outcomes and explain that today's lesson will be exploring kind and unkind behaviours, including bullying, and what to do if someone is being unkind.



5 mins

Baseline assessment activity [slide 11]

Show **slide 11** and explain that Rusty the Robot is still learning about how to be a human and doesn't know anything about being kind. What would you tell Rusty about kindness? What would you tell Rusty about how to be kind to someone?

Ask pupils to write or draw responses on post-it notes and add to a class poster or collate their ideas on the board. Look for common themes, reinforcing learning from lessons 1 and 2. Identify any gaps in understanding which may need to be addressed throughout the lesson.

Next, explain that Rusty has heard some humans talk about “bullying” but doesn’t know what that means. Ask pupils to write or draw what they know about bullying, again using post-it notes.

Core activities



15 mins

Everyday kindness [Slide 12]

Show **slide 12** and ask pupils to think about how people show kindness in their everyday lives.

Split the class into four groups (or eight depending on class size) and give each group a sheet of flipchart paper. Explain that they are going to become ‘experts’ and will be recording their ideas about one of the following questions and will feedback to the rest of the class. If using eight groups, assign each question to two groups.

- Group 1: How do people show kindness at home with their families?
- Group 2: How do people show kindness at school?
- Group 3: What words do people use to show kindness/what are some kind things that people say?
- Group 4: What do people do that is kind – what are their actions/how do they behave?

Give groups five minutes to record their responses with drawing and writing, then ask each group to share their ideas with the whole class. Note any common themes or misconceptions.

Summarise their ideas, and the key learning that kindness makes people feel happy, safe, and wanted. Explain that kindness is free, anyone can give it and it makes those giving it and those receiving it feel good.



Support: Focus on the context of kindness in school. Talk about how kindness might be shown in different areas of the school, such as - in the library: sharing a book; in the dinner hall: saying thank you to the cooks; in the playground: asking someone to join a game. If possible, visit these areas of the school to enhance the discussion.



15 mins

Unkind behaviour [slides 13-15]

Show **slide 13**. Explain that sometimes at home and at school people experience unkind behaviour. Often this is unintentional – this means that a person didn’t mean to be unkind. Show the example on the slide of Sam accidentally bumping into Lia in the playground. Ask: ‘What should Sam do?’.

Pupils might say: *say sorry, apologise, make sure Lia’s ok, take Lia to the nurse or teacher, be more careful next time.*

Show Dan's scenario on **slide 13** and explain that sometimes unkind behaviour *is* intentional – this means that a person meant to be unkind. This might be by teasing someone, making jokes about someone and even bullying – where unkind behaviours are repeated more than once. Explain that this happened to Dan, with a child saying unkind words to him. They did it again and again.

Show **slide 14** and make a class list of feelings that describe how unkind words and behaviour can make someone feel.

Pupils might say: *sad, lonely, afraid, angry, worried, scared, hurt, poorly, tummy ache etc.*
Next, make a list of what someone who has experienced unkind or bullying behaviour might look like or be doing: *crying, they may be quiet, not themselves, shaking, hiding, staying away from everyone, storming off.*

Show **slide 15** and ask pupils to imagine that they have witnessed someone being unkind to Rusty. What advice would they give to Rusty?

Pupils might say: *tell an adult; say 'leave me alone' or 'don't do that'; tell them they are being unkind; say 'you are hurting my feelings'; walk away; play with someone else.*



Challenge: What advice would you give to the person who has been unkind to Rusty?

Pupils might say: *talk to a grown up about how you are feeling; choose someone else to play with; if you can't say anything nice, then don't say anything at all; think about how you would feel if someone was unkind to you; you should say sorry to Rusty.*



10 mins

Taking action [slides 16-17]

Show **slide 16** showing what Rusty did next, and discuss the importance of telling an adult, noting that adults like Mr Robot should listen, and will usually give advice or try to resolve the situation.

Now show **slide 17** and, using **Resource 1: This can help**, ask pupils to list the people someone can go to, and actions that someone can take to get help, if they experience or witness unkind behaviour.

Bring the class back together and ask the question, 'What if the unkind behaviour doesn't stop?', explaining that this means that the unkind behaviour has become bullying and that it is still really important for Rusty, or anyone who this is happening to, to tell an adult every time it happens. This will help the adults understand it is very serious and to help put a stop to it.

Reflection and endpoint assessment



10 mins

[Slide 18]

Working in the original groups from the lesson 1 baseline activity, return the child outlines sheets. Ask pupils to annotate them, using a different colour, with any new learning about friendship, managing conflict and kind and unkind/bullying behaviours. Where necessary, support pupils with some or all of the following prompts:

- One thing I know now that I didn't know before is...
- One thing I can do now is...
- One thing I feel more confident about is...
- One thing I can say now is...

Check the question box and respond to any remaining questions.

Signposting support



2 mins

[Slide 19]

Refer to **Resource 1: This can help** and remind pupils that if they have any concerns about friendships, they can always speak to:

- trusted adults at home, such as parents or carers
- a teacher, teaching assistant, midday supervisor, other staff member or any support system in place in school. Emphasise that if they are experiencing unkind behaviour that doesn't stop, this is bullying, and it is important to tell an adult every time it happens. Everyone deserves to be treated kindly, at school and at home.

Extension Activity

[Slide 20]

Show pupils the school's anti-bullying policy, so that they know what to do if they experience unkind and/or bullying behaviour. Children could formulate their own 'child-friendly' version, to be shared so all pupils know what action to take in the event of bullying or unkind behaviour.