



TEACHER'S NOTES

BELIEVE ME

OVERVIEW

Aimed at **key stage 2** (9-11 years)

(Prep time None/Class time 45 mins)

Learners consider the different types of people that they trust to tell the truth, before watching a film about a boy who is teased because other pupils think he is lying. Working in small groups, they then design a poster about the boy and his experiences, considering how they can persuade the bullies to stop. Finally, learners consider who they could turn to if they were bullied.

LEARNING OBJECTIVES

- To understand that teasing is a form of bullying
- To describe the impact that bullying behaviour can have on people
- To appreciate the importance of talking about bullying
- To identify individuals that they trust and could confide in

CURRICULUM LINKS

- Understanding physical development, health and wellbeing: recognise how their behaviour and the behaviour of others may influence people both positively and negatively
- Understanding English, communication and languages: select form, content, style and vocabulary to suit particular purposes and readers
- Understanding the arts: design and create images and artefacts, expressing ideas for clearly defined purposes

you will NEED

- Internet access
- Pens and pencils
- Large sheets of card

Activity

- Start by exploring the concepts of truth, honesty and trust. Do learners always believe what they are told? How do they know whether someone is telling the truth or not? Do they consider some people – or some types of people – more honest than others? Why? Are they more or less likely to believe a teacher, a parent, a pupil they don't know, or a friend? Explain that their answers relate to the issue of trust: if they expect honest and fair behaviour from someone then they trust them.
- Explain that you want the class to watch a film about a boy called Tamilore. As they watch, ask learners to pay attention to what Tamilore says about the other pupils at his school. Watch Tamilore's video story at:
<http://www.genesareus.org/filmlibrary/tamiloresstory>
- Ask structured questions to draw out information about Tamilore's experiences, for example:
 - When Tamilore gets ill, how does he feel?

Tamilore's condition means he is sometimes in a lot of pain, making him scream and shout. He can't go to school and just has to stay in bed.

Activity

continued

- ✦ Tamilore says he sometimes gets teased at school. Why is that?

Because they can't see any physical symptoms of Tamilore's condition, some pupils at his school think he is faking. The people who tease Tamilore don't understand that he finds it very difficult to run.

- ✦ Widen the discussion by asking the class if they have ever been in a situation where someone didn't believe them. How did that make them feel? Explain that teasing someone in this way is a form of bullying.
- ✦ Split the class into small groups and ask each group to design a poster about Tamilore and his condition. They should consider what pictures, words and sentences could help persuade the bullies at Tamilore's school to stop teasing him.
- ✦ When the posters are complete, stick them on the wall and ask each group to explain the decisions they made when designing them.
- ✦ Finally, return to the issue of trust again. Ask the class to identify who they would talk to if they were being bullied. Would they inform a teacher, a parent, a pupil they don't know, or a friend? Link the discussion back to the start of the lesson: if they trust someone, then it is probably safe to tell them about bullying.

EXTENSION

- ✦ Learners each write a letter to the bullies at Tamilore's school, telling them about Tamilore's condition and about how their behaviour makes Tamilore feel. They finish by asking them to stop teasing him.

FURTHER information

- ✦ This interactive game prompts learners to think about the best ways to tackle bullying:

http://pbskids.org/itsmylife/games/bullies_flash.html

