

STORI SAM

Adnodd gwrthfwlio ar gyfer
Ysgolion Cynradd gan
Gomisiynydd Plant Cymru
Ysgrifennwyd gan Ysgol
Gynradd Penygawsi, Llantrisant

Fe fydd e'n gwella

SAM'S STORY

It will get better

An **anti-bullying resource** for
Primary Schools by the Children's
Commissioner for Wales

Written by Penygawsi Primary School,
Llantrisant



www.complantcymru.org.uk
www.childcomwales.org.uk



Ysgol Gynradd Penygawsi
Penygawsi Primary School

WHY DOES THIS RESOURCE EXIST?

When Sally Holland became the Children's Commissioner for Wales she consulted with more than 6000 children and young people to find out their priorities. Bullying emerged as the number one concern for children and young people in Wales. To see how children and young people felt this would best be addressed Sally launched [Sam's Story](#), where she consulted with more than 2000 children and young people to find out what young people think is the best way to prevent and tackle bullying. After listening to young people, one of Sally's key recommendations is that all young people of all ages have time to reflect on and discuss their relationships. This resource helps all primary schools in Wales to enable their pupils to have this experience through videos, activities and supporting guidance.

WHAT IS THE RESOURCE?

This resource was developed by Rebecca Rees a teacher at Penygawsi Primary School. Rebecca took a whole school approach to delivering the Sam's Story special mission in October 2016, developing a series of differentiated lesson plans for each key stage and adapting existing resources. The resource is the teaching approach Penygawsi took, outlined in a series of lesson plans with supporting information and relevant resources. It is a tried and tested whole school scheme of work that could be used during Anti-bullying week.

WHAT WILL THIS RESOURCE SUPPORT IN MY SCHOOL?

This will support your school to deliver pupil experiences related to their wellbeing, as specified in the [2017 Estyn Inspection Framework](#) and contains an integrated evaluation to track the impact of the activities on the wellbeing of your pupils. The resource is also linked to the [National Literacy and Numeracy Framework](#) and will support the development of LNF outcomes. Pupils will also reach an understanding of their rights, as laid out in the [United Nations Convention of the Rights of the Child](#) and this will help to develop healthy, confident individuals who can participate as ethical, informed citizens in their school community.

ADDITIONAL RESOURCES

[The Right Way, a Children's Rights Approach for Education in Wales](#), gives schools a principled and practical framework to safeguard the long-term needs and wellbeing of children and young people. The Children's Commissioner for Wales recommends that all education settings



implement a Child's Rights Approach and that this offers a coherent framework to underpin work on wellbeing, healthy behaviours and peer relationships. Schools can also access guidance and a wide range of teaching and learning resources to develop their public sector equality duties from the [Equalities and Human Rights Commission Wales](#).

Penygawsi Primary School takes a whole school approach to 'Sam's Story' – by Rebecca Rees

Having attended the Super Ambassadors training day in September, Penygawsi Primary School was clear on Sally's Special Mission from the outset. Having the opportunity to take part in some of the Sam's Story activities during the day as a member of staff helped me develop a good understanding of what the mission was and how we would use it in our school. Additionally, thinking time with the Ambassadors on the day to discuss the mission was invaluable - it meant we had a clear way forward before even returning to school! We were very much in agreement that the idea of Sam's Story was something we could take back to school.

We differentiated the resources so that we could involve the whole school including Nursery. It is important that matters such as bullying are addressed as a whole school to show consistency and reflect the team ethos we believe in. We want **ALL** our pupils to feel safe and we want the parents to know we have a whole school approach to dealing with bullying issues if and when they arise. Using the Sam's Story approach was a great way to introduce the topic of bullying and find out what it meant to our pupils.

In addition, I felt it was important to start the week off assessing the pupils' understanding of what bullying actually is. In order to do this, I asked teachers to carry out a range of circle time sessions with their classes to generate ideas and feelings around the subject of bullying. It was fundamental that the pupils knew what bullying actually is before they could think about Sam and their story. The pupils thoroughly enjoyed the opportunity to talk and 'off-load' certain feelings and anxieties around the issue.

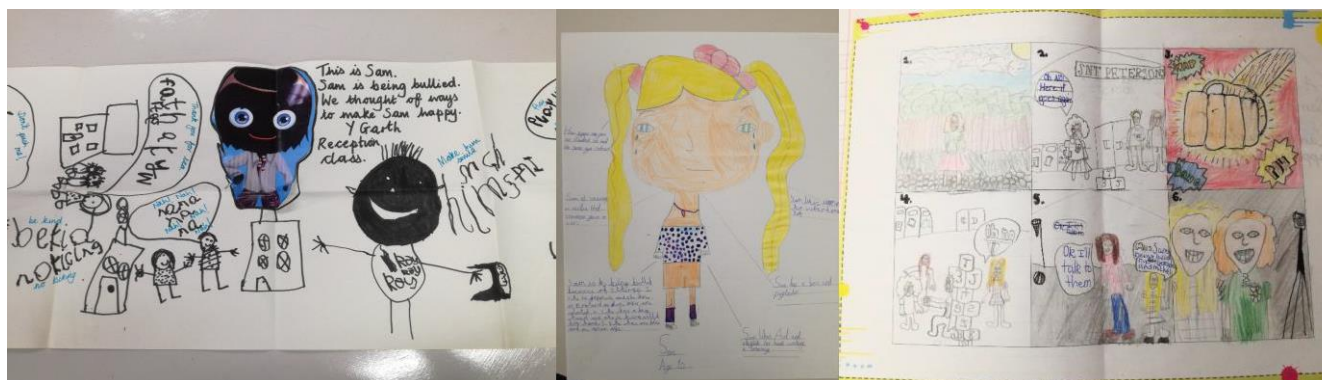
It is really important that the rules of circle time are set before the session so that pupils understand the need to listen and respond in an appropriate way. This ensures that the circle has a safe and open feel – this will allow the pupils to talk freely without feeling like they are being judged in any way.

As a school we are in the process of developing the use of ICT skills through the curriculum, which is why the Ambassadors and I researched different activities that we could use. We found VOKI and they loved it so I knew it would be something the pupils in other classes would enjoy! Who wouldn't want a virtual friend saying nice things to you after all?!



The Ambassadors and I met several times to look at the resources given from the Commissioner and then discussed what each year group could do to complete the mission set. The next step was to gather a range of resources and put packs together for each year group. The packs were then given to staff and explained by myself during a staff meeting the week before the event itself. Mr. Davies, the school's head teacher, took a whole school assembly the week before to explain what Anti-bullying Week is about and the importance of it. To start Anti-bullying Week off itself the Super Ambassadors took a whole school assembly where they introduced Sam and told a story about him/her. Furthermore, they explained in detail to all year groups what was going to happen throughout the week and that they were going to be carrying out a range of activities in their classes around the topic of Bullying.

In terms of the curriculum, as a school we start planning each activity by looking at the LNF and will always have either a literacy or numeracy focus for each lesson. The Sam's Story resources we put together had great Literacy links - Reading, Writing and Oracy. We were also able to link the mission to our PSE scheme of work, which is very important in all primary schools as the wellbeing of each child is at the forefront of what we do.



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DATE:

YEAR GROUP: Nursery/Reception

ANTI-BULLYING WEEK		
Learning Objective / LNF	DIFFERENTIATED ACTIVITIES	Additional Information
<p>LO: To understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.</p> <p>To use mark making to begin to record collections. (Nursery O2)</p> <p>To sort and classify objects using one criterion. (Reception)</p> <p>To respond to spontaneous one-step instructions and show an understanding of simple phrases. (Nursery O1)</p> <p>To listen with growing attention and concentration. They show understanding of two-step instructions and basic concepts</p>	<p><u>IT'S GOOD TO BE DIFFERENT</u></p> <p>ASK Make a collection of pictures showing a range of people of different ages and in different walks of life. Ensure that people from many different cultures are represented.</p> <p>You may be able to use pictures of the children in your class too.</p> <p>Ask the children to choose a card and to tell you something about the person on it. See what observations they come up with and supplement them with your own.</p> <p>Once the children have the idea, you could ask them how many pictures they can find of people who are young, people who are old, people who have black hair, black skin, white skin, fair hair, turbans, trousers, saris, skirts and so on.</p> <p>DEVELOP Children sort the pictures into 2 given categories. Children sort the pictures into 3 given categories. Children choose the categories to sort the pictures into.</p>	<p>This links to Article 2 of the UNCRC, all children have these rights - and no child or young person should be treated differently because of who they are, where they live, what they believe, the language they speak or if they are a boy or a girl.</p> <p>Teachers can download an easy read with symbols version of the UNCRC on the Children's Commissioner website here.</p>

<p>and ask simple appropriate questions. (Nursery O2)</p> <p>To talk about things from their experience and share information. (Reception)</p>	<p>You could play this on the floor if the pictures are bigger, and use hoops to make categories.</p> <p>Be ready to discuss the children's observations, ensuring that you take the opportunity to explore inaccurate assumptions. Focus on celebrating the differences as the children use their mathematical skills to sort the pictures.</p> <p>REFLECT</p> <p>Involve the children in drawing or taking photographs of the aspects of the indoor and outdoor setting that they each like best. Draw out the idea that we are all different and have different preferences.</p>	
<p>LO: To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To respond to spontaneous one-step instructions and show an understanding of simple phrases. (Nursery O1)</p> <p>To listen with growing attention and concentration. They show understanding of two-step instructions and basic concepts and ask simple appropriate questions. (Nursery O2)</p>	<p><u>FEELINGS</u></p> <p>ASK</p> <p>Make available a range of CDs that capture different moods. As the children choose and listen to them, talk about the choices they have made and how the music makes them feel. The children might be able to talk about feelings like 'happy', 'sad' or 'angry'. They might want to move to the music, showing how they feel through the way their body moves.</p> <p>DEVELOP</p> <p>Ask them what their body would show you if someone had been unkind to them or if someone had been very kind. <i>You could relate this to bullying and suggest that they look out for people who may be sad or unhappy but perhaps can't tell you why because they are too shy. Perhaps they could do something kind to change the way their bodies move?</i></p>	<p>The children enjoyed visiting the CD station throughout the week and choosing the songs they listened to. The children danced and moved to the songs. Discussions about the songs took place with TAs during focused tasks and the children were encouraged to show how they would move to show their feelings. They also discussed colours they would match to these feelings.</p> <p>This session on feelings was revisited later in the week when the pupils designed Sam and his/her story.</p>

<p>To talk about things from their experience and share information. (Reception)</p>	<p>REFLECT Ask what they could do to change the way they feel if they are sad or angry.</p>	
<p>LO: To understand what is right, what is wrong, and why.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To begin to take part in activities alongside adults or other children. They begin to show curiosity in stimuli and express enjoyment or interest. (Nursery O1)</p> <p>To participate in discussions and activities alongside adults or other children. They respond to creative stimuli, expressing enjoyment or interest. They retell events or experiences and talk about what they have made or done in simple terms. (Nursery O2)</p>	<p><u>WHAT IS BULLYING?</u></p> <p>ASK Read through the PowerPoint story of Snappy Shark and his friends with the children and discuss the following questions as they appear in the story: <i>Why is Snappy frightened?</i> <i>Have you ever felt like this before?</i> <i>What does powerful mean, can you show me with your body?</i> <i>Is it fair to make other people do unkind things?</i></p> <p>DEVELOP Once you have finished the story discuss the following questions with the children: <i>Does anyone know what is happening to Squeak and Henry?</i> <i>What should the animals do?</i> <i>What should the teacher do?</i> <i>Who do you think were being nasty and unkind in the story?</i> <i>How could Squeak have got help if she was frightened?</i> <i>What could Snappy shark have said to Squeak mouse if she didn't want to do these unkind things?</i> <i>If you had been watching, what do you think you could have done to help?</i></p>	<p>The children enjoyed reading the story of Snappy Shark and Squeak the mouse. This proved to be a great stimulus for discussion. The story is taken from SEAL PSE scheme of work and I created a PowerPoint with visual pictures to engage the children and to prompt discussion.</p> <p>Pupils generated a wide range of ideas and were clear about what bullying is by the end of the session. The discussions were not recorded but I have suggested that during next anti-bullying the staff should use iPads, talking clipboards or other modes of recording speech. These videos/clips could be revisited throughout the week.</p> <p>Links to Article 19: The right to be protected from being hurt or badly treated.</p>

<p>To exchange ideas in one-to-one and small group discussions. (Reception)</p>	<p>REFLECT Record the children's responses either in written form on large pieces of paper / whiteboard flipchart or orally using iPads.</p>	<p>Teachers can download an easy read with symbols version of the UNCRC on the Children's Commissioner website here.</p>
<p>LO: To understand more about what bullying is. To understand what we should do if we are bullied.</p> <p>To experiment with making writing-like patterns. (Nursery O1)</p> <p>To experiment with a range of mark-making implements and materials across a range of contexts. They write letters or symbols randomly, demonstrating an understanding of the directionality of written print. (Nursery O2)</p> <p>To compose and dictate a sentence describing events, experiences and pictures to communicate meaning. (Reception)</p>	<p>WHO IS SAM?</p> <p>Give the children the key information about Sam: <i>Sam is 10 years old and is a child in your school. Sam is being bullied. Sam could be a boy or a girl. Who is Sam and what does Sam look like?</i></p> <p>ASK Ask the children to discuss the following questions with their partners. <i>Why is Sam bullied?</i> <i>How is Sam different to others in his/her class?</i> <i>How is Sam feeling during the bullying?</i> <i>How could we help Sam?</i> <i>Would Sam feel different if someone helped?</i></p> <p>DEVELOP Using Voki http://www.voki.com (introductory video on home page) children create two Avatars for Sam – one boy and one girl. Once these have been created, print out and stick on 2 large sheets of paper (one on each.) In groups discuss the above questions again and children record their answers around each picture. Children then choose their favourite Avatar of Sam. Give each child a copy of their favourite Avatar and a speech bubble. Children imagine they are Sam and</p>	<p>Another great opportunity for collaborative thinking and discussion. The children enjoyed discovering the mission and discussing who Sam might be. Many believed Sam was a boy and others thought Sam was a girl. The children understood that it didn't matter if Sam was a boy or girl, what mattered was they were being bullied and this wasn't right!</p> <p>A detailed discussion was had on how and why Sam might be bullied. Lovely class thought showers were created using elephant roll paper. This became a focal point on our anti-bullying display board in the main school hall. The children's speech bubbles and Avatars became the boarder. The children enjoyed creating Sam using Voki on the iPads and included great detail in their characters, discussing</p>

<p>To convey meaning through pictures and mark making.</p>	<p>they complete speech bubbles with a sentence explaining how they would feel if they were being bullied.</p> <p>REFLECT</p> <p>As a class discuss who could the children turn to for help if they are being bullied. Encourage answers such as mum, dad, family, friends, teachers, etc. Complete as a class ‘My Helping Hand’ sheet.</p>	<p>why they had used certain hair and eye colour.</p>
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