

## Where and when:

**Date:** Tuesday, 12 November 2024

**Duration:** 30 minutes

**Location:** [bbc.co.uk/livelessons](https://bbc.co.uk/livelessons)

*This programme is available to view from home or school, and no sign-up is required. Simply visit the website on the day and follow the instructions on the page to watch.*



### Curriculum links:

KS2 Citizenship, PHSE and Relationships Education (National Curriculum, England) / KS1 and 2 Personal Development and Mutual Understanding (National Curriculum, Northern Ireland) / Health and Wellbeing 1st and 2nd Level (Curriculum for Excellence, Scotland) / Health and Well-being, progression step 2 and 3 (Curriculum for Wales)

### Pupils should:

- Respect themselves and others and care about other people's feelings.
- Positively and safely manage hurtful teasing and bullying behaviour.
- Understand there are people they can talk to for practical and emotional support.
- Make friends and try to resolve disagreements, notice the needs and feelings of others and communicate their own needs and feelings.
- Respect other people's point of view and constructively challenge those they disagree with.

## Setup:

This Live Lesson can be watched on Tuesday 12 November 2024 at 11:00 on the CBBC channel and from 09:00 on the BBC Teach website. It will remain online afterwards to be used as a teaching resource whenever you need it.

We will be running a live commentary page on BBC Teach during the live broadcast to share contributions from children watching from home and school.

Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

## Lesson content:

This Live Lesson, is created in partnership with the [Anti-Bullying Alliance](#) and designed for primary learners aged 7–11 to mark Anti-Bullying Week 2024. It is linked to the curricula of England, Wales, Scotland, and Northern Ireland.

### Section 1 - What is respect?

- This section gives an overview of this year's Anti-Bullying Week theme, **Choose Respect**.
- We'll explore the definition of respect with the help of anti-bullying and mental health expert, Dr Radha Modgil, and primary school students.
- Hacker T. Dog introduces a fictional scenario that will allow students to explore respectful relationships across the episode: he's created a new sport, HackerTball, and his puppet team captains have a disrespectful argument before playing.
- For activity 1, students are asked to think about how it feels when someone behaves disrespectfully towards us and to note down words and feelings.

**Download activity sheet 1 [here](#).**

### Section 2 - Respectfully disagreeing

- In section 2, we learn the definitions of '**conflict**' and '**bullying behaviour**'.
- We explore the differences between an argument and bullying behaviour and have a discussion about how to stop conflicts developing into bullying.
- We introduce the idea of respectfully disagreeing and see Hacker attempt to '**mediate**' the conflict between the puppet team captains.
- For activity 2, students are asked what they would say to the puppet team captains to help respectfully end their conflict.

**Download activity sheet 2 [here](#).**

### Section 3 – Respectful conflict tools

- In the final section, we offer an analysis of Hacker's mediation and provide a useful toolkit on how to deal with conflict.
- The fictional conflict between the puppet team captains is resolved, allowing the sports match to take place.
- For activity 3, students are asked to complete a HackerTball motto using an acrostic poem with the title 'RESPECT'. The poem will help children remember how to deal with conflict respectfully.

**Download activity sheet 3 [here](#).**

## Useful links:

- CBBC - [Anti-Bullying Week](#)
- Anti-Bullying Alliance - [Primary pack 2024](#)
- Anti-Bullying Alliance - [Choose Respect](#)
- Anti-Bullying Alliance - [What is bullying?](#)

## Follow-up activities:

- **Action replay.** Ask pupils to discuss in pairs Hacker's question following the team captains' argument: 'What just happened?' Can pupils pinpoint the moment the conflict began? How did it escalate? Encourage the children to replay that section of the Live Lesson video as they provide an 'Action Replay' commentary.
- **Story struggles.** Ask groups of pupils to discuss favourite stories. What are the characters in conflict over in these stories? Do they find a way to resolve their differences? Could these stories have ended differently if the characters had shown more respect for one another?
- **Respect list.** Ask pupils to list qualities they like and respect in the people around them, e.g. 'I like people who are patient, who make time for me, who listen to what I say, who share things with me, who say "please" and "thank you" ...' etc.
- **Letters to Hacker.** Pupils could write a letter, text or email to Hacker, thanking him for his Live Lesson, sympathising with his stressful day and telling him what they liked and what they learned. Pupils' messages could take the form of thank you cards, with a display of them on the classroom wall.
- **Comic strips.** Ask children to write and draw one-page comic strips, where the last line must be 'OK. Let's agree to disagree!'
- **Acrostics.** After completing the activity sheet acrostic for the word 'RESPECT', children could write their own acrostics for the qualities they like or respect in others. For example using words like 'PATIENCE' or 'KINDNESS' as a starting point, or phrases such as 'GOOD LISTENER' or 'MEDIATOR'.

## **If your students need support:**

You should always tell someone about the things you're worried about. You can tell a friend, parent, guardian, teacher, or another trusted adult. If you're struggling with your mental health, going to your GP can be a good place to start to find help. Your GP can let you know what support is available to you, suggest different types of treatment and offer regular check-ups to see how you're doing.

If you're in need of in-the-moment support you can contact [Childline](#), where you can speak to a counsellor. Their lines are open 24 hours a day, 7 days a week. There are more links to helpful organisations on [BBC Action Line](#).

## **Guidance for teachers from the Anti-Bullying Alliance:**

Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some pupils, particularly those that might be being bullied or those bullying, Anti-Bullying Week can be hard. Therefore, it's important to consider this during planning to ensure all lessons and activities are delivered sensitively.

As the adult delivering the session:

- Read through the contents of these resources, handouts and videos to ensure they are suitable for your school e.g., do you need to consider if case studies need names changing? Or if they should be adapted for some of your pupils?
- Consider any pupils who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session
- Be aware of any changes in pupil behaviour during the session as this may highlight a bullying-related issue
- Try to avoid pupils from disclosing personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards

During the session, make sure pupils are taught:

- How to report bullying or anything they are worried about
- That there are people who care and can help if they are struggling with a bullying related issue
- Where to find their school's Anti-Bullying Policy