**ACTIVITY: role-play. A child is the rabbit that falls into a deep dark hole. As foxes are approaching, another child needs to choose whether to run off or to help. The hole can host several scary things. The activity aims to promote children’s reflection on their fears, how fear can stop from doing important and nice things, e.g. helping others, and how they react to them. The underpinning idea is to entice discussion on bullying, although only one child is introducing the topic.**

Teacher 0.00

It’s recording now so [inaudible]. Does anyone want to share how they been brave? F1

F1 0.14

I got into the hole to save the rabbit

Teacher 0.21

You have been brave; you faced your fear and you helped the rabbit get out of the hole. Well done thank you for sharing.

F1 0.26

I was scared so I got angry with her.

Teacher 0.36

But you want her to be safe. There is also being kind because you ensured that, you know F2

F1 0.41

Yes she was it was fine

Teacher 0.46

Because you stood still it didn’t bother you, and you did not go ahhhhhhhhhhh, scared there is a fox. Thank you for sharing F1. M1

M1 1.01

I was not scared I always stand up to people who want to bully , not scared

Teacher 1.04

… of that because you stand up to people when you get bullied, in what way do you stand up?

M1 1.10

um like not running off standing against bullies

Teacher 1.12

Not necessarily bullies, but definitely with someone who is saying mean things and bad things to your friends, you would definitely stand up for them? That is a really nice quality to have. That is a strength, actually, M1

M2 1.25

There was this huge huge spider daddy long legs it was scaring and my brother was crying

Teacher 1.28

Terrified of daddy long legs. They have long long legs. You faced your fear and you helped your brother, so that was a good thing. [M3]

M3 1.39

There was a big spider on my wall. It almost pinched me. I was brave.

Teacher 1.43

You were brave.

M3 1.48

I tried to take it off the wall because I knew my mum was going to be scared

Teacher 1.54

Absolutely, and sometimes when you are brave, it is when you are facing your fear, you think oh my gosh I don’t like those things, but you do, you overcome that fear and you help yourself or someone within your family. What about in a school situation?

M4 2.12

Its body was this big and his legs were like massive

Teacher 2.18

Ah that must have been a very big massive spider. A tarantula, a tarantula umm….

M4 2.26

He was going to bite me, but I threw it out of the window.

Teacher 2.30

Fine, that is really, really good M4, thank you for sharing. Ok, you have got lots of things to tell me, you got lots of things to um to share about how you’ve been brave. Ok, what I will do is um, I will give you a small slip of paper and ask you to write that. Miss [name of TA removed], can we give them post it notes and ask them to, you know one of those bigger post it notes. So, what I would like you to do is in that post it note, in that post it note, I am gonna ask you to think about and reflect about how you’ve been brave, ok? How you’ve been brave, what did you do and who did you help?

Children

[various muttering from class]

Teacher 4.04

[clapping] Alright I hope we have had a really good session [muffled chatter from all group. M5 can we have your story for another time? Thank you. Don’t forget to write your names on your portrait because we are going to write [inaudible muttering between members of class]. What do you mean, where do you write your name, or?

M5 5.12

At the back?

Teacher 5.22

Er, no don’t write you name at the back, write your name after you have finished writing.

M5 5.27

What did we have to write on the post it notes?

Teacher 5.29

What did we have to write on the post it notes?

Children 5.33

How you have been brave.

Teacher 5.35

How you have been brave and only one, um incident where you showed your bravery, ok. One incident where you showed your bravery and, um yes.

All Participants 6.05

[inaudible chatter]

Teacher 6.35

Also, lovely squad, urm after you have finished writing, can you urm, get your English books outta your tray? OK?

F4:

Once I was jumping and I got on a trampoline, I was being very brave.

All Participants 7.40 - 8.16

[various inaudible chatter]

Teacher 8.25

Once you have finished your writing, urm go to Miss [TA name removed] because we’ve got to [inaudible] and tidy up our trays OK? Actually no, we are not going to tidy up our trays yet because I want to do something else.

All participants/Teacher 8.27 – 12.19

[inaudible chattering and muttering] as class clearing up.

Teacher 12.20

Have you watched The Greatest Showman?

Children 12.22

Yes and No [in unison]

Teacher 12.25

No, who said no? Oh, that is the one thing you should watch. Err right OK. Well urm It’s a musical, urm songs are amazing; I love the songs. But urm this part in particular, and I think you all know this song, probably you wanna sign along as well if you want to. Err, this is urm I don’t remember then name of the character, so don’t ask me; urm so basically, it’s This is me. Sometimes, sometimes being you, being who you are, with your weaknesses is you. Sometimes you, it’s not only about the fight, it is sometimes it is about, so for example me, urm, I find it really difficult to talk about myself. Now we talk about you, but if someone asks me ‘oh tell me about the dance?’; now the dance is this, the dance is that…ok. But if someone if was to ask me ‘oh tell me about yourself Mrs [Teacher name removed], and I would say, ‘huh, you know, this is me’. I have a real difficulty talking about myself, and this is a real problem for me, but I am learning to talk about myself a little more. When my mum and my family have a discussion, and generally what the discussion or in the talk, I don’t know if it happens to you, they all talk and then I am just listening; I am a very good listener. I just listen, I don’t say anything. ‘Guess what’s happening now? Oh, but do you know, this is what I did the other day, oh, this is what, I, I, I am trying to do’.

You know what I am doing is talking about the things I’m doing [inaudible] rather than just listening.

Because only listening is no point, you’ve got to talk about yourself and talk about what you did and what you didn’t do as well. So basically, you gotta to be heard right, yeah? That’s important isn’t it? You’ve gotta share your opinions, you’ve gotta be heard, you gotta talk about urm how you feel, you know the sorts of things you did, because maybe some of the things you did might be important to someone else. And someone else might think, ‘Oh yeah, actually you know what, urm Mrs [Teacher’s name removed], did….., I am also going to do …. You see what I mean? So, I think it is important to have a two-way approach isn’t it? You talk, I talk back; that is me.

Now this lady her on the [inaudible], this is her, OK. In the programme, rather in the film she has, she is big isn’t she, really big.

Children 15.53

[In unison] Yes,

M1 15.53

She is fat.

Teacher 15.56

We don’t say fat, we say big right M1. Erm, she has beard as well isn’t it. She has facial hair, although as a woman, that might be quite something that doesn’t happen isn’t it?

M1 16.15

I know what her name is.

Teacher 16.17

What’s her name?

Participant 16.18

The Bearded Lady

Teacher 16.19

The Bearded Lady, yes, there is I mean, you know she has a beard, she has, that is generally a man thing isn’t it. Men usually have beard, so It is quite odd for a woman to have it. She is very different in that way. She is a horrible, err she’s a lovely person isn’t she. She has an amazing

Children 16.45

[in unison] Heart!

Teacher 16.47

Definitely an amazing heart, but also her…?

Children 16.50

[in unison] Voice

Teacher 16.50

Her voice; her voice is amazing. I love her voice. So

F1 16.55

I haven’t heard her voice.

Music playing 17.03 – 20.43

Teacher 20.43

This is a loud, loud one. So, did you like that video?

Children 20.45

[in unison] Yes.

Teacher 20.46

Tell me what was brave about what the lady did?

M1 21.19

Being able to show herself.

Teacher 21.29

She was very brave to show herself to everyone. What was her fear? What was her fear?

M2 21.22

It was to show herself [inaudible whisper]

Teacher 21.23

It was to show herself and not to be who she is, but it is not only that, her fear was that people would not accept her for being who she is, and who she was. She had an idea in her head that people wanted to accept her slightly different, she is different isn’t she, but that is her and it doesn’t matter if you’re different. As a matter of fact, each one of us is different, we have already talked about this; we are unique. What you have M2, what you can do, I can’t do. Or you as a person M6, someone else might not be that as a person, but they might have their different strengths. Ok? So, I’m going give you two pieces of paper and again [claps] use your lovely pens [clattering as class move about].

**ACTIVITY: reflection circle. Children are invited to reflect on what they see as their talents and what they see as their weakness. Each child should write that down and pass it to another child. The aim of the activity is to promote a better mutual understanding and empathy among children.**

So, I am not impressed today, I am not impressed at all. This is the second time I am having to talk to you like this. The more time you are wasting, the more time these children are not having, erm are not learning. So, stop being silly and get on with what you are supposed to be doing [

Right, so you have got your coloured paper here; a pink and a purple ok? The pink one, what you are really good at, ok one thing that you are really good at and one thing that you really enjoy. Ok? The purple one, one thing you find really difficult. Alright. The Pink is one thing you really, really enjoy and the purple one is one thing you find really, really difficult. Right OK, so there is a lot of time for this. Erm so, I am going to ask you to pass the paper down and if you need more…[class chattering]

Teacher 24.50

You should be thinking what am I good at, what kind of things am I good at M1, what are you good at? Think about it, what are you very, very good at?

Participant 25.15

Football!

Teacher 25.39

First of all, look at mine, if you have spares don’t worry about it. First of all, we are doing the pink one, ok. Don’t talk to the person next to you because you are doing their ideas, the pink one, what are you good at, what do you enjoy? So, I am good at….something you are good at? It might be a specific topic maybe, that I am good at math, or I am very good at….I am good at including people, or a talent you have got. Maybe there is something you do after school, you play football, you might go to, you might have a dance group or something you go. I enjoy going to my dance classes I am very talented. I can play the violin. I can play the cello. I can play the clarinet. So, a talent, so things you are good at.

Participant 26.38

We do bullet point

Teacher 26.48

There are not bullet points, a bullet point, a bullet point is just a little dot, it is something like that. [children chatter]. That is not a bullet point.

Teacher 26.53

First of all, you do the pink one, you do the pink one what you are good at and what you enjoy doing, and then the purple one is something you find difficult, things you find a bit harder, sometimes you are a bit ooh. The purple one is something you find difficult, something that is a bit harder for you. If you are ready you go onto the purple one, something you find harder. Anything, it could be maybe when children are playing you find it hard to go and join them, or it could be where you might find it hard to share. It could be where you find it hard maybe in one of your subjects, where you have got maths or English sometimes. Do you find it easy to follow instruction? Maybe, sometimes you find it hard to follow instruction. We are all good at different things ok.

Now on the purple one something you find difficult, something you find hard. Yes.

Participant 28.03

I am good at running is it a talent?

Teacher 28.08

If you are good at running, that’s fine, that’s a talent. You would be good in races, there is a talent, that’s something you can be proud of. Something you find difficult; I’ve given you a few ideas. Remember the pink one is what you are good at, what you enjoy doing’ the purple one is something you find a bit harder, ok?

Teacher 28.52

Anyone need any help with, you only need a couple of ideas, ok? Something you are good at or enjoy, it could be a talent or something you do maybe after school, a club or something where you are learning something; if you are doing sports that is something you are good at, that you are learning something different aren’t you? Maybe something at school, you very good at, yeah?

Teacher 29.23

I am good at listening; I am good with my writing

Children 30.02

Classroom chatter

Teacher 30.31

[TA removed] I’m just printing this, so I am gonna to document

Teacher assistant 30.36

Right class, what I want you to do with your erm pieces of paper is to get your lovely creative book out please, quickly.

M3 30.48

I don’t have mine.

Teacher assistant 30.49

They should all be there; check your drawers I don’t have any creative books. Ah, I know why you don’t have it. [name of Teacher removed], they’re actually in] the other drawer

Teacher 31.26

Why don’t you share with your partners, erm, the, the things that you enjoy and the things you find difficult?

F1 31.37

I am good at writing. I am good at English. I am good at racing. I am good at P.E. I am good at football. I am good at signing . I am good at riding my bike. I am good at listening. M2 writes somethings from my list, write somethings from my list. When we are not looking, you do that. [inaudible classroom chatter].

Teacher 34.01

Right, if you have your answers and your REPSHE book, looking, looking, listening. I want all your pens down and in now after you have finished writing your writing. Erm but, this is your erm last PSHE work, so I want you to erm go to the back of the page and erm stick your [yellow] and your two erm pieces of paper side by side. Ok? Please do that very quickly. Not your English books, your RE books. It is coming to you. Not your English books, put your English books away.

F1 35.06

No, RE books. [inaudible classroom chatter]

Teacher 36.12

First class, so if you have written yours like this, then you stick your work this way, OK, alright. And if you have written your work like F1 has, like landscape, then you wanna stick it like this, and this way. OK? Alright? And when you have done that can you leave your books to the side so I can start collecting them. I need to mark them. No next page. And don’t forget to be nice and neatly. [inaudible chatter]. Right, let’s see who is ready [the learning objective is like this] M1 where is your one? Here is another one. If you have finished, well done. M2, you can close your book and erm can you sort of make a, pass it down, so that I can collect it?

Right, once you have finished and you have put your date, make sure your books are nice and neatly stacked on the side of your table. Of course, you have to close it M2. Not put in front of your tray, remember my instruction. Close your books and pass your books towards the side. M3 I don’t know what you have been doing. Those of you who are done, get lined up for lunch. [class moving around end of class session]

[End of transcription]