Gold Stars and Dragon Marks

A teaching resource pack
Thanks to everyone who has been involved in the ‘Why create a drama?’ project, including those who worked hard to create the live performances, the screenplays and this teaching resource.

- Members of the National Children and Young People’s Prevention Network.


- Thanks also to Clare Harker for her contribution to writing the pack.

- To the staff and actors at Baldy Bane Theatre Company

- David Goodall at Soundsmove

- Melissa Reilly at 247 Design

- Tina Law at Cameron Press
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**Support Contacts and Information Section**

**Appendix 1 – Storyboards**

**Appendix 2 - Script**
Introduction and background to

Gold Stars and Dragon Marks

Contents of Resource Pack

- **One DVD** showing a short film ‘Gold Stars and Dragon Marks’ (film length: 20 minutes divided into chapters)
- **Lesson plans** for use with the film
- **Supporting materials** for staff to contextualise the content of the film and lesson plans
- **Printable resources** to accompany the lesson plans.
- **Support contacts and information section** for children and young people affected by domestic abuse.

The lesson plans in this pack can be used along with the DVD, but also can be used to support a live performance by Baldy Bane Theatre Company, details of how to arrange a performance are contained in the Resources Section of this pack.

Background

The National Children and Young People’s Prevention Network (NCYPPN) is a group of officers and practitioners who have an interest in Gender-Based Violence (GBV) prevention work with children and young people. The NCYPPN received funding from the Scottish Government through the *Domestic Abuse Delivery Plan for Children and Young People (2008)*, to commission two new performances for schools to raise awareness of the issues around domestic abuse with primary and secondary pupils. The project entitled ‘Why Create a Drama?’ was co-ordinated by Baldy Bane Theatre Company who created ‘Crush’ and ‘Gold Stars and Dragon Marks’ with substantial input from children and young people including those affected by domestic abuse.

Details of the project are outlined in the ‘*Why Create a Drama?’ Evaluation Report* by Maguire et al (2010), which is available on [www.vawpreventionscotland.org.uk](http://www.vawpreventionscotland.org.uk). Details of GBV prevention work carried out in seven local authority areas across Scotland can be found in ‘*A Baseline Study of Domestic Abuse Prevention Activities*’ by Richard Brunner (2010) can also be found on the Violence Against Women Prevention Scotland website.

Introduction

In 2009-10 there were 51,926 incidents of domestic abuse recorded in Scotland. 82% of these incidents had a male perpetrator and a female victim.
(Scottish Government statistical bulletin 2010)

The Delivery Plan adopts the definition of domestic abuse in Scotland as follows:

“Domestic abuse (as gender based abuse) can be perpetrated by partners or ex partners and can include physical abuse (assault and physical attack involving a range of behaviour), sexual abuse (acts which degrade and humiliate women and are perpetrated against their will, including rape) and mental and emotional abuse (such as threats, verbal abuse, racial abuse, withholding money and other types of controlling behaviour such as isolation from family and friends).”

It is important to understand that domestic abuse is a form of abuse which takes place within a relationship or where there has been a relationship. The end of the abusive relationship is not always the end of the abuse. It is also important to understand that although men can be abused by women and abuse can happen in same-sex relationships, the majority of domestic abuse is perpetrated against women by men.

The Delivery Plan outlines thirteen priorities aimed at improving outcomes for children and young people affected by domestic abuse and these are grouped under four themes also known as the ‘four Ps’.

- **Protection**: Children and young people affected by domestic abuse are safe.
- **Provision**: Children and young people affected by domestic abuse are nurtured, healthy, respected, active and included.
- **Primary Prevention through Education**: All children and young people are respected, responsible and achieving.
- **Participation**: Children and young people affected by domestic abuse are respected, responsible and included.

The Delivery plan states that:

‘The whole school community is uniquely positioned to break down the silence and stigma surrounding domestic abuse and to help (affected) children achieve their full potential’
The resources in this pack have been developed to help school staff provide children and young people with the support resources and knowledge needed to help them form healthy and respectful relationships in their lives.

**Safer Lives; Changed Lives**

As well as The Delivery Plan, The Scottish Government and COSLA have adopted a shared national approach, which states that:

*A shared approach is necessary to achieve greater consistency of service provision across Scotland ....and improved outcomes for women, children and communities*  
Safer Lives; Changed Lives, 2009

**GIRFEC (Getting It Right For Every Child)**

This resource pack is fully compatible with GIRFEC, Scotland’s national framework for helping children and young people to become **successful learners, confident individuals, effective contributors and responsible citizens**. The Scottish Government recognised the impact of domestic abuse on the lives of young people. Funding was provided for four Domestic Abuse Pathfinder Pilot Projects to encourage agencies to work together to ensure those children and young people affected by domestic abuse in their families experienced better outcomes.

By providing information about healthy and unhealthy relationships and about the support services available to those affected by domestic abuse this pack aims to help improve outcomes for children and young people, by supporting them on their journey into adulthood and in their future relationships.

**Curriculum for Excellence**

*‘Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.’*

*Curriculum for excellence – health and wellbeing across learning*

The lesson plans in this pack have been matched with the outcomes and experiences outlined in Curriculum for Excellence for children and young people at the relevant stages.

The following information provides a background to the issues included in the DVD and lesson plans for pupils. Before using this resource pack it is essential that teaching staff have the necessary background information to help them feel confident in addressing these sensitive issues with pupils.
Ideally, staff will have completed training on domestic abuse and its impact on children and young people. For information on training opportunities, see the Support Contacts and Information Section at the back of the pack.

The materials in this pack can be easily adapted for use within informal youth settings.

Prevention work is an integral part of the work to address domestic abuse and gender-based violence in Scotland.

Domestic abuse affects around 100,000 children and young people in Scotland (Scottish Government 2008).

Some Key Issues:
When carrying out prevention work with children and young people it is essential to acknowledge that there may be children or young people in classes who are affected by domestic abuse. They may be living with it at home currently or have had experiences in the past. When working with teenagers be aware that they may also be affected by abuse in their own relationships. Staff in school may also be affected, as well as parents. It is important to carry information about local support services for adults, children and young people. The National Domestic Abuse Helpline provides information on local Women’s Aid services, and each local authority area will have a Violence Against Women Multi-agency Partnership which will have information about local services. A list of useful numbers can be found in the Support Contacts and Information Section of this pack.

There are a variety of ways in which children and young people can be affected by domestic abuse including

- being injured when trying to protect their mother during an assault
- being psychologically affected by watching the abuse of their mother
- during contact visits after the abusive relationship has ended.

Research also shows that in approximately 50% of situations where there is domestic abuse, there is also physical or sexual abuse of the children in the family (Stark 2007) indicating that children are at greater risk of other forms of abuse where there is domestic abuse in the family.

One in three child protection cases show a history of domestic violence to the mother (Hester and Pearson 1998)
The impact of domestic abuse on children and young people

Extensive research has been carried out which demonstrates the impact domestic abuse can have on children and young people. Having an understanding of the range of possible impacts can help service providers to ensure better outcomes for those affected. A mapping exercise of support services for children and young people experiencing domestic abuse in West Dunbartonshire by A. Donaldson (2008) states:

‘The effects of violence can be influenced by the type, composition and quality of children and young people’s relationships with friends and family members and to the frequency, form and length of exposure to violence in the home’

The following list examples ways in which children or young people may be affected by domestic abuse:

- Being withdrawn, isolated from their peer group, having poor concentration, persistent absences or being reluctant to go home.
- Some children who are high achievers at school may find their studies are a means of escape which attracts positive and welcome attention from teachers.
- Difficulties in managing anger may be the result of feeling powerless to control what is happening at home. Such negative behaviour may have been learned by those who have been living with domestic abuse from a young age.
- Self-harming behaviour such as eating disorders, cutting or alcohol and drug abuse maybe an issue for some young people seeking to find ways to cope with the trauma they are experiencing at home or in their own relationship.

The teacher may not always have detailed information about the individual child or young person, as maintaining the family’s confidentiality is crucial. It is important to be aware of the possibility that a pupil may be behaving badly, differently or may be persistently absent as a result of the way domestic abuse is affecting them.
Dealing with disclosures

Children or young people may disclose that domestic abuse is affecting their family or themselves in their own relationship during or after the classes recommended in this pack. What they are experiencing could be harmful to them and should be treated as a potential child protection situation. You should deal with any disclosure of this nature in accordance with school’s normal child protection procedures.

If you are the adult the child or young person has chosen to confide in, it would be helpful to consider the following factors when dealing with a domestic abuse disclosure:

- Follow the school’s child protection procedures and let the child or young person know the confidentiality restrictions you are following in order to ensure their protection.
- Make the time and space to listen to them and let them know you believe what they are saying.
- Let them know you understand how hard it must have been for them to tell you. Remember if you do not respond positively, they may choose not to tell anyone else.
- Tell them they are not alone, many women, children and teenagers experience domestic abuse and it is never their fault.
- If you are required to take any action, involve the child or young person in this process. Take time to explain in advance what steps you need to take and why.
- If possible, continue to support them.

Women’s Aid refuges

In the ‘Gold Stars and Dragon Marks’ DVD Sam is living in a ‘house with a secret’. Women’s Aid refuges in Scotland all have confidential addresses to maintain the safety of the women and children living there. This can present difficulties for children when they start a new school and classmates may, quite naturally, ask where they live. Teaching staff are in a good position to support children through this process, perhaps agreeing with the pupil in advance what they will say when asked questions.
Sexual bullying

Sexual Bullying is any bullying behaviour, whether physical or non-physical, which is based on a person’s sexuality or gender, or when sexuality is used as a weapon by boys or by girls. It can be carried out to a person’s face, behind their back or by text or email. It can be done through MSN, Facebook or other social networking sites.

For example:

- Using words that refer to someone’s **sexuality as a general put-down** e.g. using the word ‘gay’ to mean that something is not very good
- Using **sexual words to put someone down** e.g. calling someone a ‘slut’
- Making **threats or jokes** about serious and frightening subjects like rape
- **Touching someone** in a way that makes them feel uncomfortable
- **Gender targeted behaviour** designed to humiliate, like pulling up a girl’s skirt or pinging her bra strap
- **Destruction of someone’s reputation** using graffiti, or by spreading rumours

(Source: ‘Sexual bullying – name it and shame it’ West Dunbartonshire Reduce Abuse Project)

Both girls and boys experience pressure from peers and in some aspects of the media, which can then affect their behaviour. Boys experience peer pressure to be very masculine, very heterosexual and to look up to male role models who have these characteristics. This pressure may be passed to girls in their peer group or to their girlfriends in the future. Girls experience pressure to conform to strict gender rules i.e. to be a ‘girly girl’ and this can be compounded by images of women and celebrities in the media.

Sexual bullying thrives in environments of rigid gender stereotypes, where boys are expected to be tough, masculine and in control, and girls are expected to be feminine, pretty and submissive. It is important for schools to challenge gender stereotypes as well as sexual bullying, and in doing so empower young people to make positive choices about their lives.
**Resource Summary - Gold Stars and Dragon Marks**

A resource to guide pupils from primary 4-7 and teachers through an exploration of the issues of *domestic abuse* and *bullying*, and the problems these can cause for *children and young people*.

The DVD ‘Gold Stars and Dragon Marks’ is the basis for all of the activities. The script (appendix 2) will be available for reference as part of this pack. Children should watch and refer to various aspects of the DVD throughout each activity.

**Overview:**

The story involves **4 main characters** and highlights their experiences at home and in school. Two of the characters are **experiencing domestic abuse in their homes**.

**Sam**
A new girl. She has moved several times due to domestic abuse and is now in a refuge with her mother.

**Mark**
A boy in the class who is being verbally abused by his father and is displaying abusive behaviour in school.

**Jessica**
An enthusiastic pupil who becomes a friend to Sam.

**Miss. Mitchell**
The class Teacher.

The film exemplifies some of the **problems faced by pupils** who have experienced domestic abuse as they attend school. The film **presents no resolution** but asks the viewer to consider the **thoughts, feelings, actions** and dilemmas of the characters in the story.

Each of the following workshops suggest ways of **exploring the issues in the film** and guides pupils towards **expressing their feelings, considering the feelings of others** and using a solution-focused approach to creating a more positive and supportive class environment.

The session outcomes should be **recorded on a learning wall** which will chart progress and help pupils to reach conclusions.
Through the tasks, pupils will be developing knowledge, understanding and skills relating to many of the experiences and outcomes in several aspects of the curriculum including Health and Wellbeing, Social Studies and Literacy outcomes and experiences. These are specifically detailed within each lesson plan. The Health and Wellbeing indicators which are relevant across all the lesson plans are detailed below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Indicator Code</th>
</tr>
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<tbody>
<tr>
<td>As I explore the rights to which I and others are entitled, I am able to</td>
<td>Social wellbeing HWB 2-09a</td>
</tr>
<tr>
<td>exercise these rights appropriately and accept the responsibilities that</td>
<td></td>
</tr>
<tr>
<td>go with them. I show respect for the rights of others.</td>
<td></td>
</tr>
<tr>
<td>I recognise that each individual has a unique blend of abilities and</td>
<td>Social wellbeing HWB 2-10a</td>
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<tr>
<td>needs. I contribute to making my school community one which values</td>
<td></td>
</tr>
<tr>
<td>individuals equally and is a welcoming place for all.</td>
<td></td>
</tr>
<tr>
<td>I make full use of and value the opportunities I am given to improve</td>
<td>Social wellbeing HWB 2-11a</td>
</tr>
<tr>
<td>and manage my learning and, in turn, I can help to encourage learning and</td>
<td></td>
</tr>
<tr>
<td>confidence in others</td>
<td></td>
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<tr>
<td>Representing my class, school and/or wider community encourages my self-</td>
<td>Social wellbeing HWB 2-12a</td>
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<tr>
<td>worth and confidence and allows me to contribute to and participate in</td>
<td></td>
</tr>
<tr>
<td>society.</td>
<td></td>
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<tr>
<td>Through contributing my views, time and talents, I play a part in</td>
<td>Social Wellbeing HWB 2-13a</td>
</tr>
<tr>
<td>bringing about positive change in my school and wider community.</td>
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</tr>
<tr>
<td>I value the opportunities I am given to make friends and be part of a</td>
<td>Social wellbeing HWB 2-14a</td>
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<tr>
<td>group in a range of situations.</td>
<td></td>
</tr>
<tr>
<td>I am aware of the need to respect personal space and boundaries and can</td>
<td>Relationships HWB 2-45b</td>
</tr>
<tr>
<td>recognise and respond appropriately to verbal and non-verbal communication.</td>
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</tbody>
</table>
Session 1
Bullying and domestic abuse

Learning Intentions

- To introduce different types of bullying
- To introduce a type of bullying that can happen between mum and mum’s partner/dad as domestic abuse
- To understand how bullying can make someone feel

Curriculum Links

I am aware of and able to express my feelings and am developing the ability to talk about them.  

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.

Learning resources

- Copies of the DVD ‘Gold Stars and Dragon Marks’
- Materials to record responses

Show the pupils the DVD and share with them the overall focus of the film. Explain that through learning about the film they will be learning about the problems faced by some children at home and in school.
Exercise 1

Pupils should revisit the opening sequence of the film ‘Gold Stars and Dragon Marks’

Display the opening verse and ask pupils to think about what it means

‘You get it for being different, you get it for being black

You get it for being chicken, you get it for fighting back

You get it for being big and fat, you get it for being small

And those who get it, get it and get it for any damn thing at all’

After some thinking time, pupils should work with a partner to answer the following questions

- What do you think ‘it’ is? Are there different types of bullying?
- Who gets ‘it’?
- Why do you think the film begins with this song?
- Describe the way the song is sung. Why do you think it is sung in this way?

Ask each pair to feedback to the class. Put the questions on the learning wall and invite pupils to record their own answers under these.

Exercise 2: Different kinds of hurting

Bullying behaviour can hurt people in different ways.

Ask pupils to tell you the different ways that people can be hurt when they are being bullied i.e. hit, nipped, shouted at, called names.

Write these on the board

Distinguishing between the different types of abuse for younger children requires using different types of language. For this purpose we encourage children to tell us where the different types of abuse can actually hurt.

‘Outside Hurting’ - Physical abuse i.e. hitting etc. would hurt on the outside, therefore would be appropriate for this type of abuse.

‘Inside hurting’ - Emotional abuse i.e. shouting, name calling etc.

‘Inside and outside hurting’ - Sexual abuse should be discussed in an age-appropriate way, if it is mentioned; an age appropriate discussion around what adults should and should not do is required here. This type of abuse can be outside hurting that also makes children feel bad on the inside, so it would be both inside and outside hurting.
**Exercise 2 – Continued.**

Ask pupils to decide where the examples on the board would hurt. Conclude by saying that outside hurting would be called physical abuse, and inside hurting would be called emotional abuse.

*Encourage pupils to think about Sam and Mark’s situation:*

- **What type of bullying** is happening in Mark’s house?
- **What kind of bullying** happened to Sam’s Mum?
- **Why** do pupils think that Sam lives at a secret address? (N.B. teacher should look at the information about refuges in the supporting materials)

*Explain that the kind of bullying which happened to Sam’s mum is called domestic abuse.*

**Assessment Opportunities**

- **Qualitative discussion** with appropriate feedback and note taking will show how well pupils worked in pairs and listened to each other.
- **Participation in questioning and feedback session** will demonstrate their understanding of the sequence questions

**Success Criteria**

Pupils will understand that:

✓ Bullying can hurt people in **different ways**
✓ There are **different types of bullying**
✓ **Domestic abuse** is a type of bullying
Session 2
What were they thinking?

Learning Intentions

- To understand that **domestic abuse can affect children**
- To understand **empathy** for people who are treated badly
- To learn that people can **react in different ways** to situations

Curriculum Links

<table>
<thead>
<tr>
<th>Topic</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</td>
<td>HWB 2-02a</td>
</tr>
<tr>
<td>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</td>
<td>HWB 2-05a</td>
</tr>
<tr>
<td>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</td>
<td>HWB 2-08a</td>
</tr>
<tr>
<td>When listening and talking with others for different purposes, I can: Share information, experiences and opinions; explain processes and ideas; identify issues raised and summarise main points or findings; clarify points by asking questions or by asking others to say more.</td>
<td>LIT 2-09a</td>
</tr>
<tr>
<td>I can explain how the needs of a group in my local community are supported.</td>
<td>SOC 2-16a</td>
</tr>
</tbody>
</table>

Learning Resources

- Copies of the DVD
- Storyboard/comic strip grid
- Materials to record responses

Show the pupils the DVD and share with them the overall focus of the film. Explain that through learning about the film they will be learning about the problems faced by some children at home and in school.
Exercise

Hand out the storyboards from the resources section of the pack (appendix 1). Pupils can choose to work in pairs or individually on their own comic storyboard. Pupils could draw their own story board on a scene they chose from the film, rather than using the pre-prepared ones.

Ask pupils to consider what the children are thinking, explaining that sometimes what we say is different from what we are thinking. Working out what the pupils are feeling will help in filling in the thought bubble.

- What is Mark thinking when he hears his Dad criticising his Mum? What is he thinking when he hears his Dad shouting?
- What are Mark and Sam thinking on their first day of a new term?
- What is everyone thinking when Sam’s picture is ruined?

Ask the class to discuss in small groups whether, in their drawings, there is a difference between what the characters are saying and what they are thinking?

Plenary

Pupils will tell the whole class what they thought the characters were thinking and why.

Ask the class the following question:

*If we knew what other people were thinking or feeling would we behave in the same way towards them? Does this help pupils to understand why some people might bully others?*

Assessment Opportunities:

- Using comic strips to demonstrate a clear understanding of what the characters are saying and what they may be thinking.
- Plenary discussion - findings should be recorded on the learning wall.
- Empathy, dealing with consequences, thinking things through

Success Criteria

Pupils have an understanding that:

- We do not always know that people have problems at home.
- It is good to try and understand how people are feeling.
- That domestic abuse affects children and young people and it is never their fault
- Bullying hurts people’s feelings, and people who bully are sometimes unhappy.
Session 3
What would you do? Who would you talk to?

Learning Intentions

- To understand that it is important to tell if you are being bullied
- To be able to identify trusted people in children’s lives
- To introduce the idea of safety planning for children

Curriculum Links

<table>
<thead>
<tr>
<th>Curriculum Links</th>
<th>Linked Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</td>
<td>Physical wellbeing HWB 2-16a</td>
</tr>
<tr>
<td>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</td>
<td>Social wellbeing HWB 2-17a</td>
</tr>
<tr>
<td>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</td>
<td>HWB 2-03a</td>
</tr>
<tr>
<td>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</td>
<td>HWB 2-07a</td>
</tr>
<tr>
<td>I can explain how the needs of a group in my local community are supported.</td>
<td>SOC 2-16a</td>
</tr>
</tbody>
</table>

Learning Resources

- Copies of the DVD and/or script (appendix 2)
- Materials to record responses and class feedback
- Pupils should identify the resources they require to take their ‘keeping pupils safe’ idea forward. For example, they may need to find lockable worry boxes.
- Paper and pens for the ‘helping hand’ exercise

Show the pupils the DVD and share with them the overall focus of the film. Explain that through learning about the film they will be learning about the problems faced by some children at home and in school.
**Exercise 1**

Explain to the class that the focus for this session is **telling**, *When should you tell?*

Pupils should watch the **DVD/read the script** (appendix 2) and identify where, in the story, the characters could have told.

Divide pupils into working groups. Pupils should pick one of the scenes in the film where the character could have told. They may choose one of the following:

- When Mark asks Sam about her secret house
- When Mark pours water on the picture and Jessica threatens to tell
- When Miss Mitchell asks the girls what happens to the picture
- When Sam tells Jessica her secret
- When Sam talks to the camera and describes not telling her mum
- Or any other scene in the film which focuses on ‘telling’ or ‘not telling’

**Exercise 2**

‘Helping hand’

Ask each pupil to draw round their own hand on a blank sheet of paper and ask them to fill in a person they could talk to in each of the fingers. They can chat to the person beside them or in groups and feed back to the whole class. By the end of the exercise each pupil should know 5 trustworthy sources where they could get help or support from if they needed it. Suggestions can include family members, neighbours, friends, teachers, helplines, and services. A list of services is available in the **Support Contacts and Information Section** of the pack, if pupils would like to write any of those on their ‘helping hand’

*Emphasise that if the first person pupils talk to doesn’t listen they should tell the next person, and keep telling until someone listens.*

**Exercise 3**

Returning to their group, ask pupils the question ‘What is a grass?’ Ask them to think about the following questions:

- Do you think when Mark threatened Sam at the toilet door she should have told on him? If she did would she be a grass or would she be protecting herself?
- Would Jessica be a grass if she told on Mark for spoiling Sam’s painting or would she be sticking up for her friends?
- Why is Sam scared of telling? What do you think has made her scared?

*When feeding back to the whole class they should record the advantages, disadvantages and difficulties of ‘telling’.***
Plenary

- Taking the feedback from the group discussions, pupils should list ways of making it easier to tell.
- Pupils should consider how they can change the culture of their school from telling being about ‘grassing’ to telling being about keeping everyone safe.
- Ask pupils to come up with ways to take their ideas forward in school.

Assessment Opportunities:

- Findings of group discussion and individual contributions made during class feedback.
- The identification of the reasons why sometimes people should and must tell and how difficult it is to tell.
- Appropriate ideas for helping to keep everyone safe in school.

Success Criteria

Pupils will understand:

- That there are trusted adults who will listen to you.
- If someone is hurting you or making you feel uncomfortable you should tell a trusted adult.
- If the first person on the helping hand doesn’t listen tell the next person until someone acts.
**Session 4**

**Improvisations**

**Learning Intentions**

- To understand ways in which issues at home can affect people’s behaviour
- To be aware of the difficulties involved in standing up to people who bully
- To know how taking care of each other keeps everyone safe

**Curriculum Links**

- **I am aware of and able to express my feelings and am developing the ability to talk about them.**
  - HWB 2-01a

- **I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.**
  - HWB 2-04a

- **When I engage with others, I can respond in ways appropriate to my role, show that I value others’ contributions and use these to build on thinking.**
  - LIT 2-02

- **To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.**
  - LIT 2-18a

**Learning Resources**

- Copies of the **DVD** and **script** perhaps with specific scenes highlighted (Appendix 2)
- Materials to record responses and class feedback
- Paper and pens to mark out opinion areas in Exercise 2

Show the pupils the DVD and share with them the overall focus of the film. Explain that through learning about the film they will be learning about the problems faced by some children at home and in school.
Exercise 1

Explain to the class that the focus of this session is to look at the decisions the characters in ‘Gold Stars and Dragon Marks’ have made and what is affecting their behaviour.

Divide the class into groups of four and ask each one to take the role of one of the main characters. Give each group a copy of the script (appendix 2), and allow time for pupils to read the scenes.

Pupils will take it in turns in the hot seat. In character, each pupil will spend two minutes answering questions on their behaviour and the decisions they make in the film. Pupils can be given questions to ask, or decide as a class which questions they will concentrate on during the hot seating exercise. Below are some examples of questions:

- Mark, why did you pour water over the painting?
- Sam, why can’t you tell your mum what is going on?
- Miss Mitchell, who do you think really spilled the water on Sam’s painting?
- Jessica, why didn’t you stick up for Sam?

Exercise 2

The following exercise will encourage pupils to think about their opinions on bullying and will give them an opportunity to change decisions they have made through class discussion.

Allocate three areas in the classroom and pin up one notice in each area. Agree, Disagree, Not Sure.

Explain to the class that you will read out a statement about bullying and they should choose which area to stand in. Encourage them to think before they choose the area, and not to just copy their friends.

Statements

- Bullying happens more to boys than to girls
- People who bully are more likely to be boys
- People who bully are unhappy
- You should tell if you are being bullied
- If something difficult is happening at home you should tell someone
- If someone is hurting you it’s okay to hurt them back

Encourage discussion after pupils have stopped moving around and give them the opportunity to change places after the discussion. You can choose some of the statements, all of them, or write some of your own.
**Plenary**

Ask pupils to discuss what they have learned about each character. Has their opinion changed about any of the characters?

**Assessment Opportunities:**

- Successful **hot seating exercise**
- Opportunities to **voice opinions**
- **Record a change in opinion** through an active exercise and discussion

**Success Criteria**

Pupils will understand:

- ✓ That **bullying** and **abuse** can happen to **anyone**.
- ✓ **Domestic abuse and bullying** outside school can affect how we act **in school and in other places**.
- ✓ It is **important to tell someone** if things are difficult at home or in school.
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