

# Noughts and Crosses

## Teacher Follow-up Activities

The Noughts and Crosses follow-up activities provide pupils with opportunities to achieve Key Stage 2 learning outcomes from the PSE Framework for 7 to 19 olds in Wales 2008 and the National Literacy and Numeracy Framework in Wales 2013. The activities presented below are not sequential but rather are a menu for teachers to select from.

Noughts & Crosses Follow-up Activity	Literacy & Numeracy Framework	Links with the PSE Framework for 7 to 19 year olds in Wales	
		Skills	Range
1. Introductory Activity Thinking about stereotypes	L(O)sp L(O)l L(O)c&d L(R)r&a	<ul style="list-style-type: none"> <li>Distinguish between facts, beliefs and opinions</li> </ul>	<ul style="list-style-type: none"> <li>Explore their personal values</li> </ul>
2. Differences	L(O)sp L(O)l L(O)c&d	<ul style="list-style-type: none"> <li>Use appropriate techniques for personal reflection</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others.</li> </ul>
3. Letter Writing Activity	L(O)sp L(O)l L(R)rs L(W)mpr L(W)s&o	<ul style="list-style-type: none"> <li>Express their views and ideas confidently through a range of appropriate methods</li> </ul>	<ul style="list-style-type: none"> <li>Understand that personal actions have consequences</li> </ul>
4. Scenario Cards Activity	L(O)sp L(O)l L(O)c&d L(R)c L(R)r&a	<ul style="list-style-type: none"> <li>Contribute to class discussions and take part in debates</li> <li>Empathise with others'</li> </ul>	<ul style="list-style-type: none"> <li>Develop respect for themselves and others</li> <li>Value diversity and recognise the importance of equality of opportunity</li> </ul>



		experiences and feelings	
5. Situation Cards Activity	L(O)sp L(O)l L(O)c&d L(R)r&a L(W)s&o	<ul style="list-style-type: none"> <li>▪ Identify links between cause and effect</li> <li>▪ Listen carefully, question and respond to others</li> <li>▪ Empathise with others' experience and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Develop respect for themselves and others</li> <li>▪ Understand situations which produce conflict and the nature of bullying</li> </ul>
6. Tackling Hate Crime	L(O)sp L(O)l L(O)c&d L(R)r&a L(W)	<ul style="list-style-type: none"> <li>▪ Work cooperatively to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take an active interest in varied aspects of life in school and the wider environment</li> </ul>

## 1. Introductory Activity - Thinking about Stereotypes

Recap on the officers lesson by giving each pupil a copy of the worksheet (resource 1a) Ask the pupils to draw a picture of the people named in the list below. Draw one in each box of the worksheet.

- |                  |                |
|------------------|----------------|
| 1. Nurse         | 5. Judge       |
| 2. Soldier       | 6. Drug dealer |
| 3. Doctor        | 7. Hairdresser |
| 4. Ballet dancer | 8. Swimmer     |

When finished each pupil should cut up their card into eight separate pictures. Collect in the drawings and sort them into piles of each type e.g. all the ones together, all the twos etc.). Divide the class into eight groups and give each group one set of drawings. Ask the pupils to discuss the main characteristics of the set of drawings namely the similarities and differences.



Consider the following questions:

- What gender are your characters?
- What age are your characters?
- Are any of your characters disabled?
- Are any of your characters from another ethnic group?
- Why do you think this is so?
- Are there any reasons why some people would not be expected to do a particular role?

Ask the class to feedback about their group conclusions.

Introduce the key word - stereotyping. Discuss with class the meaning of the word in relation to the drawing activity. How can stereotyping lead to discrimination?

## 2. Differences

Arrange the class in pairs. Ask them to talk to their partner and list their similarities and differences in columns on a piece of paper. Ask each pair to feedback to the class. Consider all the ways people are different e.g. gender, race, religion, disability. Draw a mind map on the board. Introduce the term prejudice. Why are people prejudiced? What could cause people to be prejudiced? Discuss how much more people have in common than what is different.

## 3. Letter Writing Activity

Ask pupils to write a letter from Martin or Ben or Kayleigh (characters in the Situation cards) to the anti-bullying box.

## 4. Scenario Cards Activity

Divide the class into groups. Give each group a scenario card (4). Ask the group to decide the key word within their scenario situation. As a class discuss these key words.

Scenario activity cards (4)

You are intimidating a person in your class to get money from them to buy sweets for yourself.

You feel scared standing at the bus stop while waiting for the bus, as a gang of older boys and girls are calling you names like 'cripple' and 'wheelie'.



You are <b>teasing</b> a boy in your class because he wears a turban.	You are being <b>left out</b> of a game on the school yard. You have asked to join in but two of the children won't because they say you smell.
You and your friend are being <b>spiteful</b> to a girl in your class. You are making fun of her hair and clothes.	You are <b>ignoring</b> a girl who is standing by you and your friend. You say you cannot understand her because of her accent.
You are being <b>left out</b> of a game in the school yard. You have asked to join in but two of the children won't let you.	You are <b>ignoring</b> a boy who is standing near you because your friends say he is gay.

Ask each group to discuss the scenario and decide:

What would be the right thing to do in these circumstances?

How would you feel if this was you?

What would you do in this situation if it happened to you?

Who could you tell if this was happening to you?

Ask each group to feed back to the class

## 5. Situation Cards Activity

At the beginning of the activity, ask the children the following questions, and discuss the answers as a class:

- What is verbal bullying?
- Why does bullying happen?
- How would you feel if you were left out?

Next, show the pupils the photograph of the three girls on Situation card 5a. Then, read out the statements written in red. Divide the pupils into groups, distribute copies of situation card 1a and ask the pupils to work in their groups and to find answers to the questions that appear on the situation card.



### Situation cards 5b and 5c

To complete the activity carry out a mind mapping activity with the class using the question:

How does bullying make people feel?

#### Situation card 5a

Clare and Jane are whispering and laughing  
Kayleigh sometimes feels sad in school.  
Clare use to play with Kayleigh at break-times.  
Jane is spiteful to other children outside school.



#### Pupil Questions:

- What do you think is happening in this photograph?
- Which child is Kayleigh?
- Where are Clare and Jane?
- How do you think Kayleigh feels?
- What words might you use to describe Clare and Jane?
- What do you think Kayleigh should do?
- Why do you think Clare and Jane are behaving like this?

## 6. Tackling Hate Crime

Divide the class into pairs. Give each pair a copy of the worksheet (resource 6a). Ask the pupils to discuss how they might tackle hate crime in their community (school, local area and town). Ask each pair to give feedback to the whole class. The pupils could prepare a talk to be given in assembly based on their suggestions.



## Websites

[www.childline.org.uk](http://www.childline.org.uk)

An interactive website with sections for children and young people, teachers and parents. It provides information, games and activities for KS2 pupils.

[www.bullybusters.org.uk](http://www.bullybusters.org.uk)

This website provides information for pupils of all ages about bullying, the effects and consequences.

[www.stoptextbully.com](http://www.stoptextbully.com)

This is an excellent website for all ages containing information about text bullying, including the latest research summary, quizzes tips and tip poster.

[www.bullying.co.uk](http://www.bullying.co.uk)

The website is mainly for teachers and can be used for whole class teaching, as the interface is not particularly child friendly. There are lots of case studies to read about people's experiences with bullying and how to overcome them, lots of definitions of bullying, types of bullying and how to overcome bullying.

- Create your own no bullying poster
- Read Ben's Story about bullying
- Discuss the National Survey on Bullying
- Read the problem pages, discuss and class write replies

<http://www.dfes.gov.uk/bullying>

Stop Bullying Now Campaign.

- Children can watch the advert made by celebrities such as Rio Ferdinand and Sharon Osborne and discuss

<http://www.bullying.org>

- Lots of information for the teacher.  
Play a game where they design a bully and a hero, and they have to get away from the bully.



<http://www.amnesty.org.uk> A useful topical website about a variety of issues offering resources and materials to support teachers covering human rights issues in the curriculum.

[www.oxfam.org.uk /education](http://www.oxfam.org.uk/education) offers a range of ideas and resources for early years, 5 - 7 years, 7-11, 11-14, 14 - 16 years of age in support of teachers wishing to develop the global dimension in their classroom

<http://news.bbc.co.uk> provides current topical stories for classroom discussion

<http://www.globalgang.org.uk> a Christian Aid website providing assemblies and information on current global issues with a child friendly section entitled 'global gang' with educational games and stories to interest to KS2 pupils.

## Teacher Resources

The PSE Guidance website is found on:

[www.wales.gov.uk/personalsocialandeducation](http://www.wales.gov.uk/personalsocialandeducation)

The revised PSE Framework is found on:

[www.new.wales.gov.uk/topics/educationandskills/curriculum](http://www.new.wales.gov.uk/topics/educationandskills/curriculum)

The Skills Framework for 3 to 19 year-olds in Wales is found on:

<http://wales.gov.uk/topics/educationandskills/curriculumassessment/arevisedcurriculumforwales/skilldevelopment/?lang=en>

The anti-bullying guidance 'Respecting Others' Circular 23/2003 is found on:

[http://wales.gov.uk/topics/educationandskills/policy\\_strategy\\_and\\_planning/schools/respectingothers](http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/schools/respectingothers)

