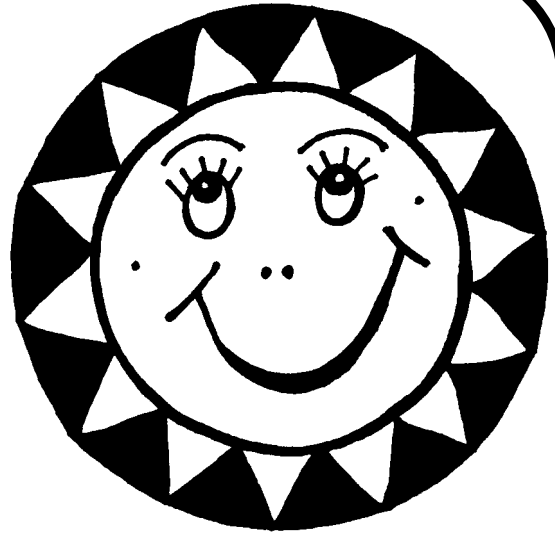


**HAPPY
SUNS
&
SAD
SHEEP**



An
Anti-Bullying Pack
for use with the
Under 5s.

**WRITTEN BY
CAROL SHEPHARD, JO STEPHENS
PHILL BURTON AND SALLY DIXON**

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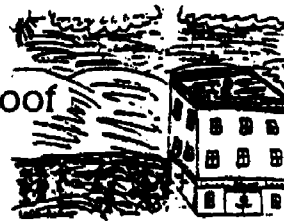
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“HAPPY SUNS AND SAD SHEEP”

The aim of this pack is to provide you with a “toolbox” of activities which you can use with under 5s. We believe that to successfully deliver the suggested activities you must take time to consider what behaviour you call “bullying”, why you think it happens and what can be done about it. Our own thoughts combined with those of people who attended our conferences make up the underpinning values section of the pack. Please take the time to look at it since they provide a foundation for the whole project.

Put A Dinner Lady On The Roof

Inter-agency anti-bullying group



DYNAMIX Ltd.

OUR THANKS TO

- Lloyds TSB Foundation
- West Wales TEC
- PADLOR committee and the Under 5s sub-group
- Our children : Anna (1), Ellen (1), Tesni (2) Caitlin (3) and Eliot (4)

INTRODUCTION TO THE UNDER 5s ANTI-BULLYING PROJECT

- ◆ This pack was initiated by the Swansea, Neath, Port Talbot inter-agency, anti-bullying group. This is a group of representatives from different agencies including education, social services, health, police and voluntary organisations such as Council for Voluntary Service (C.V.S.), Mudiad Ysgolion Meithrin (M.Y.M.), Preschool Play Association (P.P.A.) and Interplay. These organisations recognised a need for anti-bullying resources for workers with under 5s and successfully applied for a grant from Lloyds TSB Foundation to fund this work. We, Dynamix Ltd., were asked to carry out this project.
- ◆ Dynamix is a workers co-operative based in Swansea with a wide experience of working with young people using participative methodology. This includes the work in primary and secondary schools for the initial, inter-agency anti-bullying group project, now known as “Put A Dinner Lady On the Roof”.

Four Dynamix trainers worked to devise a range of activities suitable for work with under 5s to explore issues around bullying.

- ◆ In pairs we visited five venues in the Neath, Port Talbot and Swansea areas to try out the different games, puppet shows and activities with groups of children aged 2-5 years.

Sessions with the children included :

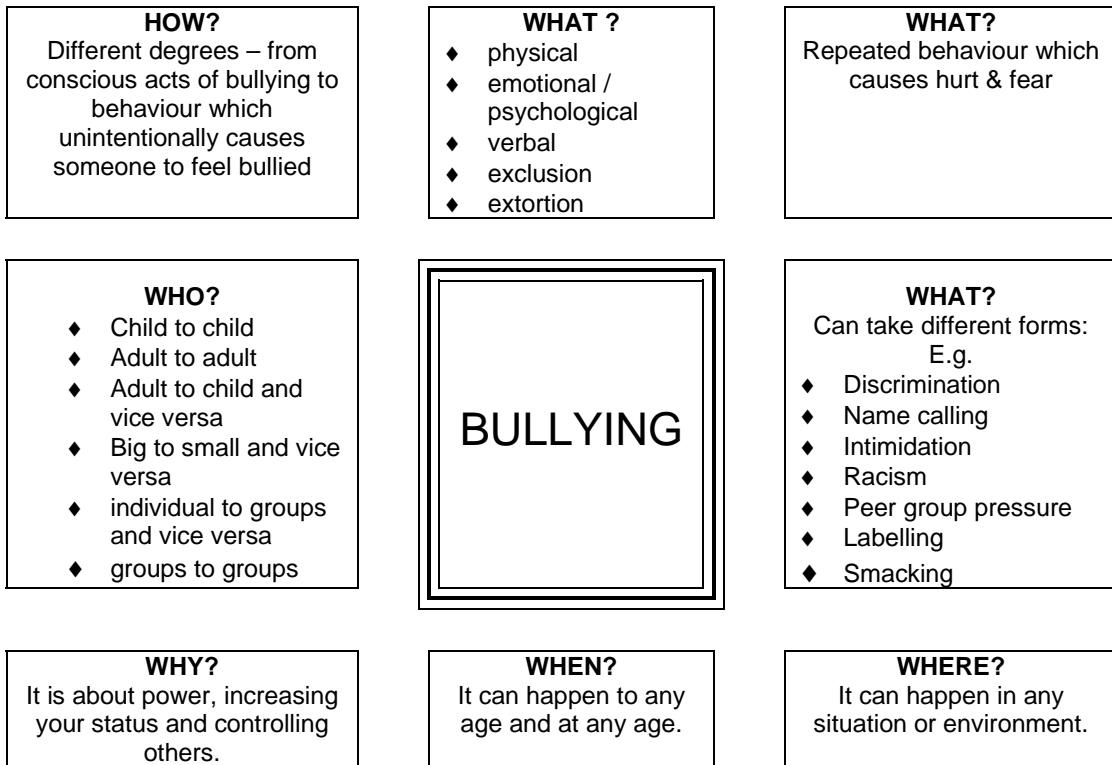
- setting simple ground rules
- warm up games
- parachute games
- songs
- self esteem games
- work with puppets to help define what bullying is and some of the potential ways of dealing with it
- activities to explore feelings and emotions
- exercises to encourage accepting differences

These activities now form the basis of this pack.

- ◆ In one of the games we played children were given happy suns and sad clouds, made from paper plates, with which to vote. When shown a sad cloud one child said:
“It’s a sad sheep!”
and so the title of this pack was born.
- ◆ In the light of this pilot research we prepared 3 training events to disseminate our findings and exchange information whilst sharing our methodology with under 5s workers from the area. We have included games, adaptations and case studies shared with us at these conferences.

Although this pack is the end result of this process we hope that it will stimulate you and the children you work with to have new ideas and find creative solutions.

A DEFINITION



For our definition of bullying we accepted the idea of conscious repeated behaviour which causes harm to someone else, also that bullying can be divided into five types: physical, emotional / psychological, verbal, exclusion and extortion.

We were however, keen to explore the idea that there are different degrees of bullying ranging from the commonly accepted clear examples where a person intentionally and repeatedly causes harm to another, to situations where someone's behaviour causes someone else to feel bullied even if the initial behaviour was not intended to cause harm.

We felt that this notion was particularly relevant to work with under 5s where they are experimenting and learning patterns of behaviour and so may not recognise their own actions as the cause of someone else's hurt.

Our aim, then, was to provide activities which enabled young children to acknowledge their own feelings and emotions and begin to empathise with how other people might feel in certain situations, and also to understand the type of behaviour which could cause harm and distress to others.

THE ORIGINS OF BULLYING

We have separated the origins of bullying into three major components.

- **The child being bullied**
- **Adult influence**
- **Other children**

Bullying as a behaviour exists but it is modelled, reinforced and supported by a society that accepts, applauds, rewards and tolerates it.

The child being bullied

The child being bullied is part of the problem and can increase the likelihood of the behaviour. They can be made “bully proof” by understanding and celebrating their uniqueness. In other cases, changing those differences that create this behaviour can be a simple and appropriate route. E.g. Improving personal hygiene or developing self esteem.

Adult influence

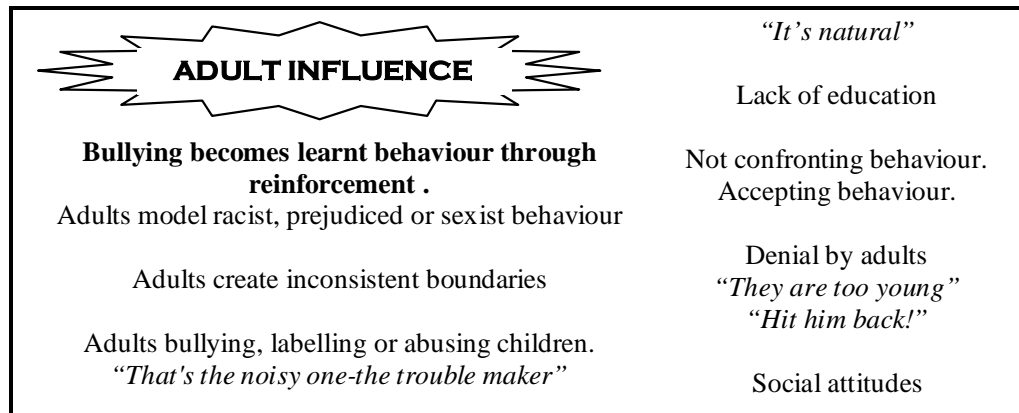

Adults, by their behaviour, are a primary source of bullying behaviour. They can be made more aware of the problem. They should be aware that they can be responsible for creating bullying through their attitudes and behaviour. They are role models. Thus their actions and consistency of reactions can make bullying behaviour become fixed into children who are “bullies”. Their role can be changed by supporting individuals and groups of children in positive behaviour. They can also suggest and model alternatives and be aware of the roots of repeated bullying behaviour.

Other children

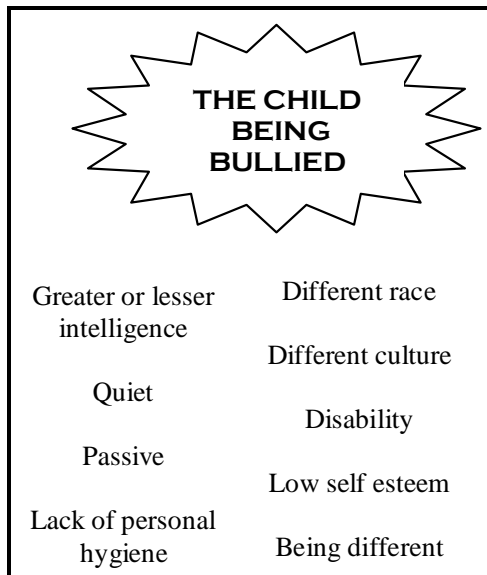
This group includes those who are actively bullying or allowing bullying by passively accepting it. Other children should be helped and encouraged to create a bully-free zone. This can be done by developing empathy and understanding.

One way this can be achieved is by trying alternative structures and hierarchies so that “pecking orders” do not become fixed.

Another way is for children to learn to express anger and frustration in ways that do not damage and in achieving pleasure without the need for other people suffering. Children must understand more about their own behaviour and its effects on others. By measuring their self esteem and recognising the pressure of their peers and society in general, they will be able to reduce the damage done in bullying.

THE ORIGINS OF BULLYING




OTHER CHILDREN

Mental health Feeling different

Pain Fitting in

Sadistic pleasure Jealousy

Frustration Peer pressure

Low self esteem

To avoid being bullied

Lack of alternatives to cope with anger and hurt

Frustration and poor communication skills

Search for security / identity

Young people not confronting or "telling"

EFFECTS

Bullying is a very serious matter. Sometimes it may seem that the end results are not always bad. Some may claim that it “toughened them up”, “built their character” or through trying to “show people up” “it got them to where they are today”. In a similar way, even the worst perpetrators of childhood bullying may not be “bullies” when they grow up. And lets face it, many of us can claim to have seen both sides of the coin at some time or another, but can see no obvious effects.

However, and it is a big “however”, the effects diagram is no exaggeration. **Bullying hurts. Being labelled as a bully hurts.** All of the problems in the web of effects are real, have happened and can happen again. One person may experience one of these effects, and another person may experience many. An awful lot of them can happen within circles of **young** children.

Who, in their right mind, could ever condone feelings of pain, unhappiness and loneliness in a small child, even to build the biggest of characters?

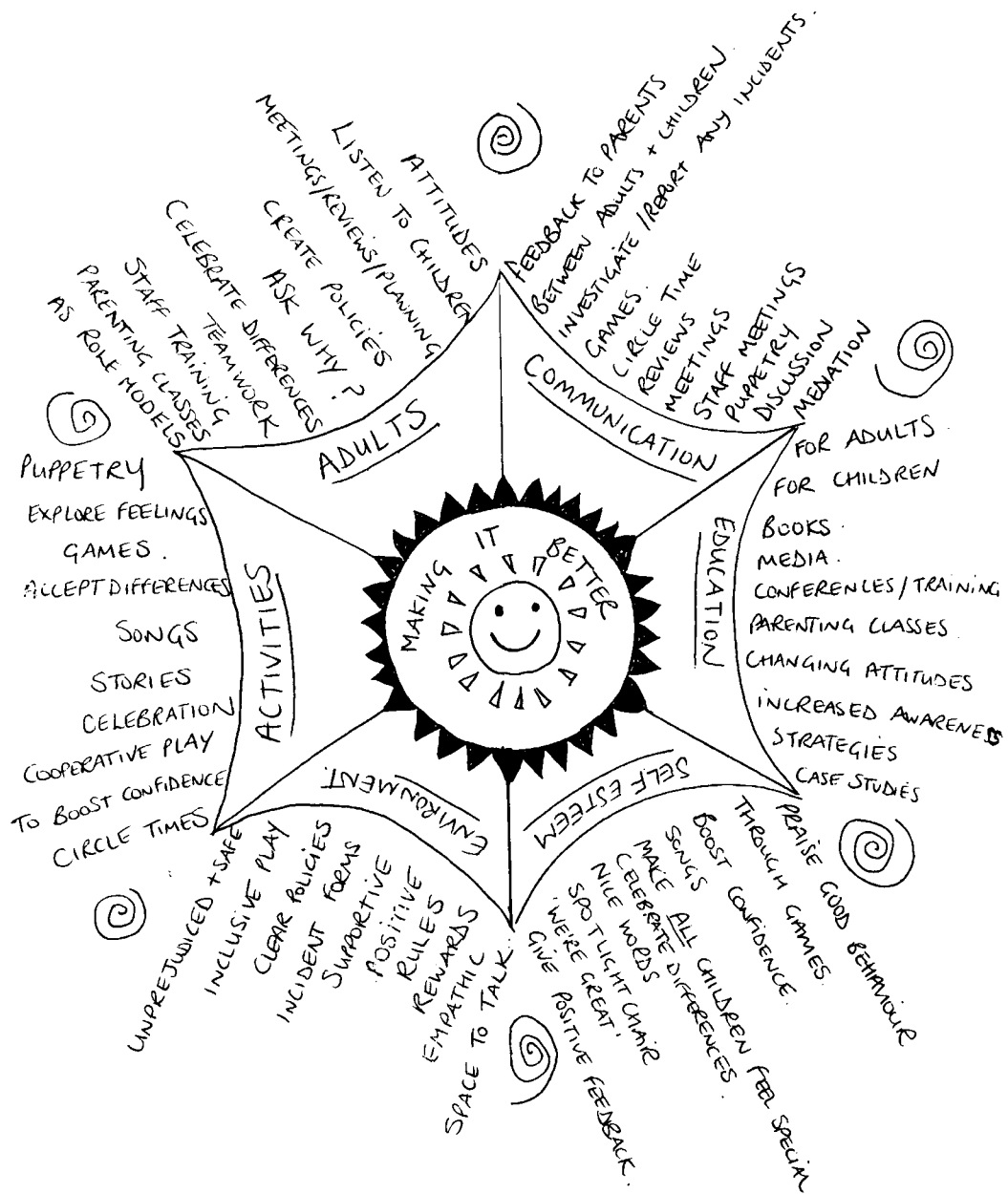
Links between these effects are not inevitable, but it is always possible that any one of them could lead to any of the others.

BULLYING - THE WEB OF EFFECTS



MAKING IT BETTER

Things **can** improve. The vicious circle of bullying and its effects **can** be broken by a combination of these strategies; many issues can be tackled using ideas from this pack.



INTRODUCING THE ACTIVITIES

Young people will present challenging behaviour as they develop, some of which may be termed bullying. We cannot wave a magic wand and make it go away. It is natural within a group of under 5s. However by changing our attitudes, reviewing our awareness and developing strategies, we can improve things. By promoting an understanding of others' feelings and our own emotions with the children we can begin to alleviate the problem ensuring that it happens less as well as hurting less.

The following pages contain ideas for activities you can do with under 5s which have been specifically designed to address issues around bullying.

The activities have been grouped into the following categories:

- ◆ Warm up games
- ◆ Exploring feelings and emotions
- ◆ Games that boost self-esteem
- ◆ Accepting differences
- ◆ Co-operation and trust games
- ◆ Parachute games
- ◆ Puppetry
- ◆ End games

Although we have grouped these games, many of them do fit into more than one category. You probably already do a lot to promote similar things and these can be incorporated into your sessions.

Some activities are suitable for circle time. This is a quiet time where children sit in a circle and are given the opportunity to talk. We recommend that to make the most of "Circle time" it becomes a named, regular feature, recognised by the children, similar to play time, juice time, story time, etc. (See Book List for circle time books.)

We suggest that you plan sessions of games and activities. An example plan would be:

- ◆ 2 Warm up games of your choice
- ◆ Some games to explore feelings and emotions
- ◆ Puppet show
- ◆ A quieter circle time
- ◆ Parachute games
- ◆ End game

The way you chose to deliver a programme of activities is up to you. Adapt or change things to suit your group of children.

NB Some activities may need to be played a few times before children get the hang of them. Persevere, they can all be very successful and great fun!!

PROPS FOR THE GAMES

For some of the games we used very simple props.

- We used a simple tape recorder for **Co-operative musical hugs**.
- For **Magic wand** we used a wand from a pantomime. You could make one from cardboard or wave your finger.
- We made our **Paired pictures** using old birthday cards.
- For **Happy suns and sad clouds** we used yellow and white paper plates and drew smiley suns and sad clouds with a marker pen.
- For **Feeling mirror** we used 2 large empty wooden frames. You could easily make one from cardboard.
- Our **Happy and Sad mats** were made from an old sheet, cut into a sun and a cloud shape and painted with fabric paint and markers.
- In the game **Party bags** we used real party bags with real toys purchased from a bargain shop.



WARM UP AND ICE BREAKER GAMES

- **Co-operative Musical hugs**

Lively music plays. Children skip around the room. When music stops, they hug a partner, then skip again – next time, hug in 3s, and so on, until one big hug at the end.

- **This is my friend**

Find out name of & introduce person on left holding their hand in the air as you do so – carries on around the circle until all hands in the air or have all been raised.

- **Toesies**

In pairs, children lay on the floor on their backs, toes to toes. They then try to roll along, trying to keep their toes touching. Try organising races.

- **Name Train**

1 person chuffs along, approaches someone, says “What’s your name?” That person replies their name- then chuffer repeats the name “dave,dave,dave”. The 2nd person can become the front or the back. Train gets longer until everyone is joined.

- **Sticky Popcorn**

Children begin by being unpopped corn on the floor. Two people are toffee stickers, smearing the corn to make it sticky. As the corn heats up they start to pop jumping around the room– if they bump into someone they stick together. They carry on until everyone is stuck together.

- **Magic Wand**

Wave a magic wand – changing the children into e.g. Babies, cats, etc. Children can then choose what they all should be.

- **Shout names**

Circle game. Child shouts out their name. All others repeat the name shouting it out.

- **Wind blows**

Children sit in a circle. Adult calls “The wind blows.... Anybody who likes Thomas the tank engine”. All who do, run across circle to a now empty space. If only one person, they run right around the circle back to own space. If they only slightly like it- they could just wave. More difficult subject-“all those who have felt sad”.

- **Paired pictures**

The pictures can be taken from birthday cards, magazines or postcards which have been cut in half. There must be enough halves for each child to have one. Each child is given half a picture. They have to wander around the room until they find the other half. That person is then their partner for the next game.

EXPLORING FEELINGS AND EMOTIONS

- **Feeling mirror**

Using an empty picture frame adult holds the frame in front of their face and makes a clear facial expression. (E.g. sad, angry, happy,, etc.) The children copy the face or identify it. You can pass the frame around and let the children have a go.

- **Happy Suns and Sad Clouds (sheep!!)**

How would you feel if – (Give suggestions of situations) E.g. Somebody hit you – called you names – let you join in their game. Children call out responses, or hold up signs to indicate. (eg. A sun/ a cloud or a smile/ a frown)

“We played the game with the paper plates and we asked the children “How did they feel when they go into school?” One little boy, who’s five years old, showed the sad face. When we asked him “Why he was sad when he went to school?” he said that he was always picked on by other children in his class and didn’t know the reason why. We then spoke to the whole group and then told them that if they are being bullied to speak to their teacher and parents. We felt this was good because he’s never mentioned it before.”

- **Mood corners**

Different moods clearly allocated to each corner, either by telling the children or by having someone in each corner showing the mood. Children wander around the room – when they reach a corner, they show the mood expression. Children can change expression slowly between corners.

- **Circle time – (What makes you happy or sad? Vote with a sun or cloud)**

Children make suggestions as to things that make them happy or sad. Others can vote to agree or disagree.

- **Happy and Sad mats**

Two mats – one for happy, one for sad. Suggestions are called out. (eg. How do you feel when someone takes your toy?) Children run to mats. Our mats looked like a sun and a cloud.

“The children were asked “how do you feel when people are being mean to you?”. All but two children ran onto the cloud. When the two children left on the sun were asked again, one child said “I feel great because then I can be mean back”. The second child said he wanted to stay with his friend because by leaving him alone on the sun he was actually being mean to his friend. This made his decision difficult. This showed the influence his friend had over the other child deciding between how he felt and being controlled.”

- **“How do you feel today” song**

(See next page) Children sing and act out song.

- **Freeze story**

Children wander around whilst adult narrates story. Children try to act out story. When something important happens in story, the children are told to FREEZE and show how they are feeling/what they are doing. An example of a freeze story is shown on the following page.

“HOW DO YOU FEEL TODAY?” SONG

1) How do you feel today?

How do you feel today?

If you're feeling happy then clap your hands

Feeling happy then clap your hands

Feeling happy then clap your hands

Clap your hands like this.

2) If you're feeling sad then wipe you tears

3) If you're feeling angry then stamp you feet

4) If you're feeling shy then turn away

5) If you're feeling frightened then hide your face

6) If you're feeling excited then shout “Hooray”

7) If you're feeling friendly then all hold hands.

Make up actions, make up your own verses and if you can't read music then make up your own tune!



FREEZE STORY

Here is an example of a freeze story.

It is early in the morning and you are just waking up. You still feel very **sleepy**. FREEZE.

You remember that it's your birthday and you feel very **excited**. FREEZE.

You go downstairs and look by the front door and in the living room, but there are no presents or cards for you and you feel **sad**. FREEZE

To make yourself feel better, you eat three bowls of rice crispies and you feel very **full**. FREEZE

All of a sudden there is a knock on the door and you jump with **surprise**. FREEZE

On the doorstep there is a teddy bear with a message attached to it, telling you to get your Mum and go to the big scary house down the lane. You feel **worried**. FREEZE

You get your mum and both walk along to go to the house. You try to be **brave** FREEZE

You knock on the door but there is no answer. You push it and it creaks open. It is very dark inside and you can hear a rustling noise. You don't know what it is and you feel **scared**. FREEZE

Suddenly the lights switch on, there are a lot of balloons everywhere and all your friends shout "**Surprise!**" FREEZE

SELF ESTEEM

- **Gathering nice words**
All shout out what makes them feel nice or can choose written words to go on happy/sad mats
- **Spotlight chair**
Each child in turn – if they want to – goes to the chair in the middle of the circle. They sit or stand on it. Everybody else then can either applaud them or call out NICE things about them. We were told of an adaptation to this game where you play “pass the parcel” or any object, and where the “parcel” stops, that person receives the applause. This version works particularly well for children with limited mobility.
- **Parachute Totem pole**
Mushroom the parachute (1,2,3 lift in the air) a child runs to middle of parachute & sticks their head through – everybody shouts their name as they pop through the hole.
- **Magic object – (Speak when you have it.)**
Circle game – hold magic object & say a time when they were happy/ with someone who loves them/ etc.
- **Who’s missing?**
Children crouch down and close their eyes. The leader covers one child with a blanket. Everyone opens their eyes and has to work out who’s missing.
- **Who’s in the hole?**
Similar to who’s missing, but using a large plastic play tunnel, held on its side. You can place objects inside and guess what’s in the hole. Then you can lower the tunnel to reveal them. Later you can progress to children being inside.

ABSOLUTELY BRILLIANT CHILDREN

This is a list of "Nice words" gathered from under 5s and participants at the conferences to be used as often as possible! Add your own

A...active, attentive, able, adorable, absolutely
fabulous, amazing, angel, attractive,
Ardderchog, ace, affectionate
B...beautiful, bwyd, brilliant, brave, bonny, babe,
bendigedig, bright, bold
C...chocolate, clever, courageous, cute, cuddly, calm,
cool, cooking, cracking, caring,
cariad, considerate, caredig
D...darling, divine, del, delightful, dear, dude
E...excellent, exciting, expressive, exceptional,
endearing, ever so
F...fluffy, ffion, fabulous, fine, fantastic, fun,
funny
G...great, good, gorgeous, grand, generous
H...happy, handsome, helpful, hooray, hopeful
I...imagination, inventive, intrigue, interesting,
ingenious, intelligent, interested
J...jolly, joy, jumping, jokes, joyful
K...kind, kindred spirit, knowledgeable, knowing
L...lovely, laughter, loving, like, loony, loving,
luscious, lucky, lush
M...mummy, merry, manners, minglers, motivated,
marvellous
N...nice, nabod, noisy, nifty
O...optimistic, ok, outstanding, ooo!
P...perfect, please, praise, pleasure, party, Pokemon,
positive, perfaith, play
Q...quirky, quaint, quality, quite magic, queen, quick,
quiet
R...really, radical, ready, rhagarol, rocking, rainbow
S...special, sound, smile, scrumptious, sorted, superb,
supercalifragilisticexpialidocious,
star
T...thankyou, terrific, Teletubbies, Tweenies,
tremendous, tidy, time, toast
U...useful, us, unbelievable, umbrella
V...very, very good, vivacious
W...wonderful, wow, wicked, we, witty, wild, well done, wobbly, whiz
X...xxx. Xcellent, xtraordinary, xpert, xylophone
Y...yeah!, yes, yippee, yellow
Z...zany, zoo, zebra, zealous

ACCEPTING DIFFERENCES

- **Yes / No Mats**

2 Two mats (or two areas) – one for yes, one for no. Ask questions. Eg. “Do you like Weetabix?” “Are you sometimes scared?” – Point out that everybody is different, but all have some similarities.

- **Huggy bear**

A game for separating into smaller groups. Call out “Huggy Bear 3s” for groups of three or “Huggy Bear the colour of your shoes” so people with the same colour shoes get together and so on. You can guide the children into their appropriate groups.

- **Party bags**

One party bag has toys all the same eg 6 spinning tops. The other has all different toys. Tell the story of how you’ve been to a party and look through each bag in turn. The point of the story is to show that when everything, or everybody, is the same it can be boring, and it’s more exciting to have differences.

- **Country greeting**

Split the children into groups and teach each group a different way to greet people. E.g. Shake hands, rub noses like Inuits, bear hug like Russians, kiss cheeks like French, bow like Japanese. Then the groups leave their “country” and go to meet other people in the room greeting each other in their own way. Learn about other cultures and appreciate how much fun it can be to meet new people. This game can also be played by grouping them as animals and greeting each other with the appropriate noises.

CO-OPERATION AND TRUST GAMES

- **Rocking in parachute**
Fold the parachute in half so that it is twice as thick and get the children to hold it round the edge taut. Intersperse adults among the children. A child lies on the parachute and is gently rocked. Then lower them gently to the ground.
- **Stand on one leg with partner**
Children in pairs. Try to stand on one leg unaided. Try again holding onto partner.
- **Counter balance – (Sit down stand up)**
Children in pairs stand opposite each other toes to toes. They must hold each other's wrists and lean back until the arms are extended. Then they try to sit down with their arms still extended. They must then stand up still holding wrists with their arms extended. If they keep leaning back then the counter balance will work..
- **Joined up as a train on an obstacle course**
Children line up behind each other, holding onto the person in front, by the hips or shoulders, to form a train. For younger ones, you can have an adult in front. Use people or objects to form low bridges, tunnels, etc. Children making train noises go around obstacle course. Other children can be traffic lights, crocodiles in water, etc. and you can aim to go to a particular place if you want to.
- **Person to Person**
Children get into pairs and the caller says two parts of the body they have to put together. E.g. hand to knee or nose to nose. The caller can say "person to person" and everyone finds a new partner. If the caller finds a new partner then whoever is left becomes the new caller.
- **Leading**
Get children into threes and get one child to close their eyes. The child will then have a chaperone on each arm. The child with eyes shut must depend on and trust the other children to lead him/her around (in a safe environment!)

PARACHUTE GAMES

These games are to be played using a parachute or playchute. (For our suppliers – see the contact list) They are excellent for co-operative play since everyone works together in a circle to make the games happen. There are safety rules you need to agree with the children for each game. (*Safety rules are written in italics*) Play safely and have fun!

- **Mushroom**

Everyone holds onto the edge of the parachute. Together they shout 1,2,3 and then lift the parachute and bring it down again so that it fills with air. *If small children are between adults make sure they don't get lifted off the ground.*

- **Crossovers**

When a mushroom is in the air, shout out a category. Anyone who fits into that category can run underneath and out the other side. (E.g. Anyone who has a cat. Anyone who is wearing shorts.) *Warn children to look where they are going and not bump into each other. If you need them to slow down, get them to shake hands or hug on their way to the other side.*

- **Burst the bubbles**

People around the parachute shake it so that there are air bubbles. Children on the top try to chase the bubbles and burst (squash) them. *Adults be careful not to pull the parachute so that you pull the floor from under the children and make them fall over..*

- **Stand on a colour**

If you have a parachute with different coloured sections you can lie it on the floor and get the children to stand on the colour you call. This is also a useful way to reinforce learning colours in Welsh, or any other language. *Don't run about as you could slip.*

- **Popcorn**

Put foam balls or ball pool balls onto the parachute and everyone around the edge tries to shake them off. You can have "catchers" throwing them back on. You can use soft toys too. *Watch out for flying objects*

- **Tent**

Make a mushroom, get someone tall to go underneath and hold up the centre of the parachute. Everyone else becomes tent pegs by taking the parachute over their heads, behind their backs and sitting on the edge. Once inside you can play other games like "pass the squeeze", make noises or tell stories. *If some children are not inside the tent make sure someone supervises them so they are not tempted to jump on it or kick it.*

- **Fanning**

Particularly good after the tent game. People lie down with their feet towards the centre like the spokes of a wheel. Others hold onto the edge of the parachute and fan them by lifting & lowering & lifting & lowering over them. *Make sure that no one holds onto the central hole if you have one on your parachute.*

- **Twirl the umbrella**

A variation on fanning. Once the parachute is lifted, those holding it walk around 5 paces clockwise before lowering it.

- **Waves on the beach**

Spread the parachute out on the floor. Get the children to sit on half of it. Tell them a story about being on a beach. You can use this to look at feelings and emotions. For example, "Imagine you are on a beach eating a big ice cream. You feel really happy. Then someone comes past and kicks sand at you. You feel really cross. Then your ice-cream falls off the cone and you feel really sad. Then a big wave comes..." at this point two adults lift the other half of the parachute over the children to cover them and then pull it back. "You feel very surprised. Then you look in the sand and find a pound. You feel pleased that you can buy another ice cream."

- **Pancake**

Everyone spreads the parachute out to be the pan. Shake it gently as it heats up. Mime pouring pancake mixture in and swirling it round. Add any ingredients suggested by children. Then toss the pancake by shouting 1,2 3 and lifting it altogether and letting go. The pancake may turn over, stick to the ceiling or flop in a heap on the floor.

To get children to let go you could ask them to wave or sit down. Sitting down will stop them chasing the parachute.

- **Let go**

A simpler version of pancake to help put the parachute away. 1 2 3, lift and let go. An adult tries to gather all the parachute in before all the children are sitting down.

Safety as for "Pancake"

See also

- "Parachute Totem Pole" under "Self-esteem"
- "Rocking in the parachute" under "Co-operation and trust games"

PUPPETRY

◆ THE PROBLEM WITH PUPPETRY

Excuses we can use:

- It's childish
- I feel self-conscious doing silly voices
- I can't tell stories
- I can make them but I can't use them
- We haven't got a puppet booth
- Our puppet theatre is only big enough for under 5s
- It's too complicated for under 5s
- They start fighting whenever we get puppets out

Doing puppetry need not be a struggle.....and can provide a way to lots of anti-bullying issues.

◆ TOP TIPS

1. Bring your puppet alive.
 - DON'T keep it still for too long – it will lose its “will” to live
 - DON'T move it around too much – it will lose its “direction” – people will see it as having no purpose
 - DON'T jump to using two puppets per person, it's as tough as patting your head and rubbing your stomach
 - DON'T start by trying to animate a whole story. Go for very simple things like a scene, an emotion, a fashion show, a display of movement.
 - One sound rather than a word. One word rather than a sentence. One sentence rather than a dialogue.
 - Build up your skills and confidence. Practice with friendly and supportive audiences as well as on your own.
 - Get puppets to have purpose in their moves. Direct their eyes to focus on things, other puppets, other people and yourself.
 - If your puppet is talking keep its head away from yours or audiences will not believe it.
 - If your puppet has a mouth and you want it to say words, move the mouth open and closed for each syllable. (SYL-LA-BLE) and don't leave the mouth open at the end.
 - If your puppet has no mouth a head movement per sound is effective.
 - Sometimes, big movements of a face are less believable than small movements.
 - Use a mirror or a “director” to tell you what movements of a puppet are believable.

2. Set

- If you use a set keep it simple and big enough to move around in.
- Being able to hide yourself can be useful, but it is not vital.
- Be aware of how much you draw attention to yourself with your clothes. Simple, dark clothes could blend into a background.
- Use of a sheet or blanket over a pole between two chairs/ uprights/across a doorway can give you a simple, instant booth.
- Scenery and backdrop can give small puppets a range of environments for new scenes.
- Use of lights – Angle-poise lights and spot lights can focus attention on your show and signal the start and end of a scene/show.
- If you make a booth, make it accessible for the children to participate and tell their own stories.

3. Types of simple puppets to use.

- Spoons with sticky dot eyes
- Plates on sticks as faces with rod operated arms
- Envelopes and paper bags. You can make a simple mouth using the corners of the bag.
- Socks with eyes and noses and a pulled in mouth.
- Teddies and dolls. If their legs and arms can be moved it's easier to make them come alive.

4. A simple workshop for children to learn to use puppets.

- Make your puppets, starting from simple puppets and moving on to more complex.
- Make a few groundrules for their use.
 - You will get a chance to try out other puppets so don't fight over the puppets.
 - Look after the puppets and take turns.
 - Don't allow fighting between the puppets at first. It's too easy to fall back on.
- Demonstrate the ideas of focus and communication and then take on the role of director.
 - Get the puppets to be asleep.
 - Tell them to wake up.
 - Get the puppets to look around.
 - Get the puppets to notice other puppets and other things in the room.
 - Get your puppets to show emotions: fear, love, shyness. This can be done by the director by telling a general story that the puppets act out or it can be done by simply calling out the emotions.
 - Get your puppets to make a noise. (try different sounds).
 - Get your puppets to say one word, so have a chat only using that one word. (E.g. sausage, sausage, sausage) or have an argument or fall in love.
 - Get your puppet to move / do something: hide, walk, catwalk model
 - Get your puppet to say goodbye and go back to sleep.
 - Now move on to another puppet with a different size and shape.
- Try again from the beginning. Can be done up to 3 times.

PUPPET SHOW 1

The aim of this puppet show is to help children understand what type of behaviour we are referring to when we think about bullying.

Scene 1

Two puppets enter – Playing with ball.....

*Singing – “I like playing with my friends;
It’s a game that never ends” – to the tune of “I like riding in my car”*

New puppet enters...“Can I play?”

*Answer“You can’t play”
“You’re not our friend”
“ This is our game”....and they carry on singing*

New puppet.....“Please can I play”

*Answer as above
New puppet is sad, other puppets play as they exit*

Scene 2

One puppet enters with ribbon on stick

sad puppet...“Can I be your friend?”

Answer...“No” and whacks him with stick

Repeat playful chanting....“You’re not my friend” and leaves

Puppet is even sadder

Scene 3

The bullied puppet is on stage is lonely, looking about for something.

2nd puppet comes on.

Bullied puppet.....“Be my friend”

2nd puppet.....sniff...“No” and bites the 1st puppet

1st Puppet “Oh that hurt me”

2nd Puppet laughs and goes off.

1st Puppet remains and is still sad. 3rd puppet comes on.

1st puppet “Will you be my friend?”

3rd puppet “No!” and pulls the 1st puppets hair. 3rd puppet goes off.

4th puppet comes on

1st puppet “Will you play with me?”

4th puppet “No! You’re too small. I don’t want to play with you!” 4th puppet goes off.

Scene 4

The bullied puppet finds a banana or biscuit. "Yum, yum, yum" Cheers up
Two come on and take his food. They chuck it about.
Bullied puppet..."It's my banana"
They shout"It's our banana, ha ha ha" and jump on it and throw it
Bullied puppet sees broken banana and is heartbroken

Scene 5

Bullied puppet is about to pick up sad broken banana
Enter bossy puppet..."Pick up the banana and put it in the bin. I'm in charge
here. Do what I say....now"
Bullied puppet..."Are you my friend?"
Bossy puppet..."No, I'm in charge of you – do what I tell you"

At the end of the show have a circle time to get the children to stop and talk about how the puppet felt and how they felt. They can then talk about how to make the "bullied puppet" feel better. We encourage the children to befriend and look after the puppet.

We realised that we could not provide an instant resolution to the "bullied" puppets experiences because every situation is different and what may work for the "bullied" puppet may not work in every real life situation. This could be a follow on piece of work over a period of time.

Instead we ended our show by jumping to an ideal situation where all the puppets were friends and the children helped them to sing the following song and dance. This gave us an uplifting end to an exercise which moved many of the children. The song is called "The more we play together". The words and music follow.

“The more we play together” song

The more we play together

The more we play together *pom pom*
Together *pom pom* Together *pom pom*
The more we play together *pom pom*
The happier we shall be
Cos your friends are my friends and my friends are your
friends
The more we play together *pom pom*
The happier we shall be.

The more we play to-ge-ther *pom pom* to-ge-ther *pom pom* to-ge-ther *pom pom* The
more we play to-ge-ther *pom pom* The happier we shall be. for
your friends are my friends and my friends are your friends. The
more we play to-ge-ther *pom pom* The happier we shall be

The image shows a handwritten musical score for the song "The more we play together". It consists of five staves of music in 4/4 time. The melody is written on a treble clef staff. The lyrics are written below the notes. The score includes the following lyrics: "The more we play to-ge-ther pom pom to-ge-ther pom pom to-ge-ther pom pom The more we play to-ge-ther pom pom The happier we shall be. for your friends are my friends and my friends are your friends. The more we play to-ge-ther pom pom The happier we shall be". The notes are simple, mostly quarter and eighth notes, with some rests. The lyrics are written in a simple, handwritten style.

PUPPET SHOW 2

KATH'S DAY

This is a puppet show narrated by a puppet who has a bad day. She enters, shows she is sad, sighs, cries and tells the children about her bad day during which these events occurred.

1. Big brother threw teddy out of the window **again**.
2. Mum said again I was stupid for not putting shoes on quickly enough.
3. Big girl next door said horrid things about my hair.
4. Nursery – I was playing nicely and one of the children kicked me **again**.
5. The other children wouldn't let me play in the playhouse.

Enter the wise, older puppet. Then Kath repeats the point that she has had a very bad day.

Then she repeats the story and after each point the wise puppet gives the positive comments, as numbered below.

1. Acknowledge bad behaviour of the brother.
2. The wise puppet is amazed she can already put her shoes on.
3. You've got lovely hair.
4. Children shouldn't kick each other.
5. Important to share. Don't they know it's more fun to share?

You can all make her feel better by letting Kath sit in a spotlight chair. Kath sits in a spotlight chair.

Puppets

Some are noisy... some are shy... some are

spooky... some are dangerous... some are silly wiggly giggly

save ping-pong balls, old spectacles, socks, wool, Scrap material, egg boxes, bamboo

Paper bag + rod puppet

ENVELOPE HEADS:

1. Envelope
2. Envelope with a hand sticking out
3. Envelope with a hand sticking out and a mouth
4. Envelope with a hand sticking out, a mouth, and a nose

Add nose

Ribbon hair

Draw eyes

cut paper body

SOCK SNAKE:

Felt eyes... or wiggly toy eyes from sewing shop!

Felt tongue

Blow bubbles for underwater themes...

party blower tongues!

WOODEN SPOON PUPPET

String + beads

WOODCH...

SHEET OVER MOP AS GHOST

Baby powder blows smoke!

Black wool or rolled sock

SPIDER GLOVE PUPPET

Black glove

THREE-STRING PAPER + CARD MARIONETTE

Cardboard tube handle

woolly hair

Dried peas in a pan sound like rain

Stages: blankets + poles across windows or doors. Tables on side Big boxes with holes

Card head (Paper plate)

Shoe lace harnesses over shoulders

Box body covered in cloth

Staple rubber bands for your wrists

cloth arms + legs

PUPPETS TO WEAR

END GAMES

- **Relaxation story**

Children lie down with their eyes closed, guided relaxation through woods, streams, etc. and back to the room again. See the story below as an example. This can be done using a parachute as a bed.

- **Shout “We’re ...great”**

Stand around in a circle with right arms pointing down, towards the floor – slowly raise arms to sky, saying “we’re great”, starting off quietly, with the words guided by the arm movements and building up the sound to a huge shout of “GREAT”.

An Example of a Relaxation Story

It is a lovely day and you are in nursery. You are all going to the park. The sun is on your backs. You can hear the birds singing a song. There are squirrels playing in the trees. You and your friends are laughing. You sit by a stream. You and your friends are looking at the clouds. Then a cloud picks you up and carries you off. You can see a lot of different things from the cloud. You can see little houses, a fair, the cars and the sea. Everything is quiet. Then the cloud takes you back to the park where your friends are waiting for you. You are pleased to see them.

CASE STUDIES

During our research we gathered relevant stories and experiences. These include examples of bullying behaviour, bad role modelling, labelling and the effects of bullying.

1. "We've all been trying but we can't seem to find anything to like about her"
2. A head teacher told us "It can't be bullying. It doesn't happen until they're 8"
3. " My three year old child showed two distinct changes in personality when she started nursery. She began to wet the bed constantly and became withdrawn. The nursery assured me it couldn't be bullying and suggested it must be a reaction to my new baby at home. She came home with bruises and milk in her hair and was very reluctant to go to nursery saying " They all hate me and I hate them!" She is a changed child now that I have told her she need never go back."
4. A worker talks loudly about a child's personal needs and difficulties in front of the child and others.
5. A two year old girl is picked on by four boys at play group. The staff say they can't do anything because they say they didn't see it happen.
6. When he is put on the "naughty chair" as punishment Henry is cheered by the other children.
7. Harvey is a very physical child who enjoys rough play and is often labelled as naughty by his peers. Some quieter children are becoming afraid of encountering him in the playground. He enjoys rougher play at home with his older brother and doesn't understand why no one wants to play with him in school.
8. "A child repeatedly ripped books due to a lack of experience with them. I talked to him away from group and tried to model how to use books. Now whenever a book is damaged that child gets blamed by other children even when he's not in the school. "Phill did it!""
9. "One naughty child always has his name shouted loudly by staff to stop him doing something. (many times each day) One girl in class who is limited with speech development has learnt to shout his name when anyone is being naughty or something bad happens."

10. "My brother was a bully. He didn't bully me but he was a bully at school. My mother always hit him after an "episode". In the end it caused the family to have many rows. He was never told he was a good boy. He was never told he was good at anything. It had a devastating effect on his life and family life. Even now, nobody at home speaks to him. He and I have always been close and he still refers to these incidents. He says even now it upsets him that my parents didn't believe he'd passed his eleven plus exam.
11. Child so anxious to keep possession of seat in car he spits at other children who use it. Moves to spitting on the seat as he gets out. Play worker sanction " You are grounded when you get home" (No sanction at club!)
12. A black woman told me she had experienced a lot of racial bullying in school. We were talking about the chant "eenie, meenie, minie, mo" and she said that when she was in school she would only have to hear the word eenie and her heart would sink and fear of racial abuse would come on. As an adult the word could still bring back strong emotions.
13. A member of staff when told by a child he was being hit said "you must have done something to deserve it".
14. A four year old and a three year old had cornered a younger, smaller child in between a cupboard and a wall. They wouldn't let him out. My colleague asked the older child why he was doing that and he said he didn't know. The three year old who wasn't yet going to school said, when I asked him why he was upsetting the younger child " Cos I bigger and stronger" (He spent a lot of time following and admiring the actions of the four year old.)
15. Child hitting various children in playgroup. Parent not intervening. Other parents looking on not knowing what to do.
16. My daughter has already had 2 clear experiences in her nursery that constitute bullying : conscious, persistent, etc. However she was restrained from dealing with it effectively (and so were we and her teacher) because an adult friend of ours told her off for "telling tales".
17. I was told by a headmistress that it is only called bullying if the act is repeated 5 or 6 times / or if the bully is caught doing the act.
18. Giving a pack of crisps to "shut the kid up" not actually listening to the child. (parent and toddler group)
19. When my daughter was 4 she accidentally pulled the table over (due to someone pulling her chair from under her). The dinner lady pushed her face right against the wall and made her stand face pressed against the wall for one hour with no lunch. She cried the next morning before school. The dinner lady still works at the school and shouts at children all the time.

STRATEGIES

The following suggestions were made by participants in the Under 5s Anti-bullying Conferences.

- Put children who don't get on to run errands together. E.g. Wash cups after squash, go to office together, clean up after play
- Allowing space to express negative feelings I think is important – maybe encouraging 10 minutes before lunch each day for kids to express feelings resulting from something that's annoyed them would prevent them from taking it out on someone else during the lunch break. In my family we had a "moaning session" on Sundays which stopped us complaining so much on other days.
- Have older (bigger) children to adopt a smaller (younger) child and swap roles to see what it is like to be in other people's shoes.
- In the school I help out in, there are two girls who are always arguing. They are consciously brought together in class to work together. They also have a book and every day they have to draw a face. If it is a good day they draw a smiley face and if it is a bad day they draw a sad face.
- One of the children was upset every lunch hour and said that he was ill. We then found out that all his friends loved to play football and were quite rough. I then asked him would he like me to put the farm and garage out at lunch time so he could play quietly. He loved this idea and so did some of the other ones playing football. They decided they would rather play the farm.
- Good Practise;
 - Treat every incident as individual.
 - Not all situations will require the same response
 - Try and build up children's self-esteem
- Giving children a structure to help them share. Bikes in hall – all children have to negotiate for turns by themselves. They have to say please to child on the bike. Child on bike has option to swap or say "once more around" All way round hall to meet back at bus stop. No one gets to monopolise best toys. Not a physical battle for turns.

- It is more difficult and you have to make a very positive and deliberate effort to make sure that quiet, helpful children get lots of praise for being kind, helpful, etc. It's important not to let the noisier, non-conforming children get all the attention – give more “street cred” for being kind.
- We could include Anti-bullying in our session on playing with Your Children in Parenting Classes.
- When a child has hurt another and made them cry, we ask them to hold his hand to make him feel better rather than ask them to say “sorry”.
- In our school playground we have a “playstop”. This is a place to go if you haven't got someone to play with. Other children will come along and ask you to join in with them. This can be facilitated by adults. In another school this strategy is called “lonely bench” and children are rewarded for befriending the “lonely” child.
- The following contract is used in our primary school from reception upwards:

Classroom Thoughts

- **I have a right to be happy and to be treated with kindness in this room.**
This means that no one will laugh at me, ignore me, or hurt my feelings.
- **I have a right to be myself in this room.**
This means that no one will treat me unfairly because I am fat, thin, fast or slow, black, white, boy or girl.
- **I have a right to be safe in this room.**
This means that no one will hit me, kick me, push me or pinch me.
- **I have the right to hear and be heard in this room.**
This means that no one will shout out loud, but everyone will listen to each other.

Please

Signed by;

BOOKS, TAPES AND VIDEOS

BOOKS

All Kinds of People	Emma Daman
Giraffes Can't Dance	Giles Andreae & Guy Parker
Frog in the Middle	
101 Ways to Deal with Bullying	Michele Elliott
Alexandra and the Dragon	Jenny Mosley
Quality Circle Time	
Turn Your School Around	Jenny Mosley
Never Too Young	Judy Miller
Kids can Co-operate	Elizabeth Crary
Co-operative Sports and Games Book	Terry Orlick
Creating Kids Who Can	Jean Robb & Hilary Letts
Lets Talk about Bullying	Angela Grunsell
Willy the Wimp	Anthony Brown
Meynell Games on Parachute Play	Meynell
Topsy and Tim and the Bully	Jean Adamson
Me, Duncan and the Great Hippopotamus Scandal	Jan Dean
Benjamin and Tulip	Rosemary Wells
Madeline and the Bad Hat	Ludwig Bemelmans
Bydd yn Ddewr, Ifan Bifon	Gunilla, Bergstrom
Bwlis	Mair Wynn Hughes
Preventing Bullying	Kidscape
You can Beat Bullying	Kidscape
Feeling Happy, Feeling Safe	Michelle Elliot

Mabon a Mabli Cyf, 145 Albany Road, Caerdydd CF24 3NT
Tel: 02920 485510

VIDEO

Fun Song Factory	Pre-school Learning Alliance
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TAPE

Songs from Around the World	Early Learning Centre
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POSTER

101 Ways to Praise a Child	Available from: Festival Shop Ltd. Birmingham B14 7AG 0121 4440444
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CONTACTS

Dynamix Ltd.	01792 466231
Interagency Anti-Bullying Group Phil Monaghan (chair) Leanne Parry	01792 636162 01639 631246
Kidscape	0171 7303300
Childline	08001111
Childline Cymru Wales	01792 480111
NSPCC Child Protection Helpline Child Witness Support West Glamorgan Abuse Project	0800 800500 01792 585161 01792 579409
Commission for Racial Equality	0171 8287022
Save the Children	0171 7035400
Special Education Needs Service Behavioural Support Victim Support	01792 805689 01639 886045
Dial UK, Disability Advice and Information Line	01302 310123
Seamstress Ltd. (parachute suppliers)	01327 263933
Elite art and Educational Products (Suppliers of Folkmanis Puppets) (Folkmanis puppets also available from Plantasia Swansea)	01792 842324