

Benna Makes A Noise: Lesson Plan

KS1 & KS2



'Benna Makes A Noise' lesson plan: links to statutory guidance

Kidscape's lesson plans have been carefully mapped to the statutory guidance for RSE and the Programme of Study for PSHE Education in England, as laid out by the PSHE Association. In Wales, they form part of the Health and Wellbeing AoLE. Following the lesson plans provides an easy way to meet key points in the guidance, while engaging your class with fun, interactive content. 'Benna Makes A Noise' meets the following targets:

KS1

England: PSHE

- H11** about different feelings that humans can experience
- H12** how to recognise and name different feelings
- H14** how to recognise what others might be feeling
- H16** about ways of sharing feelings; a range of words to describe feelings
- H19** to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- H21** to recognise what makes them special
- H22** to recognise the ways in which we are all unique
- H23** to identify what they are good at, what they like and dislike
- H24** how to manage when finding things difficult
- R3** about different types of families, including those that may be different to their own
- R7** about how to recognise when they or someone else feels lonely and what to do
- R10** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- R11** about how people may feel if they experience hurtful behaviour or bullying
- R12** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult

- R21** about what is kind and unkind behaviour, and how this can affect others
- R22** about how to treat themselves and others with respect; how to be polite and courteous
- R23** to recognise the ways in which they are the same and different to others
- L4** about the different groups they belong to
- L6** to recognise the ways they are the same as, and different to, other people
- L14** that everyone has different strengths

England: RE/RSE

Families and people who care for me:

that families are important for children growing up because they can give love, security and stability

that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

Caring friendships:

the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships:

the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

practical steps they can take in a range of different contexts to improve or support respectful relationships

the importance of self-respect and how this links to their own happiness

that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

Being safe:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

how to ask for advice or help for themselves or others, and to keep trying until they are heard

where to get advice, for example family, school or other sources

Mental wellbeing:

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

that bullying (including cyberbullying) has a negative and often lasting effect on wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Wales: Health and Wellbeing AoLE

What matters statements:

How we process and respond to experiences affects our mental health and emotional wellbeing

How we engage with social influences shapes who we are and affects our health and wellbeing

Healthy relationships are fundamental to our wellbeing

KS2

England: PSHE

H18 about everyday things that affect feelings and the importance of expressing feelings

H24 problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

H25 about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H27 to recognise their individuality and personal qualities

R13 the importance of seeking support if feeling lonely/excluded

- R19** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- R20** strategies to respond to hurtful behaviour experienced or witnessed, offline or online (including teasing, name-calling, bullying, trolling, harassment or the deliberate exclusion of others); how to report concerns and get support
- R21** about discrimination: what it means and how to challenge it
- R30** that personal behaviour can affect other people; to recognise and model respectful behaviour online
- R32** about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
- R33** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own
- L4** the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L8** about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities
- L10** about prejudice; how to recognise our behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

England: RE/RSE

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Benna Makes A Noise : Lesson Plan

Subject:	Targeted Year Group:	Length of lesson:
Learning how to be an upstander and speak up when we witness bullying	Yr 2 - 5	50 mins

Learning objectives:

- Children consider the barriers to speaking out
- Children learn effective strategies for what to do if they witness bullying
- Children understand that everyone is different, and we should celebrate and respect those differences

Time:	Lesson structure:	Teacher notes
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15 mins	<p>Intro In this lesson we are going to think about what to do if you see someone being bullied, and the importance of making a noise.</p> <p>Activity One: Benna Makes A Noise Read the story of 'Benna Makes A Noise' (at the pack of this pack).</p> <p>Ask the children how they think Benna is feeling at different parts of the story. Ask how they would feel in the same situation, what they would do and why:</p> <ul style="list-style-type: none">• When Benna can't fly or twirl around branches like other bats• When Benna sees Bestie at the school entrance• When Benna sees what happens to Balbir	<p>You could ask children to act out these key scenes in the story, shouting 'FREEZE!' when you get to a crucial section. Children can then discuss the different emotions that Benna might be feeling, what they would do and why.</p>
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Time:

Lesson structure:

Teacher notes

- When Benna's dad says that the bat teacher needs to know what happened
- When Benna and Balbir hatch a plan
- When the bat teacher tells Bestie that he has been showing bullying behaviour
- When all the bats make a noise together

Remind the children that we can all show bullying behaviour at times. It doesn't mean that Bestie is a bad bat! But it does mean that Bestie needs to stop doing the bullying behaviour and be kind to the other bats.

10 mins

Activity Two: understanding that there are choices about how to respond

Explain that when we see something happen, we have different choices about how to respond. Ask children to take the cards (at the back of this pack) and in pairs write one 'good' way of responding and one 'not very good' way of responding.

Then ask a few pairs to come to the front and tell the class the scenario and the good and poor ways of responding, but without telling the class which is which. The class has to guess which is the 'good' way of responding and which is 'not very good'. The class scores a point for every correct answer, and loses a point for every incorrect answer! Can they get to five points?

Remind them that telling an adult is very important in serious situations.

15 mins

Activity Three: respecting difference

Bestie seems to show bullying behaviour towards a lot of the other bats. But by targeting the leaf covering, he is also bullying Balbir because of his beliefs. Targeting someone because of what they believe is not just bullying, it's also a hate crime.

Time:

Lesson structure:

Teacher notes

As a class, ask the children:

- What they believe and the things that are important to them
- How they might show these beliefs or embody them in their daily lives
- How they would feel if people bullied them for having these beliefs

You could also consider:

- Why might people (or bats) target others because of their beliefs?
- What could you say to explain to someone why this is wrong?

Next, ask the children to get into pairs and fill in the Venn diagram on the worksheet. What are four things that are different and special to them? What are four things that they share and have in common? Encourage them to think about what it would be like if everything about them was the same or everything about them was different. Explain that we can always find similarities and differences between people, and that's what makes life interesting and all of us special and individual.

Note: the protected characteristics under the Equality Act of 2010 are age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, religion or belief, sex, and sexual orientation.

10 mins

Activity Four: Making A Noise

Ask the children to pick out different instruments e.g. maracas, cymbals, tambourines etc. Put up a song that the children know and love, or teach them a new song like I'll Be There For You. https://youtu.be/y_k681IUS0M. Talk to them about how powerful it can be when we all make a noise together – we can be powerful, and we can make an impact!

This can be incorporated into a music lesson if you prefer, with children taking up different instruments to come up with their own piece.

Benna Makes A Noise



Benna was a very chatty bat. She lived in a very chatty tree in a very chatty wood, and every day when she woke up, she would hear her mum and her dad and all her brothers and sisters already chatting about the tastiest bugs they were going to eat that morning. It was very noisy.

By the time they left for school, some of Benna's family had already done enough chatting for the day. They preferred to zoom ahead or twirl round and round on the branches. But Benna wasn't the fastest at zooming, and she sometimes got stuck when she tried to twirl around a branch, so she flew next to her dad instead and chatted to him about bat school.

Most of the time, Benna liked bat school. She liked practising her squeaks and learning about the biggest and best beetles to eat. But there was one thing that Benna didn't like about bat school. And recently, that thing had been getting worse.

There was one bat, Bestie, who was the most popular bat in the whole colony. He was fantastic at flying and catching insects, and he had the loudest squeak of anyone. Sometimes he would zoom right up close behind you and screech at the top of his bat-voice, so loud that it hurt. Lots of the other bats found this very funny. They thought that Bestie was the best. But Benna was a bit scared of him.

Bestie was at the entrance when they got to bat school, swooping close to other bats at great speed. Benna thought that these bats looked a bit scared, too. They didn't want to be sent spinning through the air. She thought about telling her dad about Bestie, but her dad was waving goodbye, and before she knew it, the bat teacher had called them into the classroom.

At breaktime, Benna decided that the safest thing to do was to hang in a branch away from Bestie and the other bats. There was a tree near the edge of the playzone in a nice shady spot where you could still see everything that was going on. Normally, Benna would want to be in the middle of things and chatting to the other bats. But when she saw Bestie come out, she was glad to be tucked away.

Bestie and his friends were whispering and laughing. They seemed to have made up a new game. Very slowly, so slowly you'd hardly notice, they were forming a circle around Balbir.

Balbir was the cleverest bat that Benna had ever met. He knew all there was to know about trees and the best ways to catch insects. He had a special leaf covering on his head, which was important to him and his beliefs. Bestie liked to point at the covering and laugh.

Now, Balbir didn't seem to have noticed that Bestie and his friends were forming the circle around him. Benna watched as Bestie sneaked closer, and closer, until –

SWOOP!

Benna Makes A Noise

Suddenly, Bestie dived. Benna saw a flash of white teeth. Bestie had ripped off Balbir's leaf covering and flown off with it into the trees. All the other bats in the circle started squeaking with laughter.

Balbir put his wing to his head, and Benna could see little tears rolling down his fur. She really wanted to fly over to him, but Bestie and his friends were still laughing in the trees, and she felt too frightened, so she pretended to be eating one of her grubs as Balbir flew away.

When they flew home from school, Benna didn't want to chat about her day.

'What's up, Benna?' asked her dad. 'Normally you love chatting!'

Benna hesitated. She felt scared to say anything to her dad about what had happened to Balbir. What if telling him made it worse? But her dad was looking at her with his lovely kind bat eyes, and so she told him what she had seen. She squeaked a little bit when she was saying it, because she felt so frightened. Benna's dad looked very shocked about what Bestie and his friends had done. He told Benna that what she'd seen was bullying, and what's more, it had targeted Balbir's leaf covering. He said that this was very, very wrong.

'The bat teacher needs to know about this,' he said.

Benna felt worried. What if that meant Bestie and his friends came for her next? Benna's dad said he understood why she was feeling worried. But, he explained, making a noise about bullying is the way to make it stop. It's when bats don't make a noise that the bullying can go on and on. And sometimes, he said, it's easier to make a noise when we're together. We can feel stronger and safer and the noise can be much, much louder.

Suddenly, Benna had an idea. There were lots of bats in the class who didn't like Bestie's mean games. Maybe they could make a noise about it together?

'That's an excellent idea,' said her dad.

The next day, Benna and Balbir hatched a plan. They whispered it together before school while they were hanging out in their favourite tree.

'I know how we can make this work,' said Balbir, and they giggled when he told her.

At breaktime, Bestie and his friends were up to the same old tricks. They'd seen another bat by themselves, and they were preparing to sneak up and screech. Bestie smoothed his shiny fur, opened his mouth and SCRE –

Benna Makes A Noise

SQQUUUUEEEEEAAAKK!

Bestie looked up, stunned.

SQUEAK, SQUEAK! squeaked Benna and Balbir, flapping through the air.

The other bats in the colony heard the noise. They started flapping and squeaking too.

SQUEAK! SQUEAK! SQUEAK!

And they all began to fly together, all the way to the bat teacher at the other end of the playzone. Benna explained what had happened, and the bat teacher asked to see Bestie straight away.

‘What’s happened, Bestie?’ she asked.

Bestie shrugged his wings.

‘Just banter,’ he said.

The bat teacher explained that banter is very different from bullying. Banter is when everyone is in on the joke and is enjoying it. But Bestie and his friends kept picking on other bats, even when they weren’t enjoying it, and that meant it was bullying.

Bestie looked angry and Benna felt scared, but the bat teacher told everyone that they’d done a really good job in making a noise about bullying. It meant that the bullying behaviour could stop.

‘And if this happens again,’ she said, ‘you come straight to me.’

Bestie looked down then and said, sadly, ‘but I like screeching. It’s really fun.’

Benna could understand this. After all, she liked chatting. She found that fun, too. The bat teacher thought for a moment.

‘Making noise and screeching are really fun. Maybe we can find a way to do it together?’

Bestie and Benna and Balbir and all the other bats thought this was a great idea. The bat teacher started to arrange them. She put them in the right places so that their screeches and squeaks would sound as good as possible. And together, they raised their voices to make a noise that was very beautiful and very, very loud.

Activity 2 Cards

Your friend asks to
copy your work

Someone tells you that
you're part of a secret club,
but your friend isn't
allowed to join

You see someone push
someone else over in
the playground

You don't get invited to
your friend's party, even
though all of your other
friends are invited

You see someone making
your friend upset by
saying mean things

Someone secretly scribbles
on someone else's pencil
case, but whispers that you
mustn't tell

You see that people
are sending mean
messages about
someone in your class

Benna's Venn Diagram

