



SECONDARY AGE RESOURCE

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#ANTIBULLYINGWEEK

[RESPECTME.ORG.UK](https://respectme.org.uk)



LINKS TO CURRICULUM FOR EXCELLENCE

<i>Experiences & Outcomes</i>	<i>Benchmarks</i>
Relationships, Sexual Health & Parenthood	
I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a	Explains why commitment, trust and respect are central to being cared for and caring for others.
Health and Wellbeing : responsibility of all	
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. HWB 3-03a / HWB 4-03a	
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. HWB 3-05a / HWB 4-05a	
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 3-08a / HWB 4-08a	

LEARNING INTENTIONS

I will understand what bullying is and the ways in which all of us have a role to play in addressing it.

SUCCESS CRITERIA

- I understand that bullying is about both behaviour and impact
- I understand that bullying is always unacceptable and that I have a right not to be bullied
- I am aware of the people, myself included, who can help prevent bullying or help make things better if it happens
- I know how to get help for myself or others who are being bullied

RESOURCES TO SUPPORT THIS ACTIVITY

- PowerPoint Slides
- Person and speech bubble handout
- “Change Starts With...” Template

GROUP

Secondary aged learners (3rd, 4th and senior levels)

REMINDER

Talking about bullying can be sensitive, remind your group where they can seek support or who they can talk to if they are affected by the session.

TIME

Part One (20 mins);
Part Two (20 mins)

WHAT IS BULLYING?



PART ONE: WHAT IS BULLYING

Explain that in this session we will explore the definition of bullying.

Scotland has a really unique definition of bullying which is different to other parts of the UK and the world.

AGREE OR DISAGREE DEBATE

1. Ask the group to congregate in the middle of the room. They'll be given a statement and if they agree they move to one side of the room, if they disagree they move to the other side of the room. Ask for volunteers to explain why they chose their answer (see debate prompts).

STATEMENT ONE

"Bullying needs to be intentional." (slide 2.1)

Debate answer – In Scotland we don't define bullying as something that has to be intentional.

DEBATE PROMPTS

- Of course, often bullying is intentional and people can mean to cause others harm. But it's not always the case.
- Some young people could be role modelling behaviour they have seen elsewhere and be unaware of its impact.
- But, even if someone didn't mean to bully, the impact can still be there.
- There's a practical reason why we have moved away from defining bullying as intentional in Scotland. How can we prove it? Intent is difficult to prove and young people can often re-frame their behaviour when challenged. They might say, "it was just a joke, it wasn't serious, it's just banter!"
- It's more important to address bullying behaviour and the impact it's had on someone, rather than trying to prove if it was intentional or not.

STATEMENT TWO

"For something to be bullying, it needs to happen more than once." (slide 2.2)

Debate answer – In Scotland we don't define bullying as something that has to be persistent – one off incidents can be bullying.

DEBATE PROMPTS

- Although bullying can often be persistent, a single incident can have a significant impact for some children and young people.
- A single incident can create the fear of something happening again, for some that fear is just as bad or even worse than the bullying actually happening again.
- Any single incident of bullying should be taken seriously and addressed because of how it makes people feel.
- What is persistent? How each of us might view 'persistence' will be different - for example some may view it as hourly, daily, weekly, monthly etc. These differences could lead to inconsistency for young people.
- It is not helpful to wait and see if a pattern or repetition emerges before taking action, especially when someone is being impacted.

EXPLORING THE CONCEPT OF AGENCY

4. Break the learners into small groups and display the definition of bullying on the screen or give each group a copy of it. (slide 3)

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

(Note - this is the agreed definition of bullying contained in Scottish Government guidance – Respect For All: the national approach to anti-bullying for Scotland's children and young people)

5. Explain that we are going to look at the word agency, this may be a new term to the group and it is an important concept in relation to wellbeing. Explain that agency can bring individuals a sense of personal control, along with positive self-esteem and belief in ourselves and our ability to make things happen and succeed. Feelings of agency can help young people feel more resilient in the face of difficult situations.
6. Show Slide 4 "What Might They Think or Say?"
Explain that the person in this situation is being bullied, they feel alone, they are too worried to ask for help and are bottling up how they really feel. Their agency is being stripped away. They feel hopeless and embarrassed and don't know what to do.
7. Individually or in pairs, give learners a copy of the person and speech bubbles handout and ask them to complete one of the speech bubbles with a suggestion of what a young person might think or say in this situation. Take feedback and summarise with the message that when we lose our sense of agency, we lose faith that we have the power to do things that will make a difference and make things better.

Example

"what's wrong with me, why am I being bullied?"

"why does bad stuff always happen to me?"

"It's no use doing anything, it'll never change"

"there's no point telling anyone about this, it'll only make things worse"

Before moving on, it's important to clarify that while someone might think these thoughts - it is never someone's fault they've been bullied. No one has the right to bully someone else and we all have the right to be safe and free from bullying.

8. Ask participants to imagine another scenario, the same person is being bullied, their teacher notices and decides to check in with them and try to help resolve the situation. The person speaks to their friends and family and they are supportive and reassuring. This person is starting to feel like there are things they can do to help the situation. Even though their feeling of agency or control has been affected, they are starting to feel hopeful that things will get better.

Ask the learners to complete **the second** speech bubble on their handout with a suggestion of what a young person might think or say in this situation. Take feedback and summarise with the message that when we are bullied and we start to lose our sense of agency, it doesn't have to stay away forever, there are things we can do and things others can do to help us restore it and feel like ourselves again.

Example

"I don't deserve to be bullied, this isn't my fault"

"No one has a right to bully me, I have a right to be safe from bullying"

"This isn't easy, but there are small things I can do to feel better and there are people who can help me."

"I have a right to make decisions about things that affect me."

8. You might like to conclude this section by playing the following video clip about Joseph Harwood's experiences of bullying. Joseph is a LGBT+ young person, a professional make-up artist and model. Please note this is a Youtube link and the video was not created by respectme, nor are we responsible for its content. <https://www.youtube.com/watch?v=OxItXAUNK6s>

CHANGE STARTS WITH US!



PART TWO: CHANGE STARTS WITH US! (20 MINS)

1. Show slide 5.1 “Who can make a difference when it comes to bullying?”
In small groups, pairs or on their own, ask learners to list all of the people they can think of who can help make a difference to bullying e.g. they might prevent it from happening in the first place, or they might do something to help someone who is being bullied.

Examples

ME
PARENTS/CARERS
TEACHERS
SPORTS COACHES
FRIENDS
OTHER FAMILY MEMBERS - COUSINS, AUNTIES ETC
COMMUNITY POLICE OFFICERS
OTHER SCHOOL STAFF E.G. CATERING, JANITORS ETC

2. Show slide 5.2 “what can they do?” For each person on their list ask them to write down one small thing that person could do to make a difference to someone being bullied. Remind learners to include themselves in the list – what can young people themselves do in this situation?

The message is that no single group can make change alone, but if everyone does their bit we have a ripple effect of positive impacts – the small action of a stone dropping into a pond can create lots of ripples. Small actions can make a big difference to someone who is being bullied.

Me	Speaking to people about how I’m feeling, getting support to cope with a difficult situation, noticing when others might be left out or feeling unhappy and include/ support them, volunteer as a peer mentor, be respectful to others
Parents/carers	Listening to me, giving me a hug, talking to me about bullying and what I might do if I found myself in that situation, helping me learn how to be respectful to others
Teachers	Taking me seriously and trying to stop the bullying situation, preventing bullying by promoting respect, talk to us about bullying even before it happens, put up anti-bullying posters
Sports Coaches	Spot that bullying is happening and try to resolve it, making sure our team are agreed on how we behave respectfully towards each other all the time
Friends	Supporting me when I feel down, doing fun things to help take my mind off it, supporting me to seek help, including everyone, treating everyone with respect
Other family members – cousins, aunties etc	Listening to me, helping me think about what I can do next
Community police officers	Spot that bullying is happening, try to resolve the situation, report what happened to relevant staff, preventing bullying by promoting respect and talking about the importance of positive relationships

3. Take feedback from everybody to create one list on the whiteboard or flipchart for the group.
4. Take a final opportunity to remind learners that while there are things we can all do to prevent and respond to bullying, it is never a young person's fault that they have been bullied. Revisit the idea that bullying is always unacceptable, no one has a right to bully others and we all have a right to be safe and free from bullying.
5. Out of all of the small changes on the group list, ask each learner to pick one they think is really important and write it on their "Change Starts With..." template. (slide 6) E.g 'Change Starts With... my friends supporting me to seek help. Change Starts With... my parents listening to me'
6. Get social! If your group is happy take some pictures or videos of them with their Change Starts With... templates and share them on Twitter or Facebook using the hashtag #ChangeStartsWithUs and don't forget to tag @_respectme_!
7. You might like to conclude this section by playing the See It Colour video. This video was produced by young people at Gracemount High School in Edinburgh. <https://www.youtube.com/watch?v=KNwIZcJx2VI> Please note this is a Youtube link and the video was not created by respectme, nor are we responsible for its content.
8. If your school or organisation is delivering the Mentors in Violence Prevention programme, this is an opportunity to revisit learning and reinforce options available to young people when they see an abusive situation.

Are there young people in your group, class, school or organisation who are passionate about anti-bullying and want to make a difference? Use our new toolkit for youth-led anti-bullying campaigns and initiatives to help empower them to take action (will be available from www.respectme.org.uk from 11th November 2019)

SMALL ACTIONS, BIG CHANGES!

CHANGE STARTS WITH...



