



ANTI-BULLYING WEEK

Monday 13 to Friday 17 November 2023

# Secondary Age Learning Activity – NEW for 2023

## Interdisciplinary Learning (IDL)

### Lesson plan outline for Science

The following lesson plan has been co-designed with our Youth Action Group, and is to be used in Secondary School settings and is aligned with IDL subjects with the aim of making connections to themes of respect and anti-bullying for Anti-Bullying Week 2023 as part of our campaign ‘Listen Up! (Respect our Rights)’.

This lesson outline may be useful for schools looking to promote Inter-Disciplinary Learning, by having a common theme across a range of subjects. Secondary schools often have a focus on Interdisciplinary Learning (IDL) as it promotes team-building, creative thinking and shows that skills for learning apply in wider and real-life contexts.

Young people involved with our Youth Action Group told us that they have enjoyed the way their schools have approached Interdisciplinary Learning (IDL) learnings in the past and that they wanted to provide a learning framework to link back to anti-bullying themes.

The following lesson plans are the ideas brought forward by Youth Action Group representatives who wanted to help anti-bullying themes to be highlighted and taught across the curriculum.

### Safeguarding

Talking about bullying can be a sensitive and emotive subject that can trigger some difficult feelings. Share information with your group on where they can seek support or who they can talk to if they are in any way affected by the session. They can also contact Childline Scotland on 0800 1111 or via webchat to speak to someone anonymously.



## Pre-lesson guidance

In all discussions relating directly to themes of anti-bullying, there is the potential for young people to experience some emotional triggers. We advise Teachers to seek guidance regarding individual pupil circumstances, perhaps from pastoral care or senior management, before beginning these lessons.

We recommend that pupils are informed in advance of the themes being discussed in the lesson and that supports are signposted. You may also want to implement some guidelines around pupils disclosing sensitive personal information during the lesson. Sometimes young people may talk about their experiences in front of others where this may not be the safest or best place to do so. Young people should also be advised against disclosing personal information which may cause upset.

### You will need:

- Paper for all learners
- Pencils/pens
- Laptops/IPads/access to PowerPoint, or alternative for youth-led presentations
- Online access to research subject

## Aim of learning outcomes

- To promote good citizenship by talking about anti-bullying and respect. Pupils are asked to research the barriers to STEM careers faced (by women, but you could extend this to look at representation among other minority or protected characteristic groups).
- To promote successful learning by asking pupils to consider why equality and diversity are important and researching the contributions that women (past and present) have made to STEM fields.
- To provide an opportunity for effective contribution to discussion and debate by considering how to promote equality and diversity and why this is desirable.
- To guide responsible citizenship by listening to the views of others.

We hope that these lesson ideas will allow Teachers to relate their subject or topic to the themes of anti-bullying, equality and fairness.

We believe there is always room to talk about anti-bullying!

## Context

### Science, Technology, Engineering and Mathematics (STEM)

While there is not a direct link between bullying and under-representation of some groups in STEM subjects and careers, there is often a link between stereotypes, expectations and life-choices. We know that across all sectors, representation is an important element of preventing bullying and exclusion.

The following three lesson ideas are for Secondary level class settings. They may also be applicable for Teachers or Youth Workers who deliver interest/hobby groups or after-school clubs in science, technology, engineering or maths. Youth Action Group ideas are designed as a creative stimulus for learning, rather than a prescriptive lesson plan.

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**Lesson introduction**

**Questions for class/group members to help stimulate initial discussions.**

- Which jobs/careers do we typically expect to find men and women working?
- Why might this be the case?
- Is this changing?

**Activity 1**

Split group into pairs for discussion. This will require internet access to research topic.

Encourage pupils to research representation (of women or your chosen group) in various STEM subjects, including:

- At school e.g. Higher and Advanced Higher
- University courses
- Careers (including medicine)
- In your school – teachers and pupils at Higher

**Activity 2**

You may wish to discuss these reasons in small groups before coming together in a whole class discussion.

**Research and discuss:** Why is this group under-represented?

You may wish to consider reasons such as:

- Gender stereotypes
- Role models
- Fitting in/ feeling out of place
- What contributes to a dominant culture? Possibly things like conversation topics, jokes, things in common
- How do people come to feel left out?

**Activity 3**

Invite pupils to research, or consider each of these aspects individually, in pairs or in small groups before discussing as a whole class. You may wish to allow internet research to support the discussion.

**Discuss:** Is it desirable to have greater representation in these areas? Consider why, or why not.

You may like to consider areas such as:

- Pay
- Leadership
- Developing potential (individual and social)
- Ideas for research and innovation

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## Activity 4

This discussion is suitable for individual or group research projects.

**Research:** The role of a notable women (or other minority group) in a STEM field and present your findings to your class.

Report on:

- Her biography
- How she came to work in her stem field
- Obstacles she faced/overcame
- Her contribution to the field
- What her impact has been
- How she is remembered/celebrated

Notable women could include:

- Katherine Johnson (NASA Mathematician)
- Rosalind Franklin (Geneticist)
- Grace Hopper (Software Developer)
- Ada Lovelace (Software Developer)
- Rachel Carson (Environmentalist)
- Lise Meitner (Nuclear Scientist)
- Elizabeth Blackwel (Medicine)

## Reflection

Come back to together as a class to discuss:

- Is diversity important in STEM fields (perhaps in all areas of life and work)?
- How does this intersect/connect with bullying?
- Think about the limiting beliefs that dominant groups may hold about less powerful groups, and how this can hold people back.

## Resources to support lesson

The research topic would work well in tandem with a film viewing and discussion of the film 'Hidden Figures' about pioneering black female mathematicians, engineers and software developers working at NASA in the 1960s.

You can find more anti-bullying lesson plans and ideas for activities on the respectme website at:

<https://respectme.org.uk/resources/learning-resources/>

## Links to wider learning

These lesson plans connect with many other school initiatives such as:

- Rights Respecting Schools
- Anti-Bullying
- Equality, Inclusion and Diversity
- School Improvement Plans
- Mentors Against Violence

## More activities

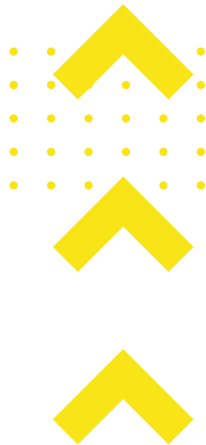
Looking for more learning resources and activities. Explore more for different age ranges and stages available online – for free – at:

[respectme.org.uk/listenup](https://respectme.org.uk/listenup)

## Sharing your stories

Help us spread the word about the 'Listen Up! (Respect our Rights)' campaign this Anti-Bullying Week and throughout 2023/24. Share all your learning outcome updates through social media – we would love to share photos from your class or group! If you post on Twitter (X), remember tag us @\_respectme\_ and use the hashtags #AntiBullyingWeek and #ImListening.

Please ensure consent forms have been secured before sharing images of children and young people online



# Secondary Age Learning Activity

## NEW for 2023

### Interdisciplinary Learning (IDL)

#### Lesson plan outline for Languages

The following lesson plan has been co-designed with our Youth Action Group, and is to be used in Secondary School settings and is aligned with IDL subjects with the aim of making connections to themes of respect and anti-bullying for Anti-Bullying Week 2023 as part of our campaign 'Listen Up! (Respect our Rights)'.

This lesson outline may be useful for schools looking to promote Inter-Disciplinary Learning, by having a common theme across a range of subjects. Secondary schools often have a focus on Interdisciplinary Learning (IDL) as it promotes team-building, creative thinking and shows that skills for learning apply in wider and real-life contexts.

Young people involved with our Youth Action Group told us that they have enjoyed the way their schools have approached Interdisciplinary Learning (IDL) learnings in the past and that they wanted to provide a learning framework to link back to anti-bullying themes.

The following lesson plans are the ideas brought forward by Youth Action Group representatives who wanted to help anti-bullying themes to be highlighted and taught across the curriculum.

#### Pre-lesson guidance

In all discussions relating directly to themes of anti-bullying, there is the potential for young people to experience some emotional triggers. We advise Teachers to seek guidance regarding individual pupil circumstances, perhaps from pastoral care or senior management, before beginning these lessons.

We recommend that pupils are informed in advance of the themes being discussed in the lesson and that supports are signposted. You may also want to implement some guidelines around pupils disclosing sensitive personal information during the lesson. Sometimes young people may talk about their experiences in front of others where this may not be the safest or best place to do so. Young people should also be advised against disclosing personal information which may cause upset.

#### Safeguarding

Talking about bullying can be a sensitive and emotive subject that can trigger some difficult feelings. Share information with your group on where they can seek support or who they can talk to if they are in any way affected by the session. They can also contact Childline Scotland on 0800 1111 or via webchat to speak to someone anonymously.

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**You will need:**

- Paper for all learners (including poster paper)
- Pencils/pens
- Access to Laptops/IPads
- Online access to research [subject](#)

**Context**

These lesson ideas are for Secondary teachers to use with their classes. They may also be applicable for teachers or youth workers who run interest/hobby groups or after-school clubs in languages.

The lesson ideas outlined below are designed as a creative stimulus for learning, rather than a prescriptive lesson plan.

**Aim of learning outcomes:**

- To promote good citizenship by talking about anti-bullying and respect by considering the importance of language. Scotland has a unique definition of bullying and pupils are able to compare this to other national definitions. Pupils can also research vocabulary and ways of talking of bullying in other languages.

We hope that these lesson ideas will allow Teachers to relate their subject or topic to the themes of anti-bullying, equality and fairness.

We believe there is always room to talk about anti-bullying!

**Lesson Introduction**

Before showing the national definition of bullying in Scotland, you may want to open the group discussion by asking young people how they would define bullying.

**Activity 1**

**Research:** The dictionary definition of 'bully' and 'bullying'.

- How can the word be used, e.g. as a verb, noun, adjective?

**Activity 2**

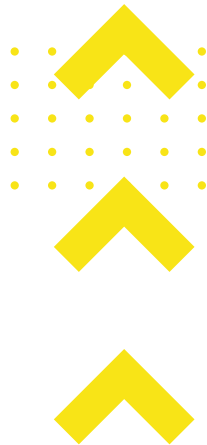
**Research:** The Scottish definition of bullying. This is available at [www.respectme.org.uk](http://www.respectme.org.uk)

**Research and discuss:**

- Does bullying have to be deliberate?
- Does bullying have to happen more than once?
- Does bullying have to be physical?
- Why do you think the Scottish government chose to define bullying in this way?
- Is this the same as or different from the way other countries define bullying?

**Guidance notes:**

You could assign young people in groups a country to look up, or they could choose their own. They may need to use an online translator to understand the definition.



### Activity 3

**Research:** What advice does respectme give about language around bullying?

**Discuss:**

- What are the connotations or associations you would make with the word 'bully' and the word 'victim'?
- Do you agree that we should avoid these terms?

**Guidance notes:**

You may want to discuss the idea of describing behaviour rather than defining people.

### Activity 4

**Discuss:**

- What language would you use to describe the way bullying makes a person feel, and what language would you use to describe the way that respect and kindness make someone feel?

Make two lists of vocabulary.

**Research:**

Choose a language and translate some of your vocabulary from either or both lists.

**Guidance notes:**

Another way of doing this would be to take an individual word and translate into as many different languages as possible.

This could make a striking display for your classroom or school.

### Reflection

Come back together as a class to discuss the importance of language.

- How would it feel to be described as 'a bully' and/or as 'a victim'? Does this describe behaviour, or does it describe the person?
- Do you agree with the Scottish definition of bullying? What are the key differences between our definition and other countries?

*Bullying is both behaviour and impact; what someone does and the impact it has on the other 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 and it can happen face to face and online.*

### Respect For All: National Approach to Anti-Bullying

#### Resources to support lesson

Discover more about respectme's 'Listen Up! (Respect our Rights)' antibullying campaign 2022/2024 at: [www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup)

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