



ANTI-BULLYING WEEK

MONDAY 11 TO FRIDAY 15 NOVEMBER 2024



Secondary Age Learning Resource

This learning resource has been created for use with young people in a classroom or in a youth group setting. It can be used as an activity to participate in respectme's Anti-Bullying Week 2024 theme 'Respect - What does it mean to you?' Alternatively, it can be used as part of wider learning about positive relationships, respect, empathy and anti-bullying at any point throughout the year.

The resource is suitable for use with mixed sizes of groups of children aged 12-17 years and the whole learning outline can be staged across several. Some activities may particularly suit older or younger groups, and resources can be easily adapted to your group's learning needs.

This year we are encouraging everyone to think about how important respect is. By asking individuals to share what #RespectMeans to them, we hope to encourage self-reflection and learning that helps shift cultures and brings about behaviour change.

Respect is fundamental in all healthy relationships. It should be at the heart of how we treat each other. Everyone has a right to live free from bullying and harassment. When we behave respectfully towards each other, we help create environments where bullying cannot thrive, and children and young people's rights are fully realised.

Safeguarding

Talking about bullying can often bring an emotional response for children and young people. It can trigger feelings that may be difficult for them to describe. Learners and/or parents should be provided with information on where to go for additional support if they have been affected by bullying. As a parent/carer, if you live in Scotland, call 08000 28 22 33 free, browse the Parentline Scotland website for advice and support, or start a webchat. Children and young people can contact Childline Scotland on 0800 1111 or via webchat to speak to someone anonymously.



Lesson Planning

Exercise	Title of Lesson	Timings
1	What Is Bullying ? Part 1 & 2	1 Hour
2	Respect Looks Like/Sounds Like	20 minutes
3	Film	5 minutes
4	What Respect Means To Me	5 minutes
5	Photo Opportunity for Social Media	30 minutes
6	My Iceberg Identity Part 1 & 2	55 minutes
7	Circles Of Influence	30 minutes
8	Walk A Mile	10 minutes
9	The Ripple Effect	20 minutes
10	What Does Kindness Mean To You?	10 minutes
11	Kindness Fuels Kindness	15 minutes



Exercises

1. What Is Bullying?



Lesson Purpose

- To support learners to understand what bullying behaviour could look like
- To support learners to understand different types of bullying
- To support learners to understand the impact of bullying

Resource and Materials

- Pens/pencils and paper for everyone
- Flipchart/Whiteboard
- 'What Is Bullying' Conversation Starter Slides
- 'Ripple Effect' Template for each learner
- 'Change starts with...' Template for each learner

Conversation Starter Slides and Templates are all available from our Anti-Bullying Week 2024 Campaign Hub www.respectme.org.uk/campaigns.

Exercise 1: What Is Bullying? Part 1 (40 minutes)

Step 1:



This activity can be carried out individually, in pairs or in groups.

Explain to the learners that they are going to explore what bullying behaviour looks like and its impact. Learners are not required to share their own experiences of bullying during this exercise.

Step 2:

Ask each group to draw the outline of a person on a sheet of paper/whiteboard. They've to imagine this person is a friend who is experiencing bullying.

Step 3:

Around the outside of the person, ask them to write or draw the types of bullying behaviour that could be affecting them. They should list all the behaviours they have seen or know about. E.g. pushing, ignoring, sending messages.

Step 4:

Take some group feedback. Highlight any examples given by the learners which aren't bullying, such as friendship fall outs or disagreements, or more serious/criminal behaviour such as fighting or asking for/sending nude images.

Step 5:

Ask the learners to consider how the bullying behaviour might make the friend feel and how it could be affecting them (sad, angry, afraid, not wanting to go to school or to a club to avoid the individual(s) displaying bullying behaviours). Using a different colour marker, invite them to write their answers inside the outline of the person.



Step 6:

Take some group feedback, exploring the impact examples the learners have come up with.

Step 7:



Explain that bullying is both what someone does (the behaviour) and how it makes you feel (impact). Bullying is always unacceptable because it can leave children feeling like they have no control or power. This makes it different from other types of behaviour like fallouts or disagreements. Be clear that no one has the right to bully someone else and we all have the right to be safe and free from bullying.

Step 8:

You can use the bucket analogy to explore this concept further. Invite learners to imagine they have a bucket inside their belly. When it is full and warm, it's because we feel included, valued, respected and listened to. Our warm full buckets help us be confident and be who we are.

When we don't feel we are valued, included, listened to or respected – such as when we are bullied– our bucket tips out and so does our sense of control. We're no longer able to confidently be ourselves. This loss of control can lead to negative thoughts and feelings.

Exercise 2: What Is Bullying? Part 2 (20 minutes)

Ideally, this activity requires space for your group to move around, however it can easily be adapted if this is not available. Use the Ripple Effect template here, individual learners can use the handout to consider those who can make a difference.

Step 1:

Explain that the learners are going 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.

Step 2:

Ask, who are some of the people closest to us that can make a difference?



Step 3:

On the whiteboard, for each group of people mentioned, draw concentric circles and write their name in the new circle.

Step 4:

Keep going until the group have come up with a full list, such as parents, carers, teachers, sports coaches, friends, community police officers etc.



Step 5:

Ask the group who should be at the centre of the circles – (the answer is YOU/any young person).

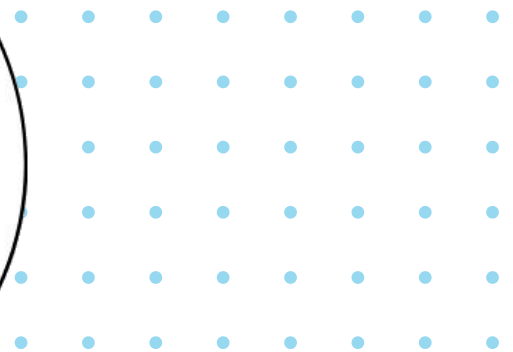
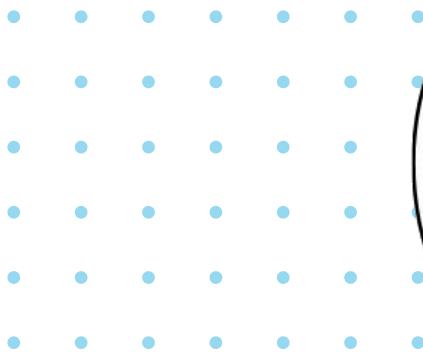
Step 6:

Now create these circles physically by asking for volunteers to represent each group listed and ask the young people to take position, creating concentric circles around each other by holding hands and then sitting down.

Step 7:

Once all the circles are in position, ask for volunteers to suggest small actions each group of people could take to help address bullying. The message is that no single group can make change alone, but if everyone does their bit, we have a ripple effect – the small action of stone dropping into a pond can create lots of ripples. Small actions can make a difference to someone who is being bullied. Record the actions the learners come up with on the whiteboard.

See the next page for a table of examples.



Examples

Person	Action
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, volunteers 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, aunts 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.
Other school staff (catering, janitors, etc)	Spot the bullying that is happening, support young people, promote respect, report what they see to other staff, preventing bullying by promoting respect and talking about the importance of positive relationships.

Step 8:

Ask them to look around at all of the people who can help make a difference – when we all work together, we can create change. Reinforce this final message by erasing the concentric circles on the whiteboard. These lines don't exist in the real world, all of these people can help, and importantly there are things we can do ourselves that make the world friendlier and kinder.

Step 9:

It's important to reiterate the message that 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.

Step 10:

Give each learner a "Change Starts With..." Template and from the list the learners have just come up with, ask each learner to pick one they think is really important and write it on their sheet. 'E.g. Change Starts With... my friends supporting me to seek help. Change Starts With... my parents listening to me'

Step 11:

Get social! If your group is happy to take some pictures or videos with their 'Change Starts With...' templates, and share them on Twitter or Facebook, using the hashtag #AntiBullyingWeek #RespectMeans. Don't forget to tag respectme! Refer to our Campaign Toolkit for information.



2. What Does Respect Mean?



Lesson Purpose

- To support learners to explore and understand the meaning of respect
- To support learners to understand what respectful behaviour is
- To support learners to understand ways in which respect can be demonstrated
- To promote inclusion and challenge prejudiced-based attitudes and behaviours

Resource And Materials

- Flipchart stand/whiteboard and marker pens
- Coloured pens
- Speech Bubble Template
- 'What Can I Do?' video
- 'Respect Means' video

Resources and Templates are available from our Anti-Bullying Week 2024 Campaign Hub. Videos can be found at www.respectme.org.uk/resources-videos

Exercise 2: Respect Looks Like/Sounds Like (20 minutes: 10 minutes discussion, 10 minutes feedback)

Respect can mean different things to different people. There are however, certain common characteristics of respectful behaviour that exist. Having a common understanding of these basic principles is important to help us understand how to build relationships based on respect.

Key message:

Relationships come in many different shapes and sizes – including online relationships – but respect is fundamental to them all and it should be at the heart of how we treat each other. By role-modelling respectful relationships, you can help prevent bullying.



Step 1:

Place learners into small groups and give each group a blank sheet of flipchart paper/A4 paper and marker pen and ask them to draw a large stick figure on it.

Step 2:

Explain that this activity is all about exploring what behaving with respect towards a person actually means in practice. Tell them that we are going to discuss the kinds of things that we can do and say to each other that show respectful behaviour and make others feel respected.



Step 3:

Ask them to write at the top on one side of the paper “Looks like” and on the other side of the paper “Sounds like”.

Step 4:

Discuss how can you tell when you are receiving respect from others by the things they do/actions they take? Record under “Looks Like”.

Step 5:

Discuss the kinds of things people say to each other when they are showing respect. Record under “Sounds like”.

Step 6:

Invite your group to write down any points on the flipchart paper around the stick figure in order to feedback to the main group afterwards.

Examples for "Looks like" could be:

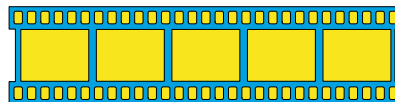
- They show interest in what I am saying by listening to me and including me
- They accept me for who I am and don't try to change me
- They include me if I look left out

Examples for "Sounds like" could be:

- They ask me "How are you doing?"
- They recognise when I've done something good. "Well done you!"
- Get each group to stick their flipchart paper/A4 paper up on the wall. Ask groups to present their thoughts about how we show respect back to the main group.

Make the point that respectful behaviour is important in our face to face AND online relationships with others. Also that we all have a responsibility to behave respectfully and to expect to be treated with respect by others.

Exercise 3: Film (5 minutes)



Explain that you are going to show them two short films about the need to respect others and that you will discuss the film afterwards.

Step 1:

Show films.

Step 2:

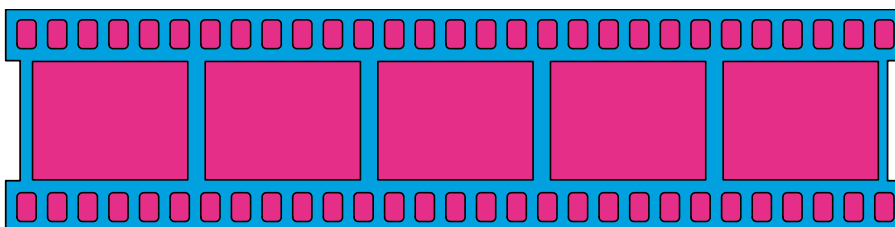
Lead a whole group discussion and start by asking participants to share what they have taken from film 1 and 2.

Step 3:

Summarise by saying that it's ok not to like someone, agree with someone or enjoy the same things that they do but regardless of this everyone deserves to be treated with respect.

It's not okay to bully someone because we don't like them or because they are different from us i.e. we don't share the same opinions, values, interests, culture as them. We all have a human right to respect.

Reiterate the key message: Relationships come in many different shapes and sizes – including online relationships – but respect is fundamental to them all and it should be at the heart of how we treat each other. By role-modelling respectful relationships, you can help prevent bullying.



Exercise 4: What Respect Means To Me (5 minutes)

This final activity gets participants to reflect on the connection between respectful behaviour and the impact it has on them as individuals.

Step 1:

Hand out blank copies of the Speech Bubble Template.

Step 2:

Ask each person individually to write down in large letters a word or phrase in their Speech Bubble Template that best describes for them personally what respect means, or feels like to them.



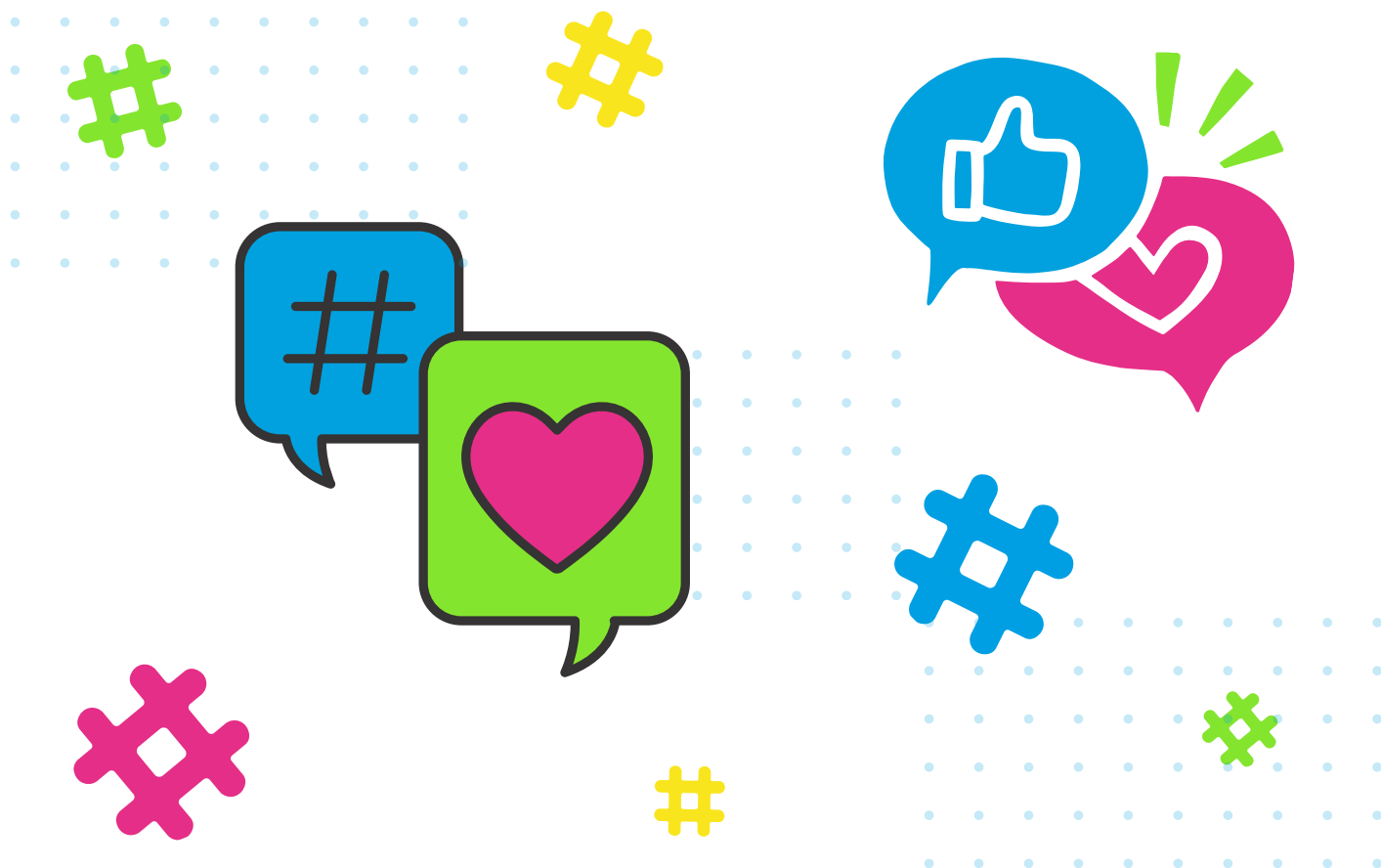
Exercise 5: Photo Opportunity For Social Media (5 minutes)

Encourage your class/group to join the national conversation in Scotland by sharing what respect means to them. Arrange the whole group for a photo. You could invite learners to create large coloured letters which spell 'RESPECT' and invite seven taller people to hold up one of the coloured in letters up high at the back.

Invite the remaining participants to stand in front holding up their completed 'Respect Means' Speech Bubble Templates.

Take a photo of the whole group and with appropriate permissions share on your school's social media channels using #respectmeans and #AntiBullyingWeek.

You could gather all Speech Bubble templates in and display them somewhere prominent within the school.



3. Self-Reflection

Lesson Purpose

- To help young people explore their own background, experiences and identity
- To help young people understand some of the factors that can influence how they behave
- To help young people understand that their behaviour can have an impact on other people's wellbeing

Resource and Materials

- Flipchart paper/Whiteboard
- Pens/pencils
- Iceberg Handout 1
- Iceberg Templates 1 and 2

Resources and Templates are available from our Anti-Bullying 2024 Week Campaign Hub
www.respectme.org.uk/campaigns

Exercise 6: My Iceberg Identity, Part 1 (30 minutes)

Step 1:

Draw an iceberg on a flipchart/or whiteboard and ask the group what they know about icebergs, referring to photos or videos. Emphasise that most of an iceberg is hidden from view.

Step 2:

Explain that people can sometimes be like icebergs – some things about us are on the surface (e.g. physical characteristics, dress, accent). Other aspects of who we are remain hidden below the surface, and are not immediately obvious, such as:

- Our past experiences
- Where we grew up
- Our values
- Things we like or dislike
- Our beliefs



You may want to consider creating your own identity iceberg and add examples as you go.

Step 3:

If appropriate for your group, ask young people to consider the risk of making assumptions about people, and the role of prejudice and intolerance.

Step 4:

Ask everyone to take some time to complete their own 'Iceberg Template'. Allow extra time for sharing in pairs.



Step 5:

To finish, have a group discussion to explore that while there is a lot we each have in common, we are all unique.

Exercise 6: My Iceberg Identity, Part 2 (25 minutes)

Step 1:

Ask the group to consider that behaviour is also something we can see. We can see kind actions (compliments, sharing, including everyone) and we can see disrespectful actions too (insults, name-calling, excluding, bullying behaviours).

Step 2:

If we think about behaviour as an iceberg – the behaviour is the part we can see or hear, but what has influenced how we behave often sits below the surface.

Drawing another iceberg on flipchart/whiteboard - this time add a line drawn vertically down the middle of it.

Step 3:

Ask the learners to come up with an example of respectful behaviour (such as congratulating someone on a test result) and write this above the waterline.

Step 4:

Next, ask for the things that might sit below the surface that drives this behaviour. Examples include:

- It makes you feel good to compliment someone – feelings and emotions
- You would want someone to congratulate you on a test result – your needs
- Your family taught you to treat others with respect – your experiences and culture
- Your friends all congratulate each other – the influences in your life



Step 5:

Ask the learners for an example of disrespectful behaviour (like leaving someone out of a group) and write it above the surface on the other side. Next, ask for the things that might sit below the surface that drive this behaviour. Examples include:

- Feeling angry, upset, insecure – feelings and emotions
- Pressure from others to leave them out - the influences in your life
- You've been left out of a group before and you don't want it to happen again - your experiences and needs
- Your parents gave you advice that if you're being bullied or left out you should stand up for yourself. – your culture and the influences in your life



Step 6:

Finally, have a group discussion that reminds the group:

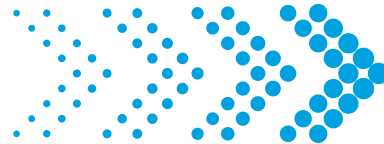
- While there is a lot we each have in common, we are all unique
- What influences our behaviour is also different, and we need to reflect on what those drivers are for us as individuals.
- This can help us each to understand how our behaviour impacts on the wellbeing of others

Lesson Purpose

- To help young people explore their own background, experiences and identity.
- To help young people understand some of the factors that can influence how they behave.
- To help young people understand that their behaviour can have an impact on other people's wellbeing.

Resource and Materials

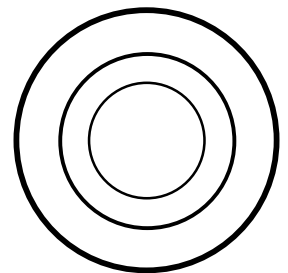
- Flipchart paper/Whiteboard
- Pens/pencils
- A4 paper for each individual to draw concentric circles - cover full area of the sheet.



Exercise 7: Circles Of Influence (30 minutes)

Step 1:

Working individually, each participant writes their name in the centre circle.



Step 2:

In the next circle out, they identify the key people in their lives who shaped and influenced how they treat others e.g. immediate family or carers, close friends. Encourage participants to think about the messages they receive from those people:

- And how they treat others
- And about bullying

EXAMPLE PROMPT:

Have your parents/ carers ever given you advice about what to do if you are being bullied? What was the message - ignore it, stand up for yourself, tell a teacher?

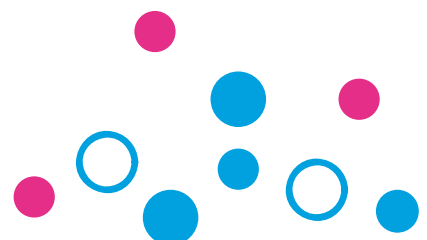
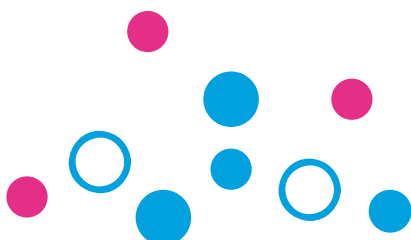
Encourage participants to think about how helpful these messages have been.

Step 3:

In the next circle, repeat the exercise for wider friends and family.

EXAMPLE PROMPT:

Is there someone in a club you go to who bullies others but no one ever does anything about it? What message does this send to you and everyone else in the club?



Step 4:

In the next circle, think about wider society: TV, YouTube, social media and other places they pick up messages from. Popular culture can influence how we think and behave.

EXAMPLE PROMPT:

YouTuber prankers – are all the clips really funny?

Encourage participants to work in pairs and share some of their thoughts.

Step 5:

Bring the group together with a discussion around the way in which we are all shaped and influenced by the people around us. We are all connected and so we can all influence each other through our behaviour – both positively and negatively.

Ultimately though, we choose our own actions. We choose to act in a way that does not cause harm to others. Remember, the harm we cause others is not always obvious.



4. Celebrating Differences

Lesson Purpose

- To help learners recognise the differences within their peers
- To help learners recognise the differences within society
- To help them learn to respect the differences they have with others
- To support learners to have respectful engagement with others

Resource and Materials

- Flipchart paper/Whiteboard
- Pens/pencils
- ‘One Thing I Will Do Today...’ template

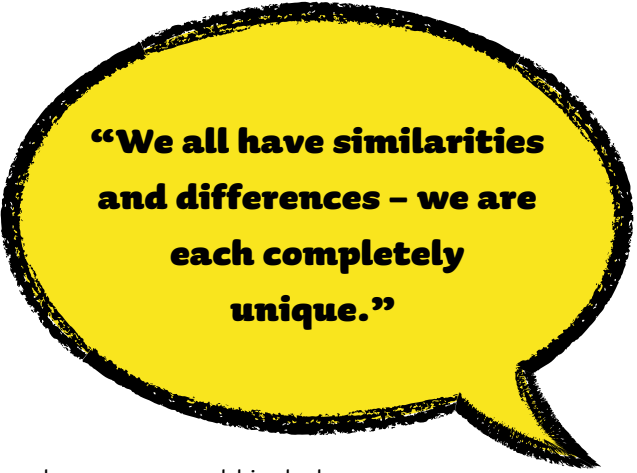
Resources and Templates are available from our Anti-Bullying Week 2024 Campaign Hub
www.respectme.org.uk/campaigns

Exercise 8: Walk A Mile (10 minutes)

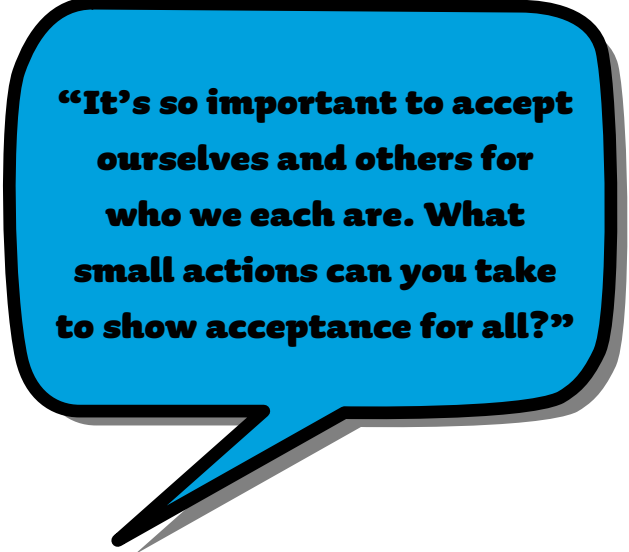
Step 1:

Take ten minutes to get your class or group to think about how they can celebrate how we are all different. Ask them to consider how they can be respectful and include everyone in their community.

Some conversation prompts could be:



“We all have similarities and differences – we are each completely unique.”



“It’s so important to accept ourselves and others for who we each are. What small actions can you take to show acceptance for all?”

Example answers could include:

- Accept myself for who I am
- Accept the things that make my friends and my peers unique
- Treat everyone fairly
- Challenge my own prejudices
- Be kind to others
- Don’t leave anyone out

Step 2:

Open a discussion on how we should celebrate our differences and challenge the prejudices that lead to young people being bullied or unfairly treated.

Step 3:

Ask your class or group to complete the ‘One thing I will do today to celebrate difference...’ Template.

5. Building Empathy

Lesson Purpose

- To help learners consider the power of respectful relationships
- To help learners understand the wider impact of bullying behaviour
- To help learners consider who could support them if they are bullied

Resource and Materials

- Pens/pencils
- 'Ripple Effect' Template

Resources and Templates are available from our Anti-Bullying Week 2024 Campaign Hub
www.respectme.org.uk/campaigns

Exercise 9: The Ripple Effect (20 minutes)

Step 1

To ensure all children understand the meaning of a ripple effect, ask them to close their eyes and imagine a pond or a large puddle, then throwing a stone into the middle of that water. What happens after the splash? Ask the learners to imagine the splash as an example of disrespectful or bullying behaviour, which results in someone feeling sad, lonely or upset. The consequence of bullying can have both short and long-term effects, and impact people, families, organisations and society.

Step 2

Ask the group to think of an example of bullying behaviour for discussion. Using the Ripple Effect Template, ask the learners to list or draw all the people who could be directly affected in this situation. Ask for examples of who might be involved.

Answers you could receive could include:

- The person who is bullying
- The person who is being bullied
- Their friends
- The adults in their life

Step 3

Encourage the learners to think about the impact that bullying can have on individuals, families, and communities.



6. Respectful Relationships And Kindness

Lesson Purpose

- To help learners consider the power of respectful relationships
- To help learners understand the wider impact of bullying behaviour
- To help learners consider who could support them if they are bullied

Resource and Materials

- Flipchart/Whiteboard
- Pens/pencils
- Postcard Template

Resources and Templates are available from our Anti-Bullying Week 2024 Campaign Hub
www.respectme.org.uk/campaigns

Exercise 10: What Does Kindness Mean To You? (10 minutes)

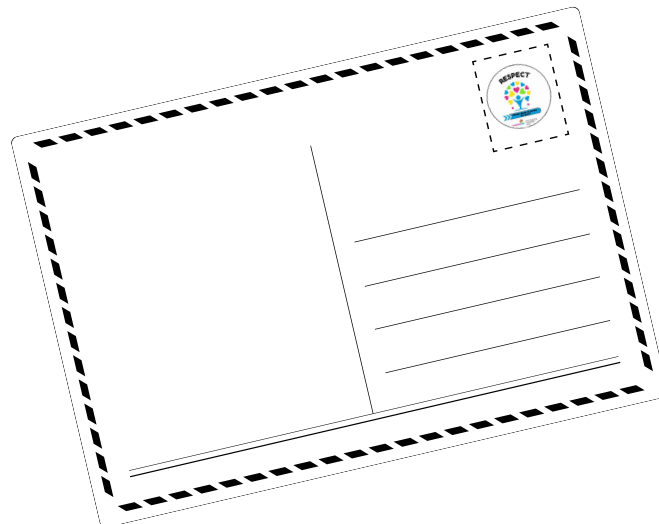
Step 1:

Introduce the concept of kindness. Talk to learners about what it means to be kind to others. Explain that kindness is being friendly, generous and considerate to others, and in the things we say and do. Explain that kindness can also help us cope with challenges and changes. It can support our wellbeing and the wellbeing of others because it makes people feel good.

Kindness fuels kindness. When people are kind to us, we are often inspired to be kind to others. In a world where people are kind to each other, young people are much less likely to be bullied.

Step 2:

You may wish to link here to your school/ organisational values if appropriate. Ask the whole group to think about the word 'Kindness'. What does it mean to them? How does it make them feel? Record their answers on the whiteboard/flipchart and pull-out common themes to show your group's agreement about the importance and power of kindness



Exercise 11: Kindness Fuels Kindness (15 minutes)

Step 1:

Introduce this activity by talking about how when we receive kindness, we are often inspired to pass the kindness on to others. This can fuel positive relationships and a respectful culture. It can create an environment where people feel valued and respected and are not bullied.

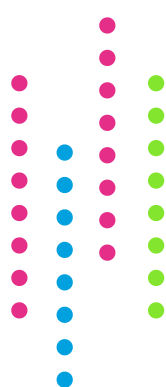
Step 2:

As part of the supporting resources for this lesson plan, we have added a [Postcard Template](#) for all learners. Put the names of all learners in a bowl and ask every learner in turn to pick one. You could do this digitally by searching for a free 'random name picker' wheel online. Once names are all allocated, ask learners to write down their classmate's name on the Postcard template and a message of kindness for them.

For example, it could be "Thank you [name] for being a great classmate". Or it could tell the classmate what they value about them such as "they are kind and helpful."

Step 3:

Once they've finished ask them to stick their Postcards on the board and invite everyone to come up to find their kindness message.



#ANTIBULLYINGWEEK

#RESPECT

#RESPECTMEANS



Supporting Information

Curriculum for Excellence

The lessons support the experiences and outcomes within the Health & Wellbeing part of the Curriculum for Excellence and promote Children's Rights and Wellbeing.

Mental & Emotional Wellbeing: 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 o-05a

Social Wellbeing: I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB o-10a

Relationships, Sexual Health and Parenthood: I recognise that we have similarities and differences but are all unique HWB o-47a



Scottish Government
Riaghaltas na h-Alba
gov.scot

