



ANTI-BULLYING WEEK 2024

Assembly Pack

To support school assemblies and youth group inputs in ABW24, *respectme* invited schools who have gained a 'respectme reward' to submit film entries to fit with the theme of ***'Respect - What Does It Mean To You?'***

We are absolutely delighted that **Dunfermline High School** rose to the challenge and we are grateful and proud to announce them as our film partner for ABW24!

Here's what happened to make **'Not All SUPERHEROES Wear Capes'...**

S1 pupils across three Art classes worked on a film with a positive message about a challenging subject matter for this year's film script for Anti Bullying Week 2024.

Each class took responsibility for a scene, creating props which were then used for the live performance in front of a 'green screen'. They brainstormed the script together before turning themselves into Superheroes through the use of drawing as a way to explore the colours and patterns that were then selected for the production of props. Some pupils opted for trying out their camera skills to capture film footage as well as managing lighting. Senior S5 pupil, Alexander Staff, collated the final footage and edited the film to create the final outcome.

The film animation showcases the concept of using personal and positive attributes as 'Super Powers' to help and support those who often feel vulnerable.

The [Anti-Bullying Week 2024 Assembly Film](#) is for use with young people in a school or in a youth group setting to mark Anti-Bullying Week. Alternatively, it can be used as part of wider learning about positive relationships, respect, empathy and anti-bullying at any point throughout the year.

During ABW24 we will be encouraging young people 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.

This Anti-Bullying Week, we want to explore the role that respect plays in our lives and relationships. For instance, good conversation starters could be:

- What examples of respect do you see on a daily basis?
- What does disrespect look like?
- How can we demonstrate and model self-respect?
- Who can help us be more respectful?
- How do we help people recognise disrespect and its impacts?

Make the point that respectful behaviour is important in both our face to face AND online relationships with others. It is fair that if we expect to be treated with respect by others, we have a responsibility to behave respectfully too.

Promote respect. Prevent Bullying.

HOW TO DELIVER THE SCHOOL ASSEMBLY OR YOUTH GROUP INPUT

As well as discussing the theme of respect in relation to bullying behaviours - what it sounds like, looks like, and feels like, young people will watch the anti-bullying film.

The film shows how **Respect, Kindness, Humour and Assertiveness** can be used as antidotes to prevent and respond to bullying, and speaks to the role and superpower of using individual personal and positive attributes to intervene safely.

Resources required

- [Assembly film: Not ALL superheroes wear capes \(Duration 3:15\)](#)

1: Introduction

Introduce theme of Assembly/group input by outlining that the school/club is participating in Anti-Bullying Week (11-15 November 2024) – this is the annual week held across the UK to help raise awareness of, and help prevent, bullying. *respectme* is Scotland's Anti-Bullying Service and provides great resources for adults to use in ABW and all year round.

Explain that bullying is both what someone does (the behaviour) and how it makes them feel (the impact).

Bullying is never acceptable because it is harmful and can leave children feeling like they have no control or power in their own lives. This makes it different from other types of conflict like fallouts or disagreements, which ARE normal parts of growing up. 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.

You may wish to use this time to reflect on your own anti-bullying policy and school/club values:

Q: What are our school/club values?

Q: What is our policy on anti-bullying at this school or club?

Q: What would you do if you were experiencing bullying in school/club?

1: Play film and discussion

Explain that you are going to **show them a short film** that has been created by pupils from Dunfermline High School, titled **'Not ALL Superheroes Wear Capes'**.

Following the film, continue the group discussion by asking young people to share their thoughts. Some prompts may include:

Q: What they have taken from the film?

Q: What did they think of the use of the superhero analogy? Did Humour stop the Rumour? Was the Taunter overcome by Kindness? Did Assertiveness win over the Dominator?

Q: In what ways could or would you step in to help someone who experienced bullying? What are the risks? What could help you to support someone?

Q: The film shows descriptions of people having personal qualities badged as 'Super Powers' to help those who may be experiencing bullying and in need of support. Can you remember what they were?

- **Captain Humour** – what was the character shown to be doing? Lead discussion on the use of humour and how people use it, e.g. to break a silence, to gain popularity, etc.
- **Captain Kindness** - what was the character shown to be doing? Lead discussion on what young people think about 'kindness' – is it meaningful? Can you still be kind even when you don't like or respect someone?
- **Captain Assertive** - what was the character shown to be doing? Lead discussion on what 'assertive' means, and what it isn't, e.g. bossing people around, forcing opinions, etc.

Subsequent group questions could be:

Q: What ways do you think humour can help if you are experiencing bullying or if someone you know is experiencing bullying?

Q: What are the risks of using humour to distract, de-escalate or diffuse the situation?

Q: What ways do you think kindness can help if you see someone experiencing bullying?

Q: Do you believe that even if people find using humour or assertiveness difficult, that they can still manage to be kind to the people in the bullying situation? Is everyone capable of showing kindness? What are the differences between kindness and respect, and can you have one without the other?

Q: What ways do you think that being assertive would help if you or someone else was experiencing bullying?

Q: What language, actions or words might you use to try to persuade someone to stop being mean?

Q: How could you safely use your soft power, or superpower – the personal and positive attributes you already have – to help or support someone being bullied?

Summarise by saying that respect can mean several things and that it can mean different things to different people. It is a combination of our behaviour towards others and how it makes them feel.

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.

3: Discuss the role of the 'Bystander'

Bullying is often a group phenomenon with many people playing out several different roles. A bystander could be described as a person who does not become actively involved in a situation where someone else may be experiencing bullying, although they might see that the person may need help. There is evidence to suggest that being a bystander in a bullying situation can be deeply upsetting to individuals. This can be because, even if they know they should step in, and want to, there may be reasons for not getting involved such as fear of getting hurt, getting into trouble, making the situation worse or possibly even being bullied themselves as a consequence.

Where it feels safe to do so, supportive bystanders can intervene by using words or actions to help someone who is experiencing bullying. Sometimes even a check-in to ask 'Are you OK?', or a discreet text message can acknowledge to the person being bullied that they've been 'seen', the situation has been noticed and that they're not alone.

Discuss that each case is different and that each person must weigh up the risks associated with the situation and consider what action or role they might take in this instance. **There is absolutely no expectation that young people should assume that caped 'superhero' role!**

Young people told us that they want to see safe, confidential reporting pathways being introduced and embedded into well promoted anti-bullying policies, as they believe that this would encourage young people to report bullying being experienced by themselves or others.

Q: What could support you help someone who may be experiencing bullying?

Q: What would get in the way of you getting involved?

Q: Which role could you take on safely?

SUMMARY

Summarise by saying that it's okay 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 be respected.

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 ALL help prevent bullying from taking place in and out of school.