



## Anti-Bullying Learning Resource

### Animation: Be You

Created by a member of respectme's Youth Action Group

#### 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 the Children First Support Line on 08000 28 22 33 free, browse the [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.

#### INTRODUCTION OF ANIMATION AND WIDER CONTEXT

The short animation we will be spotlighting in this learning exercise has been created by a young person as part of their involvement with respectme's Youth Action Group.

'Be You' was created to help shine the light on changing friendship groups and feeling different. The simple yet effective animation storyline supports children and young people to feel valued and supported when feeling left out or feeling lonely for any reasons. Each viewer will interpret the animation's narrative differently. The take-away message 'You don't have to fit in. **Be you**' offers a powerful message of self-acceptance, strength and authenticity.

**"I wanted to create a video that shows the difficulties that young people face from being bullied in an easy way to watch. The simplicity of the characters and also the setting, helps make sure that people can relate to it and interpret it in a way that benefits them."**

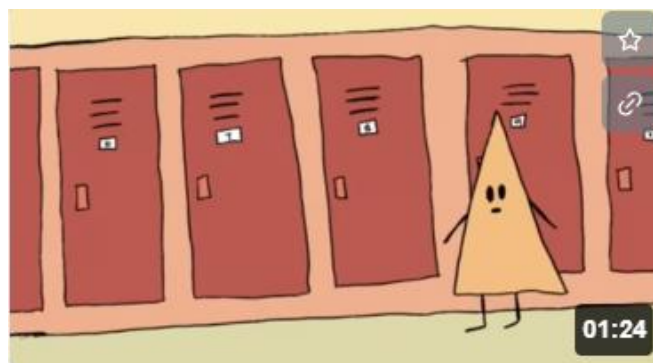
**"Whether this be limitation that you have because you use a mobility aids, such as a wheelchair, or that you struggle being in a crowded place so avoid going out because you're autistic. I wanted everyone to see a little bit of themselves in my characters, to know that you're not the only one struggling and there are ways you can get help."**

*Eva Drummond*

#### FACILITATOR NOTES AND CONTEXT

This learning resource has been created for use with young people in a classroom or in any youth setting.

It has been designed for use alongside a youth-led short animation titled '[Be You](#)'. You can also watch the animation via respectme's child-led resource library - [www.respectme.org.uk/resources-child-led/](http://www.respectme.org.uk/resources-child-led/)



This short animation can be explored comprehensively in one 40 minute session. You may wish to use the notes in sections as indicated, or you may wish to pick and mix from the various sections to adapt to the time you have available.

This animation is designed to be used as a tool to promote discussion. It aims to raise awareness with young people of the nature of bullying behaviour and its impacts, and to show that young people don't need to feel alone if experiencing bullying.

The animation raises the discussion around friendship groups, feeling left out and ignored and discussion around being yourself to help boost self-esteem and self-belief.

The key message from this resource is the importance of breaking the silence around those who have experienced bullying, and that the first step in overcoming bullying, for many young people, is to reach out and talk to a trusted friend or adult.

This animation is created by and for young people, and does not explore the full range of options for a young person who is experiencing bullying (more on this below ref; Further Information). Therefore, it is important that these are also raised and discussed as alternatives, particularly for young people who may feel that friendships are difficult and complex, or who don't feel ready to talk to an adult about the bullying they are experiencing.

### **SECTION 1: Key actions and discussion points**

**STEP 1:** Introduce the animation as a resource that is designed to help people think about what bullying is and how it can make people feel.

**STEP 2:** Note that the video could potentially cause some upset if the scenes set out in the film resonate with ant previous experiences. Offer young people a safe space/person to follow-up with if any upset arises.

**STEP 3:** Show the animation in full before the discussion.

**STEP 4:** Ask the young people how the animation made them feel and what their initial thoughts are. This may be prompted by questions such as;

- What did you understand about how the main character felt at the beginning and end of the animation?
- What kind of things were happening to them?
- What did you think about the use of the drawing in the animation?
- What did you think about the use of shapes as characters?
- Was it important that there was no speech or dialogue in the film?

- What did you think of the ending?
- What overall message did the animation leave you with?

## SECTION 2: Key actions and discussion points

Show the animation again, pausing at moments to allow the young people to reflect on the storyline during key stages. They may wish to take notes or to discuss with each other, or in groups and feedback.

Key storyline points:

- Not being aware of the event (or party) the friendship group were discussing and then happy to feel included.
- Arriving at a friend's house for the party and not being able to take part with others in the house for reasons unspecified, but including physically not 'fitting in'/can't get through the door
- Leaving the house feeling upset and disappointed
- Finding someone who understands, or discovering new friendships
- Key message on screen 'You don't have to fit in. **Be you.**'

Suggested questions to facilitate further discussion are included below.

- What do you think about the music? What feelings does it convey?
- The triangle character overhears the group of square characters talking – what would they be saying?
- What do you think is written on the note (or invite) and what do you think is said when they come together?
- What do you think triangle feels from the beginning of the film to the point where the note (invite) is handed over?
- When the triangle receives the invite, how do they feel or react?
- What happens to triangle when they go to the house of the event?
- What things could stop triangle from entering and taking part in the event?
- What is happening inside the house?
  - Notice that everyone is square characters only, what does this convey?
  - Where are all the other shapes and coloured characters?
  - What is the storyline trying to share with the viewer?
- What things could have lead the triangle character to feeling upset and leaving the house alone?
- Do you think this is an example of ways that people could be bullied? Being left out for example and ignored.
  - What other common types of bullying are there?
  - Has there ever been a time when you have felt the way triangle does here?
  - Has there been a time where you didn't feel included for any other reason i.e. maybe a disability or hidden disability made you feel you couldn't take part and how did it make you feel?
  - Has there ever been a time when you have upset someone else by your behaviour?
  - In what ways could you help others feel included and not left out or feeling lonely?
- A new character is shown to be heading to the event – describe what could be happening?
  - What could be said between the two characters?

- What could they both be feeling?
- Why do you think they both leave together?
- Both shapes head off into the unknown together – what could be the meaning of this?
- The animation end with the message ‘You don’t have to fit in. **Be you**’ – What does this mean to you?

## PLENARY DISCUSSIONS

### SECTION 3: Key actions and discussion points

At this point you could come back to animation by looking closely at friendships and being different.

You could ask the group for their thoughts and ideas on this topic, covering various options to cope with or respond to bullying.

If time allows, start a conversation about celebrating differences and the power of respectful relationships.

Take final ten minutes to get your class or group thinking about how they can celebrate difference and contribute towards a culture of respect and inclusion in your community.

Some conversation prompts:

- We all have similarities and differences – we are each completely unique. Ask your class/group to identify their own unique characteristics.
- 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?

Some examples could be...

- 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 or left behind

## FURTHER INFORMATION

To widen the conversation into coping strategies to help support children and young people who may be experiencing bullying, use our video ‘Bullying: What Can I Do?’

<https://www.respectme.org.uk/resources-videos/>

Introduce the film by explaining that it is all about exploring options they could consider if they, or someone they know, is being bullied. The options outlined in the video are all examples that children and young people have told us helped them to cope with bullying and to help make it stop.