

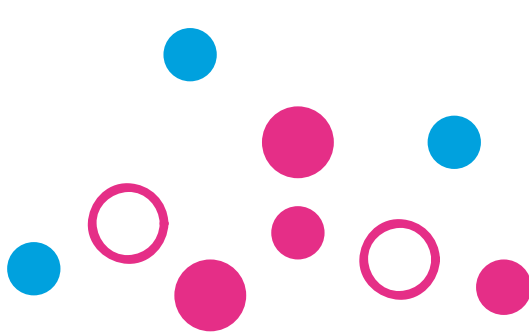
# Primary Age

## Anti-Bullying Learning Resource

# FORESTS







# INTRODUCTION

This learning resource by respectme, Scotland’s anti-bullying service, contains discussion outlines that can be used by practitioners working in education, youth work, sports, and care settings as part of wider learning around the management of bullying incidents and responses to bullying behaviour. The resource has been developed to support the poem ‘Forests’ written by Laura Fyfe.

## Who is it for?

For use by teachers, youth workers, and other practitioners working with or caring for children and young people of Primary school age.

# SAFEGUARDING

**Talking about bullying can be a sensitive and emotive subject that may trigger some difficult feelings. Share information with your learners 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.**



# FACILITATOR NOTES AND CONTEXT

This learning resource has been created for use with Primary age children in a classroom or in any youth setting and can be explored comprehensively in one 50-minute session.

The key take-away from this anti-bullying learning resource is the importance of breaking the silence around the experience for those who have experienced bullying, and that the first step in overcoming bullying, for many young people, is to talk to a trusted adult.

Ahead of time, reflect on the updated definition of bullying as outlined in the ‘Respect for All’ national anti-bullying guidance. Find this and more on our website: [What is bullying? | respectme](#)

# LEARNING RESOURCES

We have created some key resources to help you engage with children on the theme:

- Printable copy of the poem ‘Forests’
- [Animation featuring the spoken poem by the writer](#)
- Learning slides



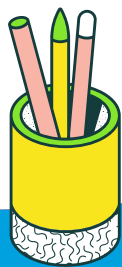
## Scotland’s definition of bullying

**“Bullying is face to face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.**

**The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”**

# WHAT YOU WILL NEED

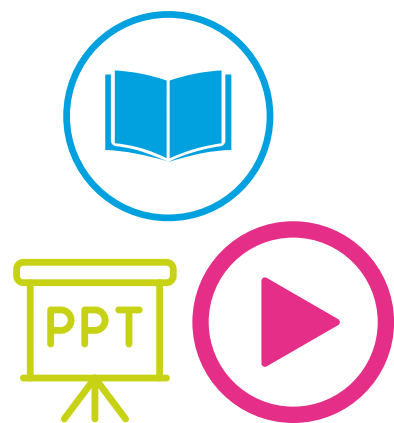
- Pens/pencils
- Paper or workbooks
- Whiteboard or post-it notes
- Access to online





## SECTION 1: KEY ACTIONS, DISCUSSION AND OUTCOMES

- Read aloud, or show the animation in full before the discussion
- Ask children how the poem made them feel and what their initial thoughts are
- Set the context by introducing the theme of the lesson and by explaining that the poem ‘Forests’ was written to help us think about:
  - Bullying behaviour
  - How bullying can impact us
  - The importance of going to trusted and responsible adults for advice and support



## SECTION 2: KEY ACTIONS AND DISCUSSION POINTS

Read aloud or show the animation again (option to show relevant learning slide), to the class or group to allow the young people to reflect further. They may wish to take notes or discuss with each other.

### Step 1

Introduce that the session will be led as a whole-group discussion, or that the class or group will be broken into small groups, before summarising reflections and learnings at the end.

**Suggested prompts to facilitate an introduction to the group discussion are included below:**



- At first, ‘Forests’ might seem to be about how older trees protect younger trees (saplings)
- What it’s really about is bullying. Forests are used as a metaphor in the poem for people and communities
- Now, let’s talk about what the poem means and how it can help us learn about bullying and how to recover from bullying
- “Sapling, it is no small thing / to grow”. Sometimes growing up can be difficult! But there are lots of places and people you can go to for help

### Step 2

Trees in a forest help each other. They warn each other about danger and even provide water and nutrients to other trees that are struggling. They also provide shelter for each other from harsh weather.

**Q: In what way could a forest be similar to a school or a youth club setting?**

*Example answers: Up to date anti-bullying policies and simple reporting pathways for children and young people to share their worries or concerns.*

### Step 3

The second part of the poem describes some things that can harm young trees and stop them from growing. Sometimes bullying behaviour can hurt people in different ways.

**Q: What kinds of bullying behaviour have you seen or heard of?**

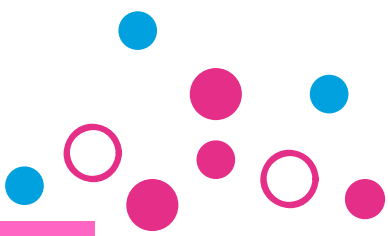
*Example answers: Being left out, belongings taken or damaged, pushed or called names. When you are bullied, it can make you feel hurt, scared, left out and afraid. Bullying behaviour happens face-to-face and online.*

**Q: What are some of your most basic rights and how can being bullied affect these?**

*Example answers: Rights are basic needs for children and young people. You need to be protected from bullying behaviour so you can survive, develop and participate in a fulfilling, safe and respected life. Bullying is a breach of your rights as a child.*



**Q: How could being bullied prevent someone from being their best self?**



*Example answers: It can affect your mental and physical health, make you feel less confident about yourself, it can lead to you not wanting to take part in activities or go to school, feeling excluded, unsafe and disrespected.*

**Step 4**

**“we speak and we share”** 

Sometimes we might not want to tell people about bullying that we’ve seen or that has happened to us.

**Q: What might put us off?**

*Example answers: If seeing bullying; fear of getting hurt if stepping in to help. If experiencing bullying; fear of the situation becoming worse or of not being taken seriously.*

**Q: What could the grown-ups in your life do to make it easier for you to go for advice?**

*Example answers: Safe, confidential reporting pathways being introduced and embedded into well promoted anti-bullying policies. Grown-ups not being angry, upset or judgemental and not telling children that they will jump in fix it without discussing options.*

**Step 5**

The poem explores the idea that trees respect each other’s space and help each other grow.

**Q: What could teachers in your school do to help and respect you and your schoolmates?**

*Example answers: Being taken seriously by adults when reporting bullying.*

**Q: What can you do to respect others and help them be happy and confident?**

*Example answers: Being kind and respecting that everyone is not the same. Respect should be at the heart of how we treat each other. By role-modelling respectful relationships, we can all help prevent bullying. 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.*

**Step 6**

The poem describes trees as having “vast” perspectives. Adults sometimes have more information and life experiences that they’ve learned from that might help you.

**Q: Why can it be helpful to go to a grown-up for advice?**

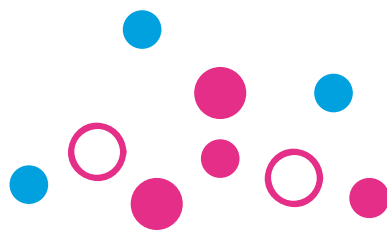
*Example answers; More life experience and can offer help with bringing the bullying to an end, or offer advice on things to do to help with coping.*

**Q: What types of people could you go to for support or advice and discuss what would be the advantage and disadvantages of each?**

*Example answers: Parent, carer, sibling, grandparent, teacher, youth leader.*







## Step 7

The end of the poem talks about ways a young tree can grow up strong and healthy.

**Q: To help you grow – both your body and your mind what tips could you give others to:**

- look after their mental and emotional health?
- build up their confidence
- build strong, kind friendships

*Example answers: Join a youth or sports club to help make new friends, get outside, spend time with family and pets, keep a journal.*

## PLENARY DISCUSSIONS

1. What have you learned about bullying today? For example, something about:
  - the nature of bullying behaviour
  - how bullying can impact us
2. What is the most important piece of advice you've learned today that you would give to someone who is being bullied?
3. Who would you go to for advice and support if you are bullying or being bullied?

## FURTHER INFORMATION

This resource does not explore the full range of options for a child or young person who is experiencing bullying. To help widen the conversation into coping strategies to help support children and young people who may be experiencing bullying, use the following video and learning resource (this is optional):

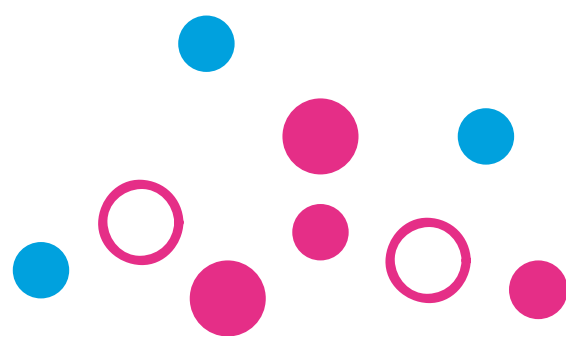
**Bullying: What Can I Do?**  
**Responding to Bullying - What are my options?**

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.

To extend your young peoples' discussions of bullying and how to support themselves and each other, there are numerous resources available at our [Campaigns and Resources](#) section on the website.

The respectme website is packed with resources, not just for adults, but children and young people too. Visit [www.respectme.org.uk](http://www.respectme.org.uk) and click on the [Information for ... young people](#) section on the main menu.





# LINKS TO CURRICULUM FOR EXCELLENCE

## Experiences & Outcomes: Health & Wellbeing

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

**HWB o-02a / HWB 1-02a / HWB 2-02a**

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 o-03a / HWB 1-03a / HWB 2-03a**

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 o-05a / HWB 1-05a / HWB 2-05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

**HWB o-06a / HWB 1-06a / HWB 2-06a**

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 o-08a / HWB 1-08a / HWB 2-08a**

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

**HWB o-09a / HWB 1-09a / HWB 2-09a**

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.

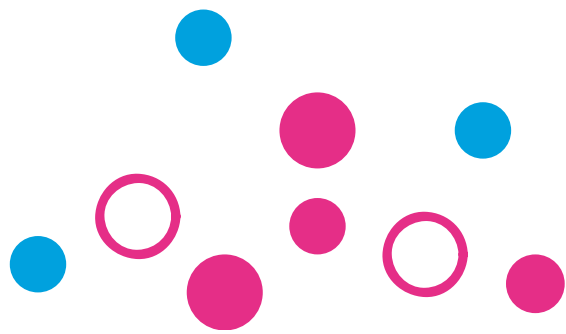
**HWB o-10a / HWB 1-10a / HWB 2-10a**

Through contributing my views, time, and talents, I play a part in bringing about positive change in my school and wider community.

**HWB o-13a / HWB 1-13a / HWB 2-13a**







Literacy and English

<p>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.</p> <p><b>LIT 1-o4a</b></p>	<p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.</p> <p><b>LIT 2-o4a</b></p>
<p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</p> <p><b>LIT 1-o7a</b></p>	<p>I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.</p> <p><b>LIT 2-o7a</b></p>
<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.</p> <p><b>LIT 1-16a</b></p>	<p>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.</p> <p><b>LIT 2-16a</b></p>
<p>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.</p> <p><b>ENG 1-17a</b></p>	<p>To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own.</p> <p><b>ENG 2-17a</b></p>
<p>I can share my thoughts about structure, characters and/or setting, recognise the writer’s message and relate it to my own experiences, and comment on the effective choice of words and other features.</p> <p><b>ENG 1-19a</b></p> 	<p>I can:</p> <ul style="list-style-type: none"><li>• discuss structure, characterisation and/or setting</li><li>• recognise the relevance of the writer’s theme and how this relates to my own and others’ experiences</li><li>• discuss the writer’s style and other features appropriate to genre.</li></ul> <p><b>ENG 2-19a</b></p>