



bullying¹

THE POWER OF ONE

PRIMARY AGE LEARNING RESOURCES

(P1-P3) and (P4-P7)

The theme of respectme's national anti-bullying campaign for Anti-Bullying Week 2025 is
'Bullying - The Power of One'

To support the campaign, we have created five new anti-bullying films and supporting learning resources for each to help Primary age children (P4-P7) to explore bullying and its ripple effect. We see the perspectives of 'Noah', our main character, his best friend 'Ava', 'Grace' who is bullying him, his parents', and the class teacher. Across the five interconnected films, we can see themes of power woven throughout. There is no quick fix for bullying, it takes the power of everyone to create safe, happy, inclusive and supportive environments where children and young people can thrive.

Primary age learners can be encouraged to talk honestly and openly about bullying and reminded from the outset that they will be heard and supported by the adults leading the lesson. We want all young people to know that bullying is never acceptable, is not an inevitable part of growing up, to claim their rights and use their power to become young anti-bullying activists.

Most tasks revolve around literacy-based learning. The lessons would also work extremely well in many subject areas such as: English, Drama, or any subject linked to Health and Wellbeing.

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.

Preliminary lesson

Setting the scene - what is bullying?

As an introduction to bullying, you may wish to re-visit our past learning resources and discuss the question 'What is Bullying?' with your group if you have time in advance of Anti-Bullying Week, or in the days prior to undertaking this set of lessons.

This may be a good idea if you have not held a discussion about bullying with your class or group of young people for some time.

Learning resources for reflection include:

- Primary Age Learning Resource [Respect – What Does it Mean to You?](#)
- Cover learning Exercise 1 and 2
- In addition, you could print off our [Anti-Bullying Guide for Children and Young People](#) or share the link with your class or group (via class iPads). Use each section as discussion points.

Early Primary Age Learning Tools (P1-P3)

To support learning outcomes for younger children (recommended for children aged 4-8) there is the option to show the short youth-led film 'Not All Superheroes Wear Capes'. The film, created by pupils from Dunfermline High School, describes to viewers how respect, kindness, humour and assertiveness can be used as antidotes to prevent and respond to bullying.

Using the analogy of children and young people becoming superheroes, the film explores the role of using individual personal and positive attributes to speak up and intervene safely when bullying occurs.

Key resources

- Watch and discuss the short film using our Assembly Pack from Anti-Bullying Week 2024
[Not All Superheroes Wear Capes](#)
- Watch and discuss a short poignant animation 'Be You' created by a young person, using our anti-bullying learning resource '[Be You](#)'

Other fun and creative ideas for Primary Age children:

- [Colouring sheet](#) - great for children of all ages to get creative
- [Template bunting](#) - decorate and hang up in class, or around school/youth club
- [Wristband template](#) - get crafting using the template provided

All three templates, learning resources and worksheets are all available to download from respectme's [Anti-Bullying Week 2025 webpage](#).

Primary Age Lesson Plan (P4-P7)

The following facilitation notes will support you to deliver learning outcomes for our 'Bullying - The Power of One' films. Watch all five films as one single episode, or watch each film episode separately before continuing with the associated lesson plan.

We have provided Primary Age Learning Slides (P4-P7) for use with your class or group. Download this from our online [Anti-Bullying Week 2025 resource page](#).

The learning intention and aim of these tasks is for learners to:

- Understand the impact of bullying on others
- Learn about power and how it can be used
- Understand the different forms of bullying
- Feel empowered to, and know how to safely take action if bullying occurs
- Understand that everyone has the right to feel safe and happy, and that adults have a responsibility to listen to them and take them seriously if they are being bullied
- Understand how to support others who are experiencing bullying

Resources to support this activity

- **Bullying - The Power of One 1 – 1-5 Film**
 - All films are available on our [Anti-Bullying Week 2025 resource page](#) and via:
 - [Film 1: Noah](#)
 - [Film 2: Ava](#)
 - [Film 3: Mum and Dad](#)
 - [Film 4: Grace](#)
 - [Film 5: Final – The Power of All](#)
- **Bullying - The Power of One 1 – Primary Age Learning Slides**
 - Available on our [Anti-Bullying Week 2025 resource page](#)
- **respectme templates**
 - [Checking In Worksheet](#)
 - [Power Tracker Worksheet](#)
 - [Character Profile Worksheets \(Noah, Ava and Grace\)](#)
 - [Owning your Power Worksheet](#)
 - [Reflection Worksheet](#)
- **Show-me board or paper (enough paper for all learners)**
- **Pencils/pens**
- **Online access to: www.respectme.org.uk**

Film 1 'Noah' - Lesson Planning

Lesson 1	Timings
Task 1	5 minutes
Task 2	5 minutes
Task 3A	10 minutes
Task 3B	Professional judgement
Task 4	10 minutes
Task 5	15 minutes – 5 mins on each character
Task 6	Professional judgement
Task 7	Professional judgement

Task 1: Let's predict

Before your class or group watch Film 1: 'Noah', we recommend some pre-viewing activities.

1. For this first task, ask young people to get their thinking caps on and divide into groups of four.
2. Distribute flipchart paper, or one piece of paper and one pen per group.
3. Learning slide 2: Task 1 asks young people to discuss the title of the film and to make predictions on the content of the film before watching.
4. Learning slide 3: After 5 minutes, feedback answers. Focus on the idea of the 'Power of One' in your discussions and how one person can make a difference in any situation. Will the learners' predictions of the film be accurate?

Task 2: What makes a school day good or bad?

1. The class can remain divided into groups of four, distribute more paper if needed.
2. Learning slide 4: Ask young people to split their paper into two sides, discuss and write what makes their school day good, or not so good sometimes. They can also be encouraged to list their rights, if time permits. Alternatively, you can make reference to the UNCRC articles. [Access a simplified version of the articles on here.](#)
3. Learning slides 5-6: Briefly feedback answers. Now, focus on how the school day for people experiencing bullying behaviour is particularly challenging. Describe how some days can be negatively impacted by people's comments and unkindness. Explain that this can play on someone's mind. Ask young people about the emotional impact and discuss the impact on the full school day.
4. Learning slides 7-12:
 - Spend time outlining the impact of bullying and the different ways it can present.
 - Note: [\(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People\)](#).
 - Discuss the fact that bullying is always unacceptable and that it's never forever.
5. Learning slide 13: Make the point of outlining that film series contains scenes that some learners may feel distressing.
 - Share with your class/group that if anyone has experienced bullying behaviour or feels worried about anything, they should speak with a trusted adult for advice and support before, or at the end of the lesson.



Task 3A: Film and questions for understanding

1. It's now time to watch Film 1: 'Noah' and meet the characters for the first time.
2. Learners will need their text books, or paper.
3. Learning slides 14-15: [Watch Film 1 here](#).
4. Remind learners to pay close attention to the central characters and the thoughts and feelings they experience in these initial scenes.
5. Learning slide 16: After watching the film, split learners into pairs and work together to answer the questions on the slide.

Task 3B: Spotlight on the script

1. It is now time to delve deeper into the script and analyse the dialogue of the characters. It is important to focus on what the characters say and do as the impact of the bullying behaviour takes its toll on Noah.
2. Learning slides: 17-23: Discuss the quotes from the script and work in pairs to answer the questions. Example answers are provided to help enhance discussion time.
3. This section has an emphasis on the fear and despair Noah endures. Focus on the inner thoughts and worries of Noah who feels completely alone with nobody to turn to. Highlight that bullying can make people feel helpless, isolated and powerless.

Task 4: Checking-In

1. Download the [Checking-In Worksheet](#) and distribute to each person in your class/group. This next task asks learners to consider how to support and advise others who are experiencing bullying behaviour.
2. Learning slides 24-27: Take time to discuss what words - either in a written format or face-to-face that can show support and kind words / advise (help) the person who is experiencing bullying.
3. Learning slide 28: In pairs, learners can now write their own text message on their worksheet offering support to Noah.
4. Perhaps these could then be displayed around the classroom or public space inside the school grounds with supportive advice highlighted.

Task 5: Character profiles

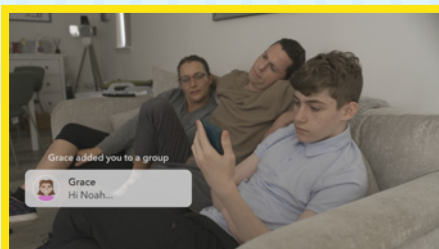
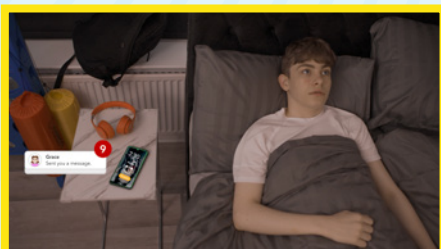
1. Download our three Character Profile Worksheets: [Noah](#) / [Ava](#) / [Grace](#) and distribute to each person in your class/group.
2. Learning slide 29: Discuss the ways that bullying can impact on how a person appears to the wider world. Sometimes people act as if nothing is happening and can hide their feelings. Some will never want to reveal what they are enduring and act as if everything is normal because they don't know where to turn and feel powerless.
3. Learning slide 30-32: Invite learners to work in pairs, or independently, as they dive into their character profiles. What do the three central characters show to the outside world, but feel inside? These should be revisited after every episode so learners can keep building on their insights.
 - The challenge is for learners to explore the contrast between what a character shows the outside world and what they might be feeling inside. Remind them that it's fine if their notes aren't complete after each episode - some characters will stand out more at different times, and that's part of the discovery.
 - Perhaps learners could have the option to draw their ideas instead of writing. This could really help them to think of the emotional impact of bullying behaviour.

Task 6: The power tracker

1. Download our [Power Tracker Worksheet](#) from our online Anti-Bullying Week 2025 resource page and distribute to each person in your class/group.
2. Learning slide 33: Learners should keep their Power Tracker Worksheet with them during all lessons. Explain that when someone is experiencing bullying behaviour - they may feel drained and depleted of energy as it is all that they will think about.
3. Different characters at different points have power. For example; for most of Film 1 'Noah' - Grace has the most power. She is cruel and unkind to Noah and he feels he has no escape.
4. Remind learners to update the Power Tracker Worksheet after each episode. Will Noah or Ava ever regain their power?

Task 7: Diary entry

1. Learning slide 34: This final optional task for film 1 prompts learners to create a diary entry from Noah's point of view. Learners will consider what he is thinking and feeling. He is unable to escape Grace – in school/at home/or at the youth club. She is everywhere and her text messages are impacting him emotionally.
2. You might provide a starter sentence, such as:
"I could not escape and was tired of Grace. The way she looked at me and spoke to me today was awful. I feel so..."
3. Perhaps you could make this into a competition for the standout diary entry for Noah.



Film 2 'Ava' - Lesson Planning



Lesson 2	Timings
Task 1	3 minutes
Task 2	5 minutes
Task 3	5 minutes
Task 4A	10 minutes
Task 4B	Professional judgement
Task 4C	10 minutes
Task 5	10 minutes
Task 6	5 minutes
Task 7	Professional judgement



Task 1: Building on prior learning

Before watching Film 2 'Ava', share with your class or group that there are some pre-viewing activities.

1. Ask learners to divide into groups of four, distribute post it notes and one pen per group.
2. Learning slide 36: This first task invites learners to remember what happened or what they took away from the previous film and lesson.
3. Learning slide 37: After a short time, invite feedback answers. Focus on:
 - Bullying taking different forms – face-to-face and online.
 - The characters thoughts and feelings.
 - The different ways bullying appears on screen (teasing/being left out/ pushing/name calling etc).

Task 2: Power

1. Keep the class in groups of four for this activity.
 2. Learning slide 38: This is a discussion-based task that looks closely at the theme of 'power'. What does having power mean to you? These conversations can be challenging for younger children, so don't worry about "right" or "wrong" answers.
 - Guide the early discussion by making references to the: law, parents, and teachers.
 3. Learning slides 39-40: Outline how power is held by different people in society. It can be used for good and it can sadly be misused.
 - Most importantly; invite responses for the question: Do we always use our power to help others - especially when we see they are experiencing bullying?
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Task 3: Understanding power within us all

1. Learning slides 41-46. This task can be completed as a whole class/group.
2. Take time to read through the short scenario revolving around 'Mark' who is being teased and left out.
3. Ask learners who has the power and focus on the character of 'Tia' who is being unkind to 'Mark'.
4. Remind learners that power is not fixed. Although 'Tia' holds the power initially, this can change when and if others take action and support 'Mark'.
5. Learning slides 47-48: Everyone can use their power for good by speaking up to help someone who is experiencing bullying. Remind learners that telling a trusted adult can make a key difference for someone who is being bullied - everyone can use their voice to help turn things around (If it feels safe to do so).

Task 4A: Film and questions for understanding

1. It is now time to watch Film 2 'Ava' of the series.
2. Learning slide 49: [Watch Film 2 here](#)
3. Remind learners to pay close attention to the central characters and the thoughts and feelings they experience. This film centres on Noah's best friend, Ava, who becomes visibly saddened seeing Noah experience bullying.
4. Learning slide 50: After watching the film, split learners into pairs to answer the questions based on the film.

Task 4B: Spotlight on the script

1. It is now time to look deeper into the script and analyse the dialogue of the characters. It is important to focus on what the characters say and do as we see the increasing impact of the bullying behavior on Noah.
2. Learning slides: 51-60: Discuss the key quotes from the script and work in pairs to answer the questions. Example answers are provided to help enhance discussion time.
3. This section has an emphasis on Ava and her decision to delay helping Noah due to her own fears and worries. She has a turning point as you will explore, and this makes her move from being a 'bystander' to an 'upstander'. Discuss how Ava uses her power for good and supports Noah towards getting help.

Task 4C: Bystander versus Upstander

1. Learning slide 61: Invite learners to think about the power we all have to do something, especially when someone is experiencing bullying. Then, ask learners to consider: What happens if we do nothing? What is the impact?
2. Learning slides 62-70: Discuss with learners the difference between being a 'bystander' versus an 'upstander'.
3. Explain the difference as outlined on the learning slides and link back to how the character of Ava is initially a 'bystander'. She feels sad but she doesn't want to get involved or follow Noah as she is maybe scared and worried about her own safety.
4. Outline that being an 'upstander' can make a difference to others in situations like Noah's.

Offer the top tips on being an anti-bullying upstander, which include:

- Speaking up when it feels safe to do so
- Talk to a trusted adult for help and support
- Support others by using your voice and actions
- Think about setting up an anti-bullying group or club in your school/or group

Task 5: Words have power!

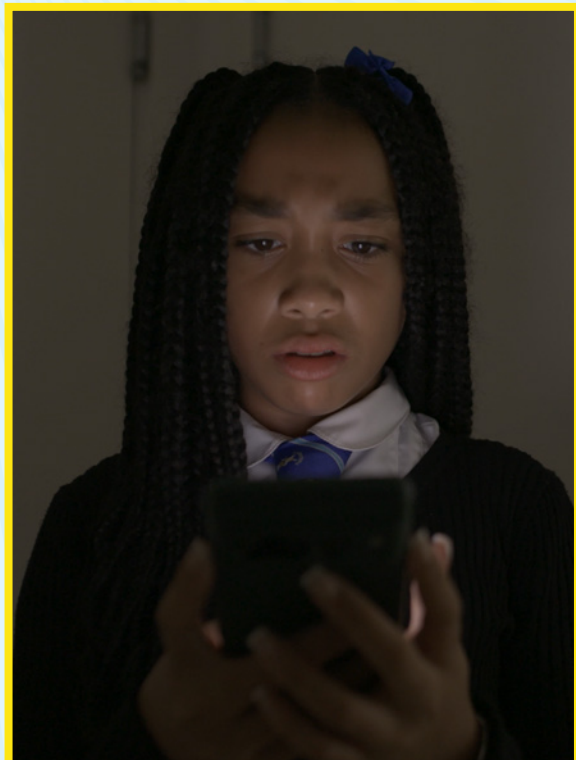
1. Learning slide 71. Invite the class/group to think about and discuss the power of language.
2. Ask learners to think about the key question:
“Why is Ava afraid of telling someone about Noah being bullied?”
“What might people say to her /call her if she tells a teacher or his parents?”
It is likely that learners will mention the term ‘Grass’ as this can be a common word used to describe someone who speaks out. Take time to emphasise that for the school / or group to become ‘anti-bullying’, it’s important that everyone understands that bullying is always unacceptable.
3. Learning Slides 72-73: Should the description ‘grass’ be dropped?

Task 6: Using different language

1. Learning slides 74-75: Invite learners to replace the word ‘grass’ with more positive language. Discussions could focus on when someone speaking out; they are brave, courageous and a supporter. The description of a ‘Grass’ is used to call out and frighten people, or get them into trouble. It’s important to reiterate the message that it is never a young person’s fault that they have been bullied. Bullying is always unacceptable, no one has a right to bully others, we all have a right to be safe and free from bullying.

Task 7: Ava’s Diary

1. Learning slide 76: This final task of film 2 asks learners to create a diary entry from Ava’s point of view. Encourage learners to consider what she is thinking and feeling. Ava is really worried about her friend Noah, and she is also afraid of Grace.
2. You might provide a starter sentence, such as:
“I just wish things would go back to normal. Noah and I would always have a laugh...but Grace is so horrible to Noah. I look at his face now and I can tell he feels so upset and sad...”
3. Perhaps you could make this into a competition in class for the standout diary entry for Ava.



Film 3 'Mum and Dad' - Lesson Planning

Lesson 3	Timings
Task 1	5 minutes
Task 2A	10 minutes
Task 2B	Professional judgement
Task 3	20 minutes
Task 4	Professional Judgement

Task 1: Building on prior learning

Before watching Film 3 'Mum and Dad', encourage learners to reflect and build on prior learning.

1. Ask learners to divide into pairs.
2. Learning slides 79-80: Read the group of statements on the slide to the whole group and invite learner to work in pairs to decide if the statements are true or false.
3. Learning slides 81-82: Come back together to reflect on answers. Remember:
 - Bullying takes place face-to face and online and both equally have a detrimental impact.
 - It is always a good idea to tell a trusted adult.
 - Bullying is never acceptable and not something anyone should have to experience in childhood.

Task 2A: Film and questions for understanding

1. It is now time to watch Film 3 'Mum and Dad' of the series.
2. Learning slide 83. [Watch film 3 here](#)
3. This film focuses on Noah's parents and how they can see something is wrong with their son. This episode highlights the importance of recognising the signs that a young person may be experiencing bullying.
4. Learning slide 84: In pairs, learners answer the questions in their textbooks.

Task 2B: Spotlight on the script

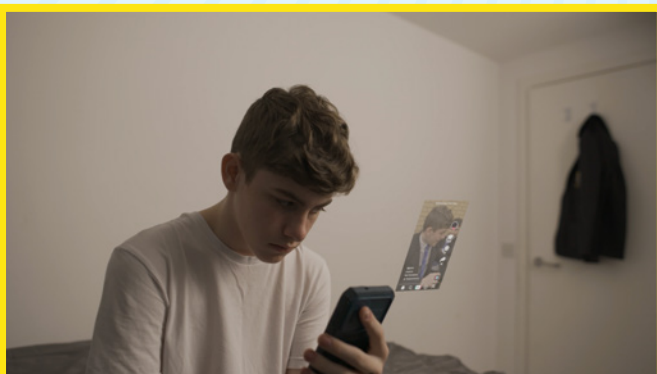
1. It's now time to look deeper into the script and analyse the dialogue of the characters. It is important to focus on what the characters say and do as the impact of the bullying increases.
2. Learning slides: 85-88. Discuss the key quotes from the script and work in pairs to answer the key questions. Example answers are provided to help enhance discussion time.
3. This section has a focus on Noah's mum feeling upset and shocked that her child is being bullied. She cannot understand how people could be so horrible to him. Discuss the impact on the parents and the fears they have for their son in a situation like this.

Task 3: Recognising the signs

1. Learning slide 89: Working either in pairs or independently, learners are encouraged to identify the key signs that someone may be experiencing bullying.
2. Encourage them to reflect on Noah's story and the changes his parents noticed in him i.e. becoming unusually quiet, withdrawn, angry at times, and reluctant to talk.
3. Learners could be invited to add their ideas into a practical guide for the whole school community, or they could design a poster for classroom and hallway displays.
4. Reinforce the vital message: spotting the signs early can make a real difference to help ensure support reaches those who may feel unable to speak up.

Task 4: Mum and Dad's diary

1. Learning slide 90: Learners create a short diary extract with a focus on Noah's parents.
2. Ask learners to write a short diary entry from the parents' perspective as they realise something is happening / and upsetting their son.
3. This task allows learners to practice empathy, communication skills, and creative writing, while reinforcing the importance of supporting others.



Film 4 'Grace' - Lesson Planning



Lesson 4	Timings
Task 1	5 minutes
Task 2A	10 minutes
Task 2B	Professional judgement
Task 2C	10 minutes
Task 3	5 minutes
Task 4	Professional judgement

Task 1: Building on prior learning

Before young people watch Film 4 'Grace', here are some pre-viewing activities.

1. Ask learners to divide into groups of four and provide each group with a sheet of flipchart paper and a pen.
2. Learning slide 93: Ask groups to reflect on and discuss the reasons why some individuals may choose to engage in bullying behaviour towards others.
3. Learning slide 94: When sharing feedback, emphasise that there are no 'right' or 'wrong' answers. There are many reasons why someone chooses to behave like this.
4. Learning slides 95-98: Take time to highlight that we should avoid labelling anyone as a 'bully' or 'victim'. Labels are for things not people. Focus on this central message.

Task 2A: Film and questions for understanding

1. It's now time to watch Film 4 'Grace'.
2. Learning slide 99. [Watch Film 4 here](#).
3. This powerful section of the film series offers an insight into Grace's home life and her inner thoughts as she talks about her feelings for Noah.
4. Learning slide 100: In pairs, learners answer the questions outlined on the slide.
5. During feedback, it is essential to reinforce the key message: whilst there is no excuse for Grace's behaviour - she also needs help and support to recognise that her behaviour is severely impacting on Noah's life and those around him. For every action, there is a consequence.

Task 2B: Spotlight on the script

1. It is now time to look deeper into the script and analyse the dialogue of the characters. It is important to focus on what the characters say and do as the impact of the bullying behaviour increases.
2. Learning slides: 101-110: Discuss the quotes from the script and work in pairs to answer the questions highlighted. Example answers are provided to help enhance discussion time.
3. This section explores Grace and her actions. Discuss her having power over Noah. She forgets that Noah is a human with thoughts and feelings and enjoys causing him upset. What did she gain from this behaviour? Can she change? In what ways could she change?



Task 2C: Hot Seat

1. Learning slide 111: This task builds on earlier learning outcomes and now brings in a drama element to deepen learning.
2. Invite volunteers who are confident (or curious) to step into the role of Grace.
3. The rest of the class become the interviewers. Their job is to ask Grace the questions they most want answers to. Questions could be:
 - “Why don’t you like Noah?”
 - “Why are you not showing respect and kindness to other young people?”
 - “Have you ever been bullied yourself?” and if so, “How did it make you feel?”
 - “How do you feel knowing Noah is upset and afraid?”
4. Encourage learners to probe, listen carefully, and think about what Grace might reveal on the surface, and what might lie underneath.
5. Learning slide 112: If time allows, you could complete this task with other characters from the film and extend the time for this task as it will offer an interesting and reflective discussion.

Task 3: How we treat others

1. Ask learners to work in pairs once again.
2. Learning slide 113: After reflecting on Grace’s behaviour, invite learners to consider this question: How can we treat people we don’t always get along with or particularly like? Learners should make a list of their possible answers.
3. Learning slides 114-115: During discussion and feedback, reinforce the importance of showing respect, empathy, kindness, and setting healthy boundaries in all relationships.

Task 4: Grace’s Diary

1. Learning slide 116: This final task asks learners to create a diary entry from Grace’s point of view. Young people should think deeply about Grace’s behavior and where it might come from. Why is she jealous of Noah? What does he have that she doesn’t?
2. You might provide a starter sentence, such as:
“I passed by that Noah again today. He was with his stupid friend Ava. I cannot stand Noah at all. When I see him all I think is....”
3. Perhaps you could make this into a competition in class for the standout diary entry for Grace.



Film 5 'Final - The Power of All': Lesson Planning



Lesson 5	Timings
Task 1	10 minutes
Task 2A	10 minutes
Task 2B	Professional Judgement
Task 3	10 minutes
Task 4	Professional judgement



Task 1: Against or Anti?

Before learners Film 5: 'Final – The Power of All', there are some pre-viewing activities.

1. Ask the young people to divide into pairs.
2. Learning slide 119: Begin by offering a re-cap of the film series so far. What do young people think about Ava deciding to speak to Noah's parents about Grace?
3. Learning slide 120: Next, using the slide for support, explain to learners that most people are 'against bullying' because they know it is wrong. However, outline that it is more powerful to be 'anti-bullying' because this means you take action and seek to do something about bullying. You are not passive - but assertive and act upon what you see and hear (only if they feel safe to do so).
4. Learning slides 121-125: Explore the four examples described on the learning slides and ask learners to work together to write down if the scenario conveys someone being 'against' or 'anti-bullying'.
5. Ensure learners understand the key difference between both and how they can promote anti-bullying by looking out for others and being supportive.

Task 2A: Film and questions for understanding

1. It is now time to watch the final film in the series.
 2. Learning slide 126: [Watch Film 5 here](#).
 3. This story concludes with Noah's parents speaking with the school teacher. The teacher then takes time to speak to everyone involved separately and addresses Grace's bullying behaviour.
 4. Learning slide 127: In pairs, learners answer the questions as written on the slide.
 5. During feedback, discuss with learners what Noah needs going forward. How could Noah and Grace behave when they see each other at school? Emphasise that bullying is never forever - things can and do change. They don't have to like each other but they do have to respect each other.
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Task 2B: Spotlight on the script

1. It is now time to delve deeper into the script and analyse the dialogue of the characters. It is important to focus on what the characters say and do during the conversations.
2. Learning slides: 128-131: Discuss the key quotes highlighted from the script and work in pairs as to answer the key questions. Example answers are provided to help enhance discussion time.
3. This section looks at Noah again and how his life returns to normality after gaining support from his friend, family and school teacher. Discuss the relief that Noah feels. Highlight how the 'Power of One' can make a difference: Ava played an important role in supporting Noah, his parents helped advocate for him, and his teacher intervened to help stop the bullying. The power of one really means that everyone can make a difference. We can choose to ignore a problem, or we can speak up and help. By educating others and calling out bullying, we can agree that no one ever needs to live with bullying.

Task 3: Owning your power

1. Download the Owning Your Power Worksheet from our online Anti-Bullying Week 2025 resource page and distribute to each person in your class/group.
2. In pairs, learners can continue to explore how to use their power to support others.
3. Learning slides 132-136: In this task, learners are asked to think about how they can uplift and support others and show they are 'anti-bullying'. The following headings can be used to answer this task:
 - Find your voice - who can they speak to? Children can feel silenced when bullied and need help to speak out
 - Use your words - what supportive words can they say to others and speak up against bullying?
 - Own your power - how can they help inform others across the school community? Family? Friends? Wider society?

Task 4: Reflection time

1. Download the [Reflection Worksheet](#) from our online Anti-Bullying Week 2025 resource page and distribute to each person in your class/group.
2. Learning slides 138-139: The final reflection task asks learners to think back on all they have learned through respectme's 'Bullying - the Power of One' film series for Anti-Bullying Week 2025.
3. It would be useful to remind your class or group about: The Power of One; the differences between being against bullying and anti-bullying, what bullying looks like and feels like and what to / where to go, to get help.
4. Why not display these final reflective learnings around the classroom or school to show the knowledge and understanding your young people have gained by watching this powerful film series.



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
- Mental & Emotional Wellbeing: I understand that people can feel alone and misunderstood and that it is okay to ask for help HWB 2-05Aa
- Mental & Emotional Wellbeing: 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
- Mental & Emotional Wellbeing: I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB o-04a
- 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. 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
- Literacy: I can convey information, describe events, explain processes or combine ideas in different ways LIT-2-26a
- Drama: I use drama to explore real and imaginary situations, helping me to understand my world. EXA o-14a