



bullying¹

THE POWER OF ONE

SECONDARY AGE LEARNING RESOURCES

The theme of respectme's national anti-bullying campaign for Anti-Bullying Week 2025 is
'Bullying - The Power of One'¹

To support the campaign, we have created five new anti-bullying films and supporting learning resources for each to help Secondary age young people 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.

Secondary 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-but the lessons would work extremely well in many subject areas such as: English, PSHE 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 discussed bullying with your class or group of young people for some time.

Learning resources for reflection include:

- Secondary 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.

Secondary Age Lesson Plan

The following facilitation notes will support you to deliver learning outcomes for our 'Bullying - The Power of One 1' 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 Secondary Age Learning Slides for use with your class or group. Download this from our online [Anti-Bullying Week 2025 resource page](#).

The intention and aim of this lesson plan 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' - 1-5 Films**
- 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' - Secondary Age Learning Slides**
- Available on our Anti-Bullying Week 2025 resource page
- **Supporting worksheets:**
- [Checking In Worksheet](#)
- [Power Tracker Worksheet](#)
- [Recognising the Signs of Bullying Worksheet](#)
- [Owning your Power Worksheet](#)
- [Reflection Time 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 3	10 minutes
Task 4A	5 minutes
Task 4B	Professional judgement
Task 5	10 minutes
Task 6	5 minutes
Task 7	Professional judgement
Task 8	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: Ask young people to discuss the title of the film and to make predictions on what the film could be about.
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 on the film be accurate?

Task 2: What about our rights?

1. The class can remain divided in groups of four, distribute more paper if needed.
 2. Learning slides 4-5: For this task, young people are asked to think about the UNCRC and their rights. Invite your class or group to think about the rights that bullying behaviour directly impacts upon. [Access a simplified version of the articles on here.](#)
 3. Learning slide 6: Display the six rights on screen and ask learners to discuss if the right is infringed by bullying and explain why?
 4. Learning slides 7-12: When exploring answers, focus on the fact that most rights listed on the slide are impacted and therefore this highlights that bullying is a breach of children's rights.
 5. Learning slides 13-16: Spend time discussing the impact of bullying and the various forms it can take. Make the point that bullying is never forever.
 6. Learning slide 17: Explain that the film series contains scenes that some may feel distressing and if anyone has experienced bullying, or feels worried about anything they see on screen, they should speak with a trusted adult for advice and support before or after the film screening.
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Task 3 and 4: Film and questions for understanding

1. It's now time to watch Film 1: 'Noah' and meet the characters for the first time.
2. Learning slides 18-19: [Watch Film 1 here.](#)
3. Remind learners to pay close attention to the central characters and the thoughts and feelings they experience in these initial scenes.
4. Learning slides 20-21: After watching the film, young people can split into pairs and work together to answer the questions on the slides.
5. Learning slides 22-23: Take time to discuss each question's answers.
6. Learning slide 24: Task 4 explores the script and words of Noah in more detail. This may prove to be more challenging, and not all learners will complete this. Alternatively, as a whole class you could focus on this part of script and discuss the language used. Use your own professional judgement here.

Task 4: 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: 25-31: Discuss the key quotes from the script and ask your class/ or group to work in pairs to answer the key questions. Example answers are provided to help enhance discussion time.
3. This section has an emphasis on the fear and despair that Noah endures. Focus on the inner thoughts and worries of Noah who feels completely alone with nobody to reach out to. Highlight that bullying can make people feel helpless, isolated and powerless.

Task 5: Text message - rate the text

1. Learning slides 32-33: Invite learners to consider how to support and advise others who are experiencing bullying behaviour. This task can be completed as an entire class, in groups or independently.
2. Learning slides 34-41: Learners will peer assess example text messages that Noah receives as a form of support from Ava. Prompt learners to discuss what messages contain good or unhelpful advice.
3. Focus on the unhelpful advice sent in some of the text messages e.g. change yourself to fit in. Explain that good advice is reaching out and talking to a trusted adult, or telling someone that you will be there for them.
4. Remind young people that nobody should have to change to be accepted or not attend school to avoid others.

Task 6: Checking-in

1. Download the [Checking-In Worksheet](#) and distribute to each learner.
2. Learning slides 42-43: Encourage pairs of learners to work together to write their own text message offering support and advice to Noah.
3. Perhaps these could then be displayed around the classroom or public space inside the school grounds with supportive advice highlighted.



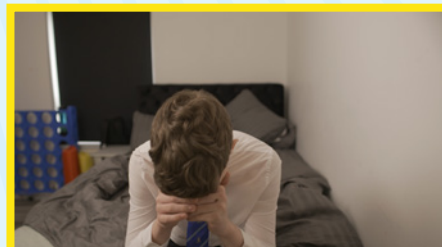
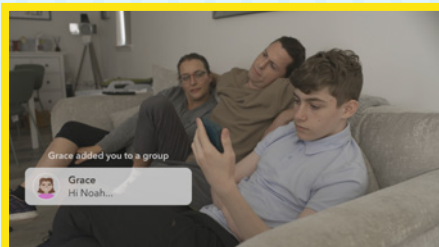


Task 7: The power tracker

1. Download Noah's [Power Tracker Worksheet](#) and distribute to each learner.
2. Learning slides 44-45: Ask learners to 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. A sense of control over their own life is taken away.
3. Learners can note down where Noah's energy is drained, for example when Grace is unkind to him, when she follows him, when she messages him at home.
4. The worksheet can be revisited after each film. Will Noah ever feel energised and positive again?
5. Learning slides 46-47: It is important to reflect on this lesson by taking time to focus on the official definition of bullying as set out in the Scottish Government's anti-bullying guidance ([Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People](#)). You could focus on the idea of control being taken away from someone when they are bullied - much like Noah.

Task 8: Noah's diary

1. Learning Slide 48: This final task prompts learners to create a diary entry from Noah's point of view. Consider what he is thinking and feeling. He cannot escape Grace as her text messages start to really impact on him emotionally.
2. You might provide a starter sentence, such as:
"I could not escape and was tired of Grace now. 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 in class for the standout diary Noah entry?



Film 2 'Ava' - Lesson Planning



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

Task 1: Building on prior learning

Before young people watch Film 2 'Ava' of the film, there are some pre-viewing activities.

1. Ask learners to divide into groups of four and distribute post it notes and one pen per group.
2. Learning slide 50: This first task has a focus on prior learning and asks learners to recall what they remember or learned from the previous lesson.
3. Learning slide 51: After a short time, invite feedback. 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 52: This is a discussion-based task that explores the theme of 'power' - how it is used and if it is fixed? Can it change in different situations?
This can be quite a challenging discussion for young people. Please don't worry about right or wrong answers. Help facilitate discussions to break it down and further explain the idea of power, influence and using power for good/bad.
3. Learning slides 53-54: During feedback, explain the definitions of power and how it can be used for good and that it can be misused.
4. When discussing 'power' to help others - ask learners if they know of any famous people that might use their influence for help and good in society.
5. Ask young people about the power we all have when someone is experiencing bullying. Do we have power to do anything? Has there been times in the past when we could have all actively done more to help others?



Task 3: Understanding power within us all

1. Learning slides 55-61: This task can be completed as a whole class discussion.
2. Take time to read through the short scenario revolving around 'Craig' on the slide.
3. Who has the power? Focus on the character of 'Craig' who is being unkind to other young people in school.
4. Remind learners that power is not fixed. Although 'Craig' holds the power initially, this can change when and if others react and support each other. For example: the teacher and other learners use their power to speak out about his behaviour and that it is not acceptable.
5. Learning slides 62-63: Everyone can use their power for good by speaking up and out to help someone who is experiencing bullying. Remind young people that telling a trusted adult can make a key difference for someone who is being bullied, and everyone can use their voice to help turn things around.

Task 4A: Film and questions for understanding

1. It's now time to watch Film 2 'Ava' of the series.
2. Learning slide 64: [Watch Film 2 here.](#)
3. Remind learners to pay close attention to the central characters and the thoughts and feelings they experience. This film centers on Noah's best friend Ava who is visibly saddened seeing Noah experiencing bullying.
4. Learning slide 65: After watching the film, the class or group can split into pairs and work together to answer the questions based on the film.
5. Learning slides 66-67: Take time to discuss the answers to each question in detail.

Task 4B: Spotlight on the screen

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: 68-77: Discuss the key quotes from the script shown on the slide 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 not to immediately help Noah due to her own fears and worries. She has a turning point in the film and this makes her move from being a 'bystander' to 'upstander'. Discuss how Ava uses her power for good and supports Noah by getting help.





Task 4C: Bystander versus Upstander

1. Learning slide 78: Ask learners to think carefully 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 slide 79: Explore the examples on screen that convey Ava's lack of support and intervention for Noah in the film series so far. Learners can work together to discuss the direct impact of her actions.
3. Learning slides 80-82: Discuss the possible answers and impact on Noah and Grace.
4. Learning slides 83-91: Young people are asked to consider the difference between being a 'bystander' versus being an 'upstander'.
5. Take time to explain the difference and link back to how the character of Ava is initially a 'bystander.' She feels so sad for Noah, but she doesn't want to get involved or follow Noah as she is worried about her own safety.
6. 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, these include:
 - Speaking up when it is 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 5A: Words have power!

1. Learning slide 92: This task encourages learners to think and discuss the power of language.
2. Ask young people to take time to think of the key questions:
"Why is Ava afraid of telling someone about Noah being bullied?"
"What might people say to her / call her if she tells his teacher or parents?"
3. It is likely that learners will mention the term "grass" as this often used when someone speaks out.

Task 5B: Why speak out?

1. Learning slides 93-96: Now ask learners to work in groups to explore why people use the term "grass" and ask why speaking out is important.
2. Highlight how detrimental this label is and how nobody deserves to be called a "grass". Being labelled this way can prevent people from doing what is right and asking for help.

Task 5C: Using better language

1. Learning slides 97-99: At this point ask learners to think about dropping the term 'grass'. Can they replace the word with more positive language? Highlight that someone speaking out is brave, courageous and a supporter. Exemplify how this positive language can be used on a day-to-day basis.

Task 6: Ask the expert

1. Learning slides 101: This final task prompts learners to imagine they are in Ava's shoes. She decides to publish a message on an online message board for advice on how to help Noah.
2. Reflect on how she is thinking and feeling and write down her advice. She is extremely worried about her friend Noah, and also afraid of Grace as she witnesses how unkind she is to others.
3. Learners can then swap messages and write a reply giving advice to Ava. Prompt your class or group to remember everything they have learned so far about being an 'upstander' - if feeling safe so do so, asking a trusted adult for support and intervention.
4. You might provide a starter sentence, such as:
Hi there, I am hoping someone out there can help me with some advice? I am so worried about my best friend.
I just wish things would go back to normal. My friend and I would always have a laugh...but a girl in school is so nasty to him. I look at his face, and I can tell he feels so unhappy...
5. Perhaps you could make this into a competition in class for the standout 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	10 minutes
Task 4	15 minutes

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 103-104: This task involves reading a group of statements to the whole class, or group and they must decide if they are true or false.
3. Learning slides 105-106: Come back together to reflect on answers. Expand upon the false answers. Remember:
 - Bullying takes place face-to-face and online and both equally have a detrimental impact.
 - Talk to a trusted adult.
 - Bullying is never acceptable and is not a normal part of growing up.

Task 2A: Film and questions for understanding

1. It's now time to watch Film 3 'Mum and Dad'.
2. Learning slide 107: [Watch film 3 here.](#)
3. This film focuses on Noah's parents and how they can clearly see something is wrong with their son. They are extremely worried about him and his change in behaviour. Discuss how this film highlights the importance of recognising the signs that a young person may be experiencing bullying.
4. Learning slide 108: In pairs, young people can answer the questions.
5. Learning slides 109-110: Take time to discuss the answers to each question.

Task 2B: Spotlighting 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: 111-114: 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. Download the [Recognising the Signs Worksheet](#) and distribute to each person in your class/group.
2. Learning slides 115-116: Working in pairs or independently, learners can identify the key signs that someone may be experiencing bullying.
3. Encourage them to reflect on Noah's story and the changes his parents noticed in him e.g. becoming unusually quiet, withdrawn, angry at times, and reluctant to talk. Learners can write in the worksheet.
4. Learning slides 117-118: Feedback answers and explore the suggested answers on the slides.
5. Learning slide 119: Remind learners that these signs do not always mean someone is experiencing bullying - but it is always good to keep an eye on others if any changes are noticed.
6. Learning slide 120: Invite learners to collate all their ideas into an optional practical resource, such as a guide for the whole school community or a poster for classroom and hallway displays.
7. Reinforce the vital message: spotting the signs early can make a real difference. Reach out for support for those who may feel unable to speak up (when it is safe to do so).

Task 4: Conversation guide

1. Learning slide 121: This optional extra task asks learners to create a short script featuring the characters of: Noah, his Mum, and his Dad.
2. Show how Noah's parents talk with him to understand what's going on in his life.
3. Encourage learners to use the [respectme conversation guide](#) to help shape the dialogue - focusing on how Mum and Dad can support Noah; by listening carefully and taking positive steps to help him.
4. This task allows learners to practice empathy, communication skills, and creative writing, while reinforcing the importance of supportive conversations.



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	10 minutes
Task 5	Professional judgement

Task 1: Building on prior learning

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

1. Ask the young people to divide into groups of four and provide each group with a sheet of flipchart paper and a pen.
2. Learning slide 124: Ask groups to reflect on and discuss the reasons why some individuals may choose to engage in bullying behaviour towards others.
3. Learning slide 125: When sharing feedback, emphasise that there are no 'right' or 'wrong' answers. There are many reasons why people choose to behave like this and disrespect others.
4. Learning slides 126-129: Take time to highlight that we 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 130: [Watch Film 4 here.](#)
3. This powerful film gives an insight into Grace's home life and her inner thoughts as she talks about her feelings for Noah.
4. Learning slide 131: In pairs, learners can answer the questions outlined on the slide.
5. Learning slides 132-133: During feedback, it is essential to reinforce the key message: that whilst there is no excuse for Grace's behaviour - she also needs help and support to recognise that her behaviour is impacting on Noah's life inside and outside of school and those around him. For every action, there is a consequence.

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 as the impact of the bullying behaviour takes its toll.
2. Learning slides: 134-143: 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 explores Grace and her actions. Discuss her need and obsession for power. She forgets that Noah is only human with thoughts and feelings and enjoys causing him misery. What did she gain from this behaviour? Can she change? How?



Task 2C: Bullying or banter?

1. Learners can work in pairs to complete this task.
2. They can use show-me boards if available to showcase their answers.
3. Learning slide 144: Here we reflect on Grace saying her behaviour towards Noah was “Just a laugh”. It is important that learners understand the key differences between bullying and banter. Bullying singles people out and targets them. Banter is when everyone finds something funny - everyone is in on the joke, including the person the joke is directed at.
4. Learning slides 145-152: Explore the scenario across the slides and then decide if each one is bullying or banter by writing their answer on their showme board, or textbooks, and sharing with the class.

Task 3: How we treat others

1. Ask learners to work in pairs once again.
2. Learning slide 153: After reflecting on Grace’s behaviour, invite them to consider this question: Q: How could we treat people we don’t always get along with or particularly like? Learners work together to create a list of all their possible answers.
3. Learning slides 154-155: During discussion and feedback, reinforce the importance of showing respect, empathy, kindness, and setting healthy boundaries in all relationships.

Task 4: Behaviour and Impact

1. It is now time to explore how behaviour and actions have a direct impact on others.
2. Learning slides 156-157: Ask learners to review different behaviours and ask what the impact would be for: being called names, hit, smiled at...etc.
3. Learning slide 158: Discuss answers and make the point that all our actions and words have a direct impact on others - we need to all think about our actions; are we doing the right thing?
4. Learning slide 159: Remind young people that Grace would be supported to understand the impact she has made on Noah’s life, but that she also needs help to make healthier choices.

Task 5: Grace’s mood board

1. Learning slide 160: This final task invites learners to work as a whole group to create a mood board that represents how Grace thinks and feels.
2. Learners can create a collage of different images, words and colours. What does she want in life? What does she miss out on? Why does she not like Noah? How does she feel? Focus on her inner feelings.
3. Prompt young people to think deeply about Grace’s behaviour (and anger) and where it might come from. Why is she jealous of Noah? What does he have that she doesn’t?
Idea if time allows: Create a mood board for all characters and display these around the class or school as a key learning outcome.



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



Lesson 4	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 watching Film 5 'Final', there are some pre-viewing activities.

1. Ask learners to divide into pairs for lesson five.
2. Learning slide 162: Start off by providing a re-cap of the film series so far. What do learners think about Ava deciding to tell Noah's parents about Grace?
3. Learning slide 163: Next, using the learning slides for support. Explain to the class or group that most people are classed as being against bullying - this means they know it is wrong. However, outline that 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 (if they feel safe to do so).
4. Learning slides 164-168: Explore the four examples on the learning slides and ask learners to work together to write down if the scenario conveys someone being against or anti-bullying.
5. Learning slides 169-170: Further challenge learners by asking how the people in the scenarios can change their actions to become anti-bullying activists.
6. Make sure young people understand the key differences and how they can promote anti-bullying by looking out for others and supporting a safe and inclusive school/community.

Task 2A: Film and questions for understanding

1. It's now time to watch the final film in the series.
 2. Learning slide 171: [Watch Film 5 here.](#)
 3. This story concludes with Noah's parents speaking with the teacher. The teacher then takes time to interview everyone involved and addresses Grace's bullying behaviour.
 4. Learning slide 172: In pairs, learners can answer the questions on the slide in their text books.
 5. Learning slides 173-174: During feedback, discuss with learners what Noah needs going forward. What could Noah and Grace do when they see each other at school, or at the youth club going forward? How might they behave? Share the key message that bullying is never forever - things can and do change.
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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.
2. Learning slides: 175-178: 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 focuses on Noah again as we see his life return to normality after gaining support from his friend, family, and 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 all agree that no one needs to live with bullying.
4. Learning slide 179: This challenge slide prompts learners to discuss what the future holds for Noah and think critically about what could happen if there was a film 6.

Task 3: Using 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, young people can explore how to use their power to support others.
3. Learning slides 180-184: In this task, ask learners to think about how they can uplift and support others and show they are anti-bullying and an upstander. Complete answers under the headings:
 - 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 comments can they say to others and speak up against bullying?
 - Own your power - how can they educate others across the school community? Family? Friends? Wider society?

Task 4: Reflection time

1. Download the [Reflection Worksheet](#) and distribute to each person in your class/group.
2. Learning slides 185-186: This final reflection task asks learners to reflect on what 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 and anti-bullying, the signs of bullying and different forms that bullying can take.
4. Why not display these final learnings around the classroom or school to show the knowledge and understanding they 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 several 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