

What made it better?

What made it better for you,
might make it better for them.

respectme anti-bullying resources 2020/21



SECONDARY AGE RESOURCES

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LINKS TO CURRICULUM FOR EXCELLENCE

Experiences & Outcomes: Health & Wellbeing

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 0-10a / HWB 1-10a / HWB 2-10a

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 0-09a / HWB 1-09a / HWB 2-09a

I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 0-01a / HWB 1-01a / HWB 2-01a

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

HWB 0-13a / HWB 1-13a / HWB 2-13a

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 0-03a / HWB 1-03a / HWB 2-03a

INTRODUCTION

This learning resource by respectme, Scotland's anti-bullying service, contains activities 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.

How to use this resource to improve practice

This resource can be used to encourage discussion about anti-bullying solutions and the management of bullying incidents, with the overall aim of highlighting approaches that helped adults and young people who have experienced bullying behaviour in the past.

It is suitable to use in all environments in which a child or young person may make a disclosure of bullying. Practitioners are encouraged to tailor their discussions and approach to their specific environment. You may want to deliver the following activities across several sessions or in one complete discussion.

Who is this for?

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

SUCCESS INDICATORS

- I understand what bullying behaviour is and how it can make people feel.
- I understand that bullying is always unacceptable and that I have a right not to be bullied.
- I am aware of people, myself included, who can help prevent bullying or help make things better if it happens.
- I know how to get help for myself or others who are being bullied.

SAFEGUARDING

Talking about bullying can be sensitive and challenging for young people, so it is important that a safe space is provided for them to talk. Make it clear that there are different ways they can contribute.

They may choose to talk openly about their own experiences, or they may prefer to write their thoughts down anonymously. It is important that young people know they do not have to contribute if they do not feel confident to do so.

Remind the group where they can seek support if they are affected by the session. If young people prefer to share concerns via a system such as a worry jar, ensure they include their name so that an adult can respond to them.

If a young person wishes to speak to someone anonymously, they can contact Childline on 0800 1111.

Emotional check-ins

Facilitators should begin each of the following activities with their choice of emotional check-in.

For example:

- Ask children to share one or two words about how they are feeling.
- Ask children to take a few breaths and a quiet moment to collect thoughts before speaking or writing.
- Ask the pupils to show or tell how they feel on a scale of 1-10. 1 being extremely negative and 10 being extremely positive.

The above examples have been developed by Education Scotland. You can find further information on emotional check-ins on p.200 of the 'Compassionate & Connected Classroom curricular resource'.

EXERCISE 1: DISCUSSION GUIDE FOR SECONDARY AGE (40 mins)

Aim: To spark discussion with young people about what they think worked and didn't work when it comes to the management of bullying incidents, and to explore how adults can better support them in the future.

You will need: Flip chart and paper, coloured pens, tape to display flip chart paper.

Before you start: Please write the following headings on separate sheets of flip chart paper and display them clearly in front of the children:

1. How does bullying behaviour make people feel?
2. What helped you, or someone you know?
3. Is there anything that didn't help?
4. What can adults do to support young people who are being bullied?

The exercise:

1. Begin the session with your choice of emotional check-in.
2. Ensure the group all have the same understanding of bullying by sharing with them the agreed definition in Scotland:

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened and left out. This behaviour happens face to face and online. (respectme, 2015)'

3. Ask the group to think about the above definition. How do they think bullying makes people feel? Why? Record the answers on the correlating piece of flip chat paper displayed at the front. **(5 mins)**

Example answers: sad, lonely, angry, confused, etc.

4. Now, ask the young people to think about a time that they or someone they know has been made to feel that way. What were the things that helped them? Why did these things help? Who helped them? Have they ever made someone else feel that way? What helped them understand that this was wrong? Record the answers on the correlating piece of flip chat paper displayed at the front. **(10 mins)**

Example answers: A trustworthy person to talk to. Friendly peers. Being listened to.

5. Ask the young people, 'Was there anything that did not help?' Consider things that had no impact, or things that made the situation worse. Why did these things not help? Record the answers on the correlating piece of flip chat paper displayed at the front. **(10 mins)**

Example answers: Example answers: Not being listened to. Adults becoming angry or upset when told about bullying.

6. Finally, ask the young people 'What can adults do to manage bullying incidents better in the future?'. Encourage the group to think about all the adults in their life – parents, carers, teachers, school staff, childminders, youth leaders, sports coaches, etc. **(10 mins)**

Example answers: Listen carefully to what the young people want to happen. Keep young people up to date on how the incident is being managed. Help young people understand how bullying makes other people feel.

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EXERCISE 1 ...continued

At the end of the session, thank the young people for sharing their learning and let them know how their answers will be included in future anti-bullying work happening in your setting.

Keep the completed flip chart sheets if you plan to deliver the ‘What Made It Better?’ Discussion Guide for Adults. If not, remember to record the young people’s feedback for the future.

Share your results!

respectme will use findings of the ‘What Made It Better?’ campaign to create informational tip sheets on the management of bullying incidents. To contribute, please send the key messages of your discussion to enquire@respectme.co.uk (you can photograph the flip charts) so your organisation can be listed as a contributor. Please note: no names or identifying information of young people will be shared.

EXERCISE 2: A PLAN TO MAKE IT BETTER (40 mins)

This exercise follows on from [Exercise 1](#).

Aims:

- To encourage young people to consider the options available to them.
- To explore the ways that young people can influence change through positive actions.
- To highlight the importance of young people’s expertise when it comes to bullying.

You will need: A flip chart and flip chart paper, coloured markers, the key messages from the above discussion exercise, and a space for young people to separate into small groups.

Before you start:

1. Before the session starts, clearly display the completed flip chart paper from the above discussion session. These key messages will guide the following exercise.
2. Ask the young people to separate into groups of 4 or 5.

The exercise:

1. Begin the discussion with your choice of emotional check-in.
2. Ask each group to choose an approach or suggestion from either the ‘What helped?’ flip chart sheet, or the ‘What can adults do?’ flip chart sheet.
3. Explain that their task is to create a brief plan of how their chosen suggestion may be implemented.

For example, one group may choose ‘*Adults should listen carefully to what a young person wants to happen after they disclose an incident of bullying.*’

Their plan may include devising a checklist of things they want adults to record when they disclose an incident of bullying to them, including an answer to the question ‘What does the young person want to happen?’.

Ask the young people to set out how they would go about this. Who would help them?

Please note: The plan does not have to be detailed at this point. The aim is to get young people thinking about how bullying incidents can be managed better, and how they can use their experiences to influence positive change.

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4. If the young people are comfortable with it, ask them to present their strategy or plan to the rest of the group at the end of the lesson. This is a good opportunity for the other young people to give their feedback, and to work around any problems.

Share your results!

The team at [respectme](https://respectme.co.uk) would love to see the young people's plans. If they would like to share their plans with us, you can tweet us photos to [@_respectme_](https://twitter.com/respectme) or email us at: enquire@respectme.co.uk

EXERCISE 3: IT GETS BETTER (40 mins)

This activity was inspired by a lesson plan in Education Scotland's 'Compassionate and Connected Classroom' curricular resource (p.70).

Aims:

- To remind young people who are experiencing challenging times, that things will change.
- To highlight the importance of life experiences in shaping who we are.

Before you start:

- In preparation for the session, research 1 or 2 well-known people who have experienced bullying in their past. This may be an individual related to a current class project, or someone relevant to your sports team or youth group.

You will need:

- A photo of your chosen individual or celebrity.
- A brief overview of the individual's life and/or achievements.
- A flip chart, flip chart paper, and pens.

The exercise:

1. Begin the session with your choice of emotional check-in.
2. Show the young people the picture of your chosen celebrity. Find out if they are familiar with the person, and what they know about their life.
3. Read out a brief overview of the celebrity's life, including the bullying and/or challenges that they experienced. If possible, include facts about them as a young person, their main achievements, and what they are doing now.
4. Set out 3 flip chart sheets at the front of the class with the headings: 'What helped?'. 'How did this shape who they are today?', and 'What can we learn from this?'
5. Together, discuss the challenges that the celebrity faced. Ask the young people the following questions and record their answers on the correct flip chart sheet:
 - What things helped the individual to achieve success despite these challenges? Encourage them to think about people, places, interests, and personal attributes.
 - How have the individual's experiences made them the person they are today?
6. Now, ask the young people, 'What has this taught us?' Encourage them to each think of a lesson they will take away from the activity that they can remember next time they face a challenge. They may want to keep this to themselves. If they want to share it with the class, record it on the third piece of flip chart paper.