

SELF REFLECTION

THE RIPPLE EFFECT



RESPECT STARTS WITH YOU
#CHOOSE RESPECT

chooserespect.scot



PURPOSE

To explore the impact of bullying and disrespectful behaviour

GROUP

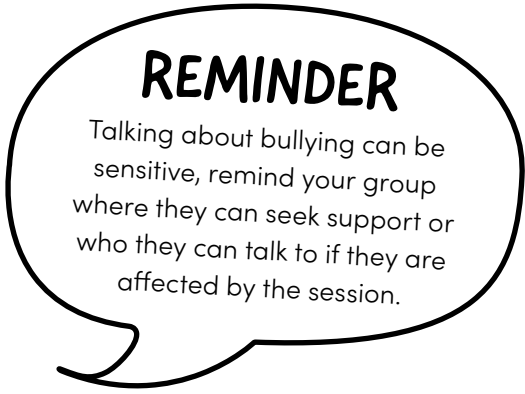
This resource is appropriate with differentiation for both primary and secondary aged children

TIME

20 minutes

MATERIALS

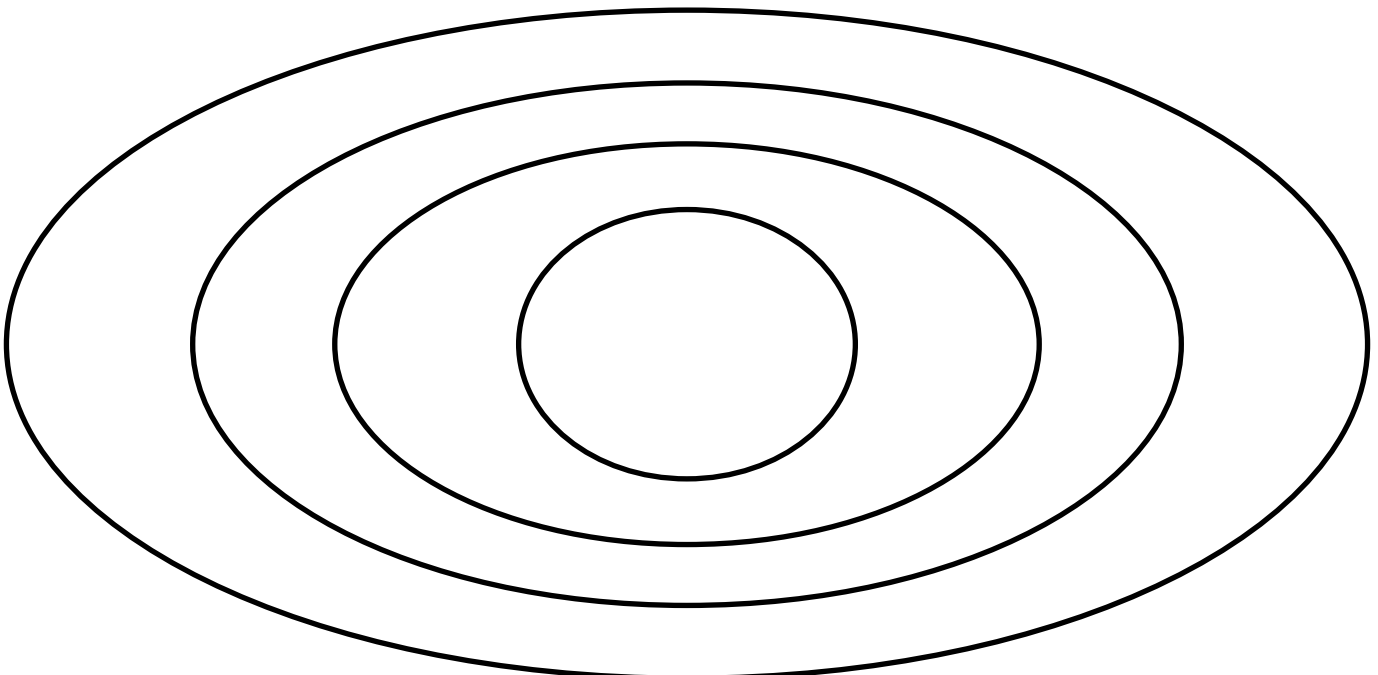
Ripple effect template and pens



ACTIVITY

To ensure all children understand the meaning of a ripple effect, ask them to close their eyes and imagine either a pond or a large puddle and throwing a stone into the middle of that water. What happens after the initial splash? Explain that we are to think of the initial splash as an example of disrespectful or bullying behaviour which results in another person feeling sad, lonely or upset. The consequences of bullying can have both short and long term impacts, and affect people, families, organisations and society.

Ask group to come up with an example of bullying behaviour for discussion. Using the ripple effect template, ask the children and young people to list or draw all the people that may be directly affected in this situation. Ask for examples of who might be involved. Answers you might receive might be person who displayed bullying, person who received the bullying behaviour, their friends, adults. Encourage the children to think about the impact bullying can have on families, entire organisations and even wider society.



EXPERIENCES AND OUTCOMES

For delivering Curriculum for Excellence, this activity can be used to explore:

<p>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.</p>	<p>HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a</p>
<p>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.</p>	<p>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p>
<p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</p>	<p>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>
<p>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.</p>	<p>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</p>

DOWNLOADS & RESOURCES

This resource has been adapted from [YouthLink Scotland's](http://noknivesbetterlives.com) No Knives Better Lives, Playing it Safe Toolkit. To download the full resource visit: http://noknivesbetterlives.com/images/uploads/resources/No_Knives%2C_Better_Lives_-_Playing_it_Safe_%28Digital_RGB%29.pdf



