

Anti-Bullying Learning Resource

Let Kindness Fuel Kindness this Anti-Bullying Week

ONE KIND WORD

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Ask if someone's OK.

How to use this resource

This learning resource has been created for use with young people in a classroom or in a youth group setting. It can be used as an activity to participate in respectme's Anti-Bullying Week 2021 'One Kind Word' campaign theme, or it can be used as part of wider learning about positive relationships, respect and anti-bullying.

The resource is suitable for use with mixed sizes of groups of children aged 5-16yrs and the whole session can be covered in one lesson, or can be staged across several. Some activities may particularly suit older or younger groups and we suggest adapting to your group's needs.

Safeguarding

Talking about bullying can be sensitive and can be an 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.

Learning intentions and success criteria

I will understand how being kind can support others and help me contribute to an environment that prevents bullying.

Success criteria:

- I understand the meaning of bullying and what this looks and sounds like.
- I understand the meaning of kindness and what this looks and sounds like.
- I know how kind acts can inspire kindness and understanding in others.
- I have explored the effects and consequences of kindness on the positive wellbeing of others around me – at school and at home.
- I understand that everyone shares the responsibility for creating an environment of respect and kindness.

Lesson planning

Target audience	Learners of both primary and secondary stage
Timing	<ul style="list-style-type: none">● Exercise 1: 20 min● Exercise 2: 10 min● Exercise 3: 15 min● Exercise 4: 15 min● Exercise 5: Bunting: 30 min / JamBoard: 10 min● Exercise 6: 10 min
Materials	<ul style="list-style-type: none">● Blank flipchart & paper or whiteboard● Colouring pens and pencils● Blue tack or drawing pins● Ribbon/thread and sellotape● 'One Kind Word' posters (A4/A3)● 'One Kind Word' template bunting sheet for class task and decoration● 'One Kind Word' heart postcard● 'One Kind Word' #5DayOfKindness pledge card● A campaign powerpoint is available for use.
Preparation	<p>Familiarise yourself with the 'One Kind Word' campaign theme by visiting https://respectme.org.uk/campaigns/onekindword and by clicking on the 'campaign' tab and take some time to review the 'What is Bullying?' section on our website.</p> <p>Adapt the resources or activities required for learners of different age groups and abilities.</p>

Say you're sorry.

Facilitator notes and context



This learning session supports respectme's campaign theme 'One Kind Word' which has been co-designed with young people for Anti-Bullying Week 2021. The theme has been considered and adapted by the UK's leading anti-bullying organisations including respectme.

We acknowledge that kindness is more important today than it has ever been. The isolation of the last year has underlined how little acts of consideration can break down barriers and brighten the lives of the people around us. We want to explore what bullying and kindness look and sound like and discuss how positive actions and words can halt hurtful behaviour in its tracks.

'One Kind Word' promotes our understanding of kindness and how this can have a huge impact on other people. This all aims to provide young people with a vital sense of agency around how one person's compassion and kind words can often change the behaviour of others.

If you have additional time, you may also wish to review our 'What Made It Better?' learning resources which supports young people to explore youth-led anti-bullying strategies to help make things better for people of all ages experiencing bullying. This can be found at www.whatmadeitbetter.com

Sharing your stories



Help us spread the word about our 'One Kind Word' campaign and create a chain reaction of kindness for Anti-Bullying Week and beyond!

Share your kindness activities and photos of your bunting designs through social media. If sharing on Twitter remember tag us and use the hashtags #AntiBullyingWeek #OneKindWord.

Please make sure consent forms have been secured before sharing images of children and young people.

 @_respectme_

 @respectme.scotland

EXERCISE 1



Setting the scene, what is bullying?

As an introduction to respectme's anti-bullying information, you may wish to re-visit our past educational resources and discuss the question 'What is Bullying?' with your group if you have time in advance of the kindness session. This may be a good idea if you have not held a discussion about bullying with your class or group of young people previously.

Historical resources for reflection include:

- 'Change Starts with Us' Primary age resource. Cover Part 1.
- 'Change Starts with Us' Secondary age resource. Cover Part 1.

Visit: www.respectme.org.uk/campaigns/change-starts-with-us-2019-20/

EXERCISE 2



What does kindness mean to you?

Introduce the concept of kindness. Talk to learners about what it means to be kind to others; kindness is being friendly, generous and considerate to others – it is in the things we say and do. Outline that kindness can also help us to cope with challenges and changes and can also support our wellbeing and the wellbeing of others because it makes people feel good.

Kindness fuels kindness. When people are kind to us, we are often inspired to be kind to other people. In a world where people are kind to each other, young people are much less likely to be bullied.

You may wish to link here to your school/organisational values if appropriate.

Ask the whole group to think about the word 'Kindness'. What does it mean to them? How does it make them feel? Record their answers on the whiteboard/flipchart and pull out common themes to show your group's agreement about the importance and power of kindness.

#5DAYSOFKINDNESS

It starts with one kind word.

EXERCISE 3



Your kindness stories

Ask learners to think of a time when they were having a hard time and when somebody was really kind to them. Remind them only to share as much or as little as they want to.

- What did the kindness look like?
- What did the kindness sound like?
- How did the kindness make you feel?
- If you could say something to the person who was kind to you now, what would you say?

Depending on the age of your group you could ask learners to sketch out the kindness scene, write it down, or discuss in pairs.

Call on a couple of volunteers to share their kindness story.

**Note: If a learner can't think of an example when someone was kind to them, they could complete the exercise with an example of when they were kind to someone else.*

EXERCISE 4



Kindness fuels kindness

Introduce this activity by talking about how when we receive kindness, we are often inspired to pass the kindness onto others. This can fuel positive relationships, a respectful culture and create an environment where people feel valued and respected and are not bullied.

As part of the supporting resources for this lesson plan, we have added in a 'One Kind Word' heart postcard for printing/cutting out.

Put the names of all learners in a bowl and ask every learner in turn to pick one. You could do this digitally by searching for free 'random name picker' wheels online.

Once names are all allocated, ask learners to write down their classmate's name on the heart and a message of kindness for them. For example, it can be a thank you for being a great classmate, or it could tell the classmate what they value about them such as "they are kind and helpful."

Once they've finished ask them to stick their heart on the board and invite everyone to come up to find their kindness message.



EXERCISE 5



Create your kindness bunting!

As part of the supporting resources for this lesson plan, we have added in a 'One Kind Word' bunting template for printing/cutting out.



Give each learner their own A4 bunting colouring sheet. Ask the young people as part of a group session to individually design their own bunting flag by writing what kindness means to them. Remember to ask each learner to write their name on their own design.

Work together as a group to join the bunting together and hang up in class – this metaphorically creates a positive chain reaction for kindness to flourish and is a great visual reminder!

Older learners may prefer to access the respectful 'One Kind Word' Google Jam Board, review the kindness messages already there, from other schools and youth groups across the country, and add their own message about what kindness means to them. These messages may be shared as part of our national campaign throughout the 2021/22 academic year. You can access the Jam Board here <https://bit.ly/3A0dDBE>

#ONEKINDWORD

#ANTIBULLYINGWEEK

EXERCISE 6



Join the '5 Days Of Kindness' challenge for Anti-Bullying Week – or any week!

Download the #5DaysOfKindness pledge and ask everyone who wants to participate to complete it.

Explain that to keep the kindness flowing, respectme is challenging every person in Scotland (educators and learners alike!) to sign up to our **#5DaysOfKindness**. This means doing an act of kindness every single day for 5 days.

As a group discuss some ideas of kind acts that the young people might want to do throughout the week. Below are some examples that came from a group of young people involved with Young Scot's #YSHealth Panel.



- Donate to a foodbank.
- Start a conversation with someone new.
- Tell someone they are doing a good job.
- Hold a door open.
- Ask someone if they are okay.

Return to the challenge discussion the following week to explore which kind tasks were attempted and completed.

The follow up discussion allows everyone to feedback on the challenge tasks completed at home/in school, or in the community. What was easy/what was hard to complete? Did anything surprise them in the process and what was the response of others when completing the activities? How do they individually plan to keep up their good habit of kindness and how could you do that together as a group going forward?

“ In a world that can sometimes feel like it’s filled with negativity, one kind word can provide a moment of hope. It can be a turning point. It can change someone’s perspective. It can change their day. It can change the course of a conversation and break the cycle of bullying. ”

“ Best of all, one kind word leads to another. Kindness fuels kindness. So from the playground to Parliament, and from our phones to our homes, together, our actions can fire a chain reaction that powers positivity. ”

Links to Scotland's Curriculum

Experiences and outcomes	Benchmarks
Wellbeing (personal and social education)	
<p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.</p> <p style="text-align: right;">HWB 2-45a</p>	<ul style="list-style-type: none"> ● Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect. ● Explains the impact of positive relationships on emotional wellbeing.
<p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</p> <p style="text-align: right;">HWB 2-49a</p>	<ul style="list-style-type: none"> ● Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help. ● Explains own rights and responsibilities in relation to abuse.
Health and Wellbeing, the responsibility of all	
<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 style="text-align: right;">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 style="text-align: right;">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 style="text-align: right;">HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>	
<p>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.</p> <p style="text-align: right;">HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p>	
<p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</p> <p style="text-align: right;">HWB 0-44b / HWB 1-44b</p>	
<p>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</p> <p style="text-align: right;">HWB 2-44b</p>	
<p>I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</p> <p style="text-align: right;">HWB 3-44b / HWB 4-44b</p>	

hey

Are you okay?

Do you need help?

You make me smile!

You can do it!