



respectme anti-bullying learning resource 2022/2023

## Secondary Age Resource

The theme of respectme's national anti-bullying campaign is 'Listen Up! (Respect My Rights)' – because bullying is never acceptable. To support this campaign we have created a series of resources you can use with children and young people.

The following lesson plan is a drama workshop activity for the whole class to explore. This offers children and young people the opportunity to think about ways that they 'do' and 'don't' want adults to respond when they tell them about a bullying situation. It also gives adults a valuable insight into their own motivations and reactions, as well as an opportunity to listen to how children and young people feel.

Although this a drama-based lesson, it does not need to be delivered by a drama teaching professional. The lesson could work well in many subjects, including English, PSHE or any subject linked to Health and Wellbeing.

You could even record and share this activity as part of wider staff training on how to respond sensitively and effectively to bullying, with children's rights at the forefront.





## Context

This activity is best for senior pupils (S1 – S6) but it may also be suitable for P6 – P7. Conversely, our senior primary lesson plan may be more suitable for S1 – S2 learners. This is available at: [www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup).

It is important to foreground this activity with an introduction to the UNCRC so that children and young people can learn what their rights are. A child-friendly version of the UNCRC can be found at:

[www.unicef.org/media/56661/file](http://www.unicef.org/media/56661/file)

When adults respond to bullying, it is essential that children’s rights – especially “the right to be listened to and involved in decisions that affect (you)” – are at the front and centre of their actions.

### NEW campaign film for children and young people

This year, why not introduce Anti-Bullying Week and the theme of our new anti-bullying campaign by screening our Assembly style film to your school, class or youth group. This can be found on our website at

[www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup)

## 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.



## The intention and aim of this lesson plan is for learners to:

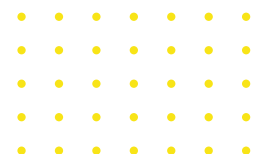
- ▶ learn about rights
- ▶ learn about how rights relate to bullying
- ▶ understand what bullying means
- ▶ feel empowered to, and know how to, take action if bullying occurs
- ▶ understand that they have the right to feel safe and happy, and that adults should listen to them and take them seriously if they are being bullied
- ▶ understand that adults have a responsibility to help children to make sure their rights are being respected
- ▶ create a visual display of rights in your school or other setting
- ▶ appoint class/group ‘anti-bullying champions’, or an anti-bullying committee

## Resources to support this activity

- ▶ respectme campaign PowerPoint slides
- ▶ Showme board or paper (enough paper for all learners)
- ▶ Pencils/pens
- ▶ Online access to:
  - the child-friendly version of the UN Convention on the Rights on the Child
  - [respectme.org.uk](http://respectme.org.uk)

## Lesson planning

Lesson	Timings
EXERCISE 1	45 min
EXERCISE 2	14 min per script
EXERCISE 3	10 min each group

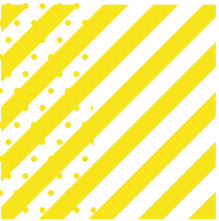


## EXERCISE 1:

# APPLYING RIGHTS TO BULLYING (45 min)

### Starting point

1. Download and print the child-friendly version of the UNCRC, then cut it up into separate 'rights'.
2. Ask learners to get into groups of approximately 4 people.
3. Ask groups to sort the rights into three piles:
  - ▶ LIKELY TO BE RELEVANT TO BULLYING
  - ▶ UNLIKELY TO BE RELEVANT TO BULLYING
  - ▶ POSSIBLY RELEVANT TO BULLYING
4. Once they are finished, ask groups to share their thoughts on the rights listed. Each group could feed back on a different category, or share one right from all three categories.
5. Explain to children that adults respond differently to bullying, and that their responses to bullying behaviour are often because of their own experiences.
6. You may wish to show children the video 'Get Advice Before You Give Some' available on the respectme YouTube channel:  
[www.youtube.com/user/respectmescotland](http://www.youtube.com/user/respectmescotland)



## EXERCISE 2:

# DRAMA ACTIVITY

## (45 min per script)

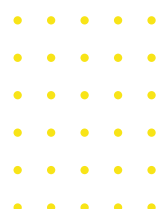
1. Ask the learners to make groups of (ideally) four people, and give each group a different scenario, as well as a copy of all three 'Generic adult background briefings' as outlined within this resource.
  - You may wish some pupils to pair up to work together on a single role. If there is a group with less than four, you can use two adult responses rather than three.
2. Explain that the learners are going to script the conversation between the young person in their given scenario and the three different adults (who represent the teachers at the end of the young people's scenarios). The groups can also choose the gender of the adults.
3. You may wish to assign names for each of the three adults and young people, or let groups choose their own.

### Methodology

4. Ask groups to study their young person scenario and identify which rights they think are involved here, and why. E.g. the right to safety may be compromised if someone is afraid of being physically hurt, or the right to learn may be compromised if someone is afraid to come to school.
5. Groups should then take on roles in pairs e.g., one pair will be the young person and the other pair will be one of the adults (they will eventually have a chance to be all three adults).
6. Remind young people about adults' child protection obligations; adults cannot promise a child that they will keep a secret. If they are concerned that a young person is at risk, adults MUST inform the child protection officer in their setting.
7. Thinking about the conversation between the young person from their scenario and the adult they have chosen, learners should now write the dialogue for their allocated character. They could do this in their pairs or together as a group. You may wish to offer guidance on how long this should be.
8. You may want to provide starter lines, e.g. "Excuse me Mr Allan, could I talk to you for a minute...?"
9. When the full script with the first adult is complete, ask learners to perform it to another group or to the whole class.

### Switching roles

10. Once the first script is finished, learners should rotate roles within their group, so that those who scripted the young person now script for a different adult and those who scripted for an adult now script for a young person.
11. Repeat the process until there are three scripts per group, one for each adult with the same young person.



## EXERCISE 3:

# POST SCRIPT DISCUSSION (10 min per script)

1 Ask the groups to identify:

- ▶ If the young person would feel better or worse after this conversation. Why?
- ▶ If the adult has been helpful or unhelpful. Why?
- ▶ Has the young person had their rights protected or not? Why?
- ▶ Which particular rights seem relevant here?

### Too many options/ not enough time?

If you're tight on time, allocate each group (or ask learners to select) one adult response from the list. If each group selects a different adult, you'll still have covered all the responses!

### Generic adult background briefings

**Adult A** - is nice, and very concerned about bullying. They are someone who responds emotionally, talking a lot about their own experiences and starting a lot of sentences with "this reminds me of when...". They are very upset to hear about bullying and they are determined to take charge and make this stop. They ask 'leading questions' where they are trying to encourage a particular answer e.g. 'surely this makes you feel very frightened?' They give lots of advice, some of which can be unhelpful, and they even suggest some wild and elaborate plans to stop the bullying! Although they are kind and they mean well, their advice is definitely problematic.

**Adult B** - just doesn't want to know. They are someone who seems disinterested – like they are not listening or noticing key facts. They seem quite bored and may even ask the young person why they are telling them about this! When they sum up what the young person is saying, they get things wrong and mixed up. They respond dismissively and they do not ask how the young person feels. They tell the young person that, essentially, they have to learn to live with difficult people – they seem to think this is just a case of 'falling out'. They don't have any real advice to offer. They think that everyone should deal with their own problems – they don't want to get involved.

**Adult C** - is kind, listens well, and is very calm. They are someone who is educated about children's rights and who responds sensitively and empathetically. They are clear about what they can and can't do, including the fact that they cannot keep a secret if they are told something that makes them think the young person could be in danger, or that someone else could be. They don't ask leading questions, but they ask open questions such as 'can you tell me more about that?' or 'how did you feel when...?' They note the key facts and repeat back to the young person to check their understanding. They ask the young person how they would like to proceed and try to give them options. They make the young person feel at ease and that they have done the right thing by talking.



# Drama scenario options

## Scenario 1

**Atul** has been really worried about walking home from school. For the last few weeks, he has encountered a large group of older kids who are intimidating and hostile towards him. They shout things at him and make hurtful comments about his appearance, his family and his home. He doesn't know who they are, but some of them go to his school.

The behaviour has been getting worse. They throw things at him, and last week one of them threw his bag up into a tree where Atul couldn't reach it. He told his dad that he had left it in school by mistake.

He dreads the walk home from school and has been trying to find ways to avoid it by asking if he can wait behind to talk to a teacher, asking friends if he can go to their houses, and asking his mum for a lift. Sometimes, even when he walks home later, he finds they have waited for him. Yesterday, a teacher shouted at him to "get moving and stop loitering". His friends were busy and his mum couldn't give him a lift because she was busy at work. He is worried that the bullying is getting worse and that the kids might attack him.

Atul has finally decided to tell a teacher what is happening, because he feels really scared and like he is running out of options. However, he is terrified that a teacher will speak to the kids about this and then the bullying will get worse. What he really wants is a way to get home safely.

## Scenario 2

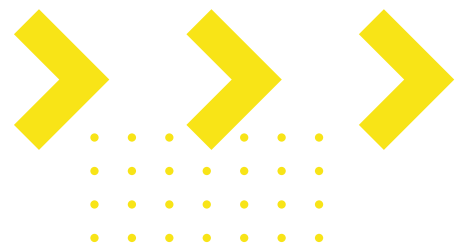
**Julia** has been feeling upset at school recently. Lunchtimes and breaks have been especially hard because no-one in her friendship group is talking to her. The others turn away when she tries to talk, and she has noticed some people rolling their eyes and making faces. She was deleted from a group chat, and one friend told her that there were nasty comments about her in it. She isn't sure what is being said, or by whom, and she doesn't know why this started.

She hasn't told her mum or dad what is happening because they're busy caring for her little brother – he is ill, so she doesn't want to worry them.

She no longer feels like she can try to join the group, so she has been standing on her own at lunchtime, scrolling on her phone or walking around pretending to look for someone. In her classes yesterday, some people were flicking bits of paper at her and she knew they were giggling and whispering about her behind her back.

Julia is feeling miserable and very confused about why this is happening. She has been trying to think of something she has done to upset one of the main people in the group – who seems to be in charge of how others act. She has tried messaging some friends in the group, but they ignored her.

She wants to make things better, but she doesn't know how. She fears that speaking to a teacher will make things worse, especially if the teacher tries to sit her down with some of the group to sort things out – he thinks they will pretend there is no problem. She feels humiliated and like she cannot cope with being on her own all the time.



### Scenario 3

**Grace** is at breaking point. She knows that her previous group of friends have been circulating mean images of her (the photos are not explicit, but they are embarrassing) and making comments about her behaviour. They fell out several weeks ago and she does not want to talk about why.

She is terrified that her mum and dad will find out about the photos because some of them were taken when she had been drinking. She is afraid her parents would look at her differently if they knew what she had been doing when she was supposed to be at her friend's house. She feels sick, ashamed and completely powerless. She is worried about what people are saying about her, and she knows she cannot get the photos deleted.

She had been spending time with a new group, but they saw the photos and the comments and now they seem to be distancing themselves from her.

She is feeling depressed and anxious, and has been so upset that she's developed some unhealthy behaviour around food – she feels like she just wants to disappear.

She has decided to speak to a teacher because they were talking about bullying in class today and she hopes to get some advice. She does not want anyone to know that she has had a conversation with a teacher.

### Scenario 4

**Danek** has always been a popular student. He is good at sports, nice to everyone and seems generally well liked. However, since he started in a new school, he has been bullied by a small group of pupils. They make fun of Danek's clothes and accent, they say he lives in a dump and his family are "junkies".

It is true that Danek's family do not have much money. He lives with his older sister, her boyfriend and their baby, since social services made the decision that Danek's parents were not taking proper care of him. He loves his sister and does not want to ask her for money to buy new clothes, even though his are a bit small. The other problem is that Danek is often hungry. His sister does not have much food in the house and meals are carefully planned out – there are no extras. The group who are bullying Danek also make fun of him for the type of food he brings to school, because it is from a supermarket own brand.

Danek feels powerless. He has never experienced this type of behaviour. In his old school, he fitted in well; he was respected and popular. Teachers liked him and often chose him to represent the school or his class. Now he feels invisible and that no one wants to be friends with him. He is humiliated and angry at the nasty, bullying comments and he feels like, one day, he might snap.

He thinks that some teachers have noticed the bullying but so far no-one has said anything to him. He has missed a few days of school because he couldn't face coming in, but he knows he has to attend school to learn. His football coach said he didn't seem himself last week, but Danek thinks the coach was angry because he wasn't playing well.

He wants to tell a teacher because he wants the bullying to stop, but he is worried that no one will take him seriously or do anything about it.

### Plenary

1. Discuss with your groups if there is anything they think that adults should know about how to be helpful when a young person tells them about bullying.
2. You may want to create a class poster or share the responses with the wider school and parent/carer community.
3. Many adults are very worried about bullying and they don't always know how best to help young people to protect their rights – especially since technology has evolved so rapidly. Suggest that young people have a conversation with the adults in their lives!



# Links to Curriculum for Excellence

## **Drama**

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama. EXA 0-12a

I enjoy creating, choosing and accepting roles, using movement, expression and voice. EXA 1-12a

I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology. EXA 2-12a

I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language. EXA 3-12a

I can demonstrate sensitivity, precision and depth in the portrayal of a character, conveying relationships and situations in a variety of settings and to different audiences. EXA 4-12a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a / EXA 1-13a / EXA 2-13a

In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. EXA 4-13a

I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a

I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a

I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere. EXA 2-14a

## **General HWB**

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 / HWB 3-01a / HWB 4-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a

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 / HWB 3-03a / HWB 4-03a

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 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a

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 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a

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



**#AntiBullyingWeek #ImListening**