



respectme anti-bullying learning resource 2022/2023

## Primary Age Resource

Recommended for children aged 8-12

The theme of respectme's national anti-bullying campaign is 'Listen Up! (Respect our 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 designed with older primary children in mind, with a target audience of P4-P7. You can use these sequentially or in the order you choose. These activities will facilitate discussion of children's rights, bullying, and what children can do if they experience bullying behaviour.

### Safeguarding

Talking about bullying can be a sensitive and emotive subject that may trigger some difficult feelings. Share information with your learners 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.

### Optional addition activity

Our Secondary Age learning resource may also be suitable for P6- P7. It is available for free at: [www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup).



## 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 full assembly, class or youth group.

Access our film resource at [www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup)

## The learning intention and aim of these exercises is for learners to:

- ▶ learn about children's rights
- ▶ learn how children's 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
- ▶ Whiteboard 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	10 min
EXERCISE 2	30 min
EXERCISE 3	50 min
EXERCISE 4	30 min
EXERCISE 5	20 min
EXERCISE 6	40 min
EXERCISE 7	20 min

## EXERCISE 1:

# INTRODUCING CHILDREN'S RIGHTS (10 min)

1. Set the context by introducing the topic of rights; ask children if they know what rights they have.

A child-friendly version of the UN Convention on the Rights on the Child is available here: <https://cypcs.org.uk/rights/uncrc/articles/>

2. Using the document linked above, tell learners where these rights come from. Explain that the UNCRC is made up of most countries in the world, who have come together and agreed that children are very important and must be looked after by adults.

## EXERCISE 2:

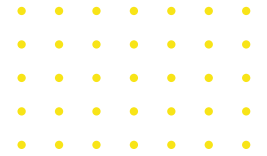
# 'RIGHTS' OR 'WANTS'? (30 min)

1. Ask children if they know the difference between a 'right' and a 'want'. Explain that 'rights' are something that we all NEED to have a good and safe life. 'Wants' are things we would like to have, but we don't need them in order to be safe and healthy.
2. Explain that you are going to play the game 'Rights or Wants?' with them. In the table overleaf, we have presented 'wants' as 'rights'. Read each one aloud so learners can work out which is which.

This could take the form of a simple 'hands up' activity, an online quiz such as Kahoot!, or by using a whiteboard

3. For each statement, ask a learner to explain why they think this is a right or a want.

*Note: this activity is the same format outlined for younger children (P1 – P4) but looks in more detail at some of the articles in the UNCRC that are more appropriate for older primary children to discuss.*



Rights	Wants
<p><b>Article 2:</b> You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.</p>	<p>You have the right to own a pet of your choice.</p>
<p><b>Article 12:</b> You have the right to an opinion and for it to be listened to and taken seriously.</p>	<p>You have the right to go to the cinema and buy the sweets you want.</p>
<p><b>Article 16:</b> You have the right to a private life. For instance, you can keep a diary that other people are not allowed to see.</p>	<p>You have the right to attend as many clubs for your hobbies as you wish.</p>
<p><b>Article 22:</b> You have the right to special protection and help if you are a refugee. A refugee is someone who has had to leave their country because it is not safe for them to live there.</p>	<p>You have the right to cycle anywhere as long as there is a flat path.</p>
<p><b>Article 29:</b> You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.</p>	<p>You have the right to travel and learn other languages.</p>
<p><b>Article 35:</b> No-one is allowed to kidnap you or sell you.</p>	<p>You have the right to tell people off if you don't like their behaviour.</p>
<p><b>Article 37:</b> You have the right not to be punished in a cruel or hurtful way.</p>	<p>You have the right to learn at least one musical instrument.</p>
<p><b>Article 38:</b> You have a right to protection in times of war. If you are under 15, you should never have to be in an army or take part in a battle.</p>	<p>You have the right to choose what you eat, even if that choice is unhealthy.</p>
<p><b>Article 42:</b> All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too.</p>	<p>You have the right to use technology and play online games.</p>

### EXERCISE 3:

# MAKING RIGHTS REAL (50 min)

#### Discussion

1. Sometimes people talk about rights as though they are the only one that has them; they do have the right to be listened to, but so does every other child!
2. 'What does this mean in reality?' 'How must we behave so that everyone's rights are respected?' 'If you and your friend both want to do different things, or you have different opinions, what do you do?'. Ask the learners these questions in groups or as a class.

#### Poster activity

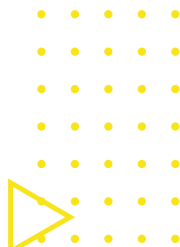
3. Following the discussion, ask learners – as individuals or in groups – to design a poster on the theme of rights. They should include: messaging such as 'no-one's rights are more important than someone else's', 'We might need different help at different times.' or 'We have to listen to each other and try to respect each other even if we don't agree.'

This is an opportunity for learners to get creative and think independently about rights within the context of bullying.

### EXERCISE 4:

# APPLYING RIGHTS TO BULLYING (30 min)

1. Download, print, and cut up the child-friendly version of the UNCRC.
2. Separate learners into groups of 4 and offer each group a set of cut-outs for discussion.
3. Ask the 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 learners are finished, ask each group to select one of the rights they think is 'likely to be relevant to bullying' and ask them to explain why. For example, children and young people have the right to learn, but you can't learn well if you are scared.



## EXERCISE 5:

# AGREE OR DISAGREE? (20 min)

Before starting this activity, please look at the supporting respectme PowerPoint slides.

1. Read the following statements aloud and ask the learners to vote – with ‘hands up’ or using a whiteboard– on whether they agree or disagree.
2. After each statement, ask one or two learners to explain their answer.

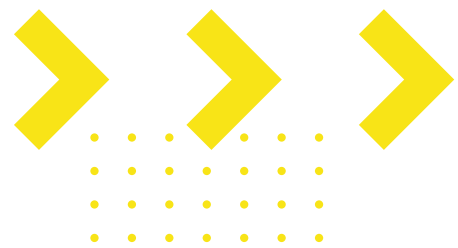
You may wish to refer to the Scottish definition of bullying at this stage:

*Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this their sense of ‘agency’. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.*

Respect For All: national approach to anti-bullying

### Do you agree or disagree?

- ▶ Bullying isn’t really bullying if only happens once.
- ▶ Bullying makes people feel sad, scared and as if they don’t have power or control.
- ▶ Sometimes bullying is just a joke.
- ▶ Before you tell an adult, you should make sure you have proof or evidence of the bullying.
- ▶ Adults should sometimes tell you to just get on with it or sort it out yourself.
- ▶ It is a good idea to hit someone if they are bullying you.
- ▶ You should hit or shout at someone if they are bullying your friend.
- ▶ Adults should take bullying seriously.
- ▶ Adults should try to give you choices about what you want to do if you are being bullied.
- ▶ Sometimes people who are bullying need help too.



## EXERCISE 6:

# TALKING TO AN ADULT ABOUT BULLYING (40 min)

### Why is it important that respectme's new anti-bullying campaign is asking adults to "listen up" to children and young people?

To stimulate discussion, you may wish to use either/both of the following resources:

- ▶ one of the scenarios presented in the Secondary learning resource, available at: [www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup)
- ▶ our youth-led winning films from last year's 'What Made It Better?' campaign film competition. Watch Underwood Primary School's winning film on the respectme YouTube page at: [www.youtube.com/watch?v=AGI-oi53K-w](http://www.youtube.com/watch?v=AGI-oi53K-w)

### Discussion and activity

1. Learners should separate into groups. Each group should think of a scenario where someone is being bullied.
2. Ask the learners:
  - ▶ 'How would the child experiencing this bullying behaviour feel? Scared, anxious, hurt, worried?
  - ▶ 'How might the child experiencing the bullying behaviour change their behaviour? Being quiet, not sleeping well, crying?'
  - ▶ 'How this would affect their rights? Which rights would be affected? The right to play, the right to learn, the right to voice opinions?'
  - ▶ 'If you were in this situation, or if you were being bullied in another way, what would you do? Who would you talk to?'

### Talking to an adult about bullying

1. Ask learners to make a list of 5 people they could talk to if they were being bullied. You may wish to do this as suggested in our Early Primary Resource, with learners drawing around their hand and writing the names of their 5 people in each finger space. Find this resource at: [www.respectme.org.uk/listenup](http://www.respectme.org.uk/listenup)
2. Ask the learners:
  - ▶ How they would like an adult to respond if they told them they were experiencing bullying behaviour?
  - ▶ Is anything they would be afraid of if they told an adult? Most children are worried that the bullying will get worse, or that the adult will be very upset or angry.
  - ▶ Are there any rights that adults should think about when helping children deal with a bullying situation?
3. Learners should then copy out and complete the table below.

### Example:

What I would like an adult to do	What I would not like an adult to do

### Optional extension activities:

You may wish to ask the learners to go on to a further activity, such as **scripting and acting** out a scenario in which a child explains to an adult that they are being bullied. You could give two options here: an adult who listens well and an adult who doesn't listen well.

The learners could also create a short cartoon strip depicting the conversation between an adult and a child. This should show how the child feels, what the adult does and says to make them feel better, and a way of dealing with the situation.



## EXERCISE 7:

# WHOLE CLASS/OR GROUP PLEDGE ACTIVITY (20 min)

1. You may wish to consolidate this activity by asking learners to create a class poster in the style of a pledge, displaying a set number (5-10) of agreements around bullying.
2. Learners could come up with the agreements themselves, or you could ask them whether they agree or disagree with – or how they would rank the following statements in order of importance, from 0-12 of importance:
  - ▶ If I am being bullied, I will tell an adult.
  - ▶ I know that adults should listen to me and help me feel safe.
  - ▶ If I see someone else being bullied or left out, I will try to play with them and include them.
  - ▶ Our class does not believe that it is wrong to “tell” on bullying behaviour.
  - ▶ We have the right to learn and feel safe.
  - ▶ Adults should take bullying seriously.
  - ▶ Bullying isn’t just about what someone does, it is about how it makes a person feel.
  - ▶ Bullying should not be kept a secret.
  - ▶ If someone is behaving in a bullying way, they need to help to understand how they are affecting other people.
  - ▶ Bullying is not ok if it is meant as a joke.
  - ▶ We look after each other.
  - ▶ My feelings are important.

### Plenary

3. Round up by asking the children why it is so important that adults listen carefully to children if they are being bullied. Common responses here include the need for adults to give children choices and options, to involve them in decisions that affect them, and to take the problem seriously and understand that bullying is never ok and should not be seen as normal.
4. You could record the responses and display them visually in your classroom, share them with the whole school in a presentation, and/or communicate them to parents via the school website, newsletter or parent council.



# Curriculum for Excellence Links

The above activities are designed to promote happy and healthy children, who are aware of the rights and their responsibilities to treat others with kindness and dignity. This links to the Curriculum for Excellence Health and Wellbeing Indicators:

## 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