



respectme anti-bullying learning resource 2022/2023

Primary Age Resource

Recommended for children aged 4-8

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 younger primary children in mind, with a target audience of P1-P4. This outline will help you to discuss children's rights and bullying and look in some detail at what children can do when dealing with 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.



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

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

Lesson planning

Lesson	Timings
EXERCISE 1	30 min
EXERCISE 2	40 min
EXERCISE 3	30 min
EXERCISE 4	40 min
EXERCISE 5	20 min

EXERCISE 1:

'RIGHTS' OR 'WANTS'?

Context: Introducing children's rights (5-10 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.

Activity (20 min)

1. Ask children if they know the difference between a 'right' and a 'want'. Explain that rights are something that we all NEED and are very important for everyone 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 below, 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 which learners write 'R' for rights or 'W' for wants.

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

Rights	Wants
Article 6: You have the right to be alive.	You have the right to new toys.
Article 10: You have the right to live together with your family in the same place, in the same country.	You have the right to do what you want all the time.
Article 12: You have the right to give your opinion and for adults to listen and take you seriously.	You have the right to watch TV.
Article 13: You have the right to find out things and share what you have learned with others by talking, drawing or writing.	You have the right to play with someone who doesn't want to play with you.
Article 27: You have the right to food, clothing and a safe place to live.	You have the right to eat cake.
Article 28: You have the right to go to school and learn.	You have the right to go on holiday.
Article 31: You have the right to play and rest.	You have the right to get your own way even when others disagree.

EXERCISE 2:

IS THIS BULLYING?

Context: Understanding what bullying is (10 min)

1. Ask the learners what they think bullying is. This may elicit responses such as being unkind or mean, or hurting another person's feelings.
2. Explain that Scotland's definition of bullying is not just about the things someone does, but also about the way they make a person feel. For example, you may not think that you are bullying someone by pulling their hair, but if you make the other person feel sad and unhappy, then this is bullying.

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

3. Finally, it is important to outline that learners have the right to their own friendship groups and that they don't always have to play with someone, especially if the person has perhaps been unkind to them.

Additional optional:

If you have time in advance of this rights focused session, you may wish to re-visit our past educational resources and discuss the question 'What is bullying?' with your group. This is a good idea if you have not yet held a discussion about bullying with your learners.

Historical resources for reflection include:

- ▶ 'Change Starts with Us' Primary age resource. Cover Part 1. Visit: www.respectme.org.uk/campaigns/change-starts-with-us-2019-20/

Activity (30 min)

This activity is called 'Is this bullying?' and it is best carried out in groups or in circle time.

You will find a list of scenarios below; some of these depict bullying while some are ambiguous - they might not be bullying, depending on the context.

For example, someone could throw a bag around and it might not be a problem, or children don't have to invite an entire class to a party, but it is best not to exclude a very small number. The important point to focus on is how these behaviours COULD make another person feel, even if not intended to be mean or bullying behaviour.

Read each scenario aloud and let learners discuss, draw or write down how they think the scenario would make them feel.

Note: You may want to refer to the supporting PowerPoint document.

1. Stealing someone's bag and throwing it around.
2. Daring someone to do something they don't want to do.
3. Calling someone a nasty name that you think is funny.
4. Leaving someone out and not letting them play with you.
5. Making fun of the way someone looks.
6. Always making someone else have a role in a game that they don't want e.g. the one who has to chase or the one who only gets to watch.
7. Laughing at someone when they hurt themselves.
8. Inviting everyone to your house or your party except for one person.
9. Slapping someone hard on the back and pretending to say "well done".
10. Doing impressions of the way someone else talks, walks or runs.

EXERCISE 3:

‘WHAT WOULD YOU DO IF...?’

Context: What to do about bullying (10 min)

The young people involved in the respectme Youth Action Group, who worked alongside us to co-design this anti-bullying campaign, told us that they need adults to listen to them and take them seriously, as stated in Article 12 of the UNCRC.

They felt that sometimes adults could dismiss their experiences and tell them to “just make friends” or “get on with it”. They told us how much it means to have an adult who really listens and supports them to make choices about what they want to do. At the heart of most children’s experience of bullying, is the desire for the bullying to stop. Yet, it is crucial that children are empowered and reassured that the bullying is not their fault. Empowering them to have options is key.

1. Tell the learners that different bullying problems might have different solutions, and sometimes there is more than one way to handle a situation.
2. Explain that you’re going to play a game called ‘What would you do if...’ which helps show that we are all individuals and we have different ways of responding to bullying behaviour.

It is important that learners know there is no right or wrong answer to this activity.

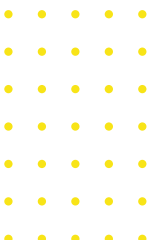
Activity (30 min)

1. Read each of the following questions aloud and let learners discuss, draw or write down what they would do.
2. Discuss the children’s answers further and ask them if they noticed that:
 - ▶ there were different ideas in the classroom?
 - ▶ sometimes someone might have thought of a better idea?
 - ▶ sometimes you might disagree with someone else’s idea?

Note: You may want to refer to the supporting PowerPoint document.

What would you do if...

1. you found a trap door in your room?
2. you met a monkey?
3. your favourite toy got broken?
4. you found £5?
5. your friend was sad?
6. you found a magic beanstalk in your garden?
7. you had to choose only one food to eat for the rest of your life?
8. you could choose any animal to have as a pet?



EXERCISE 4:

AGREE OR DISAGREE?

Context (10 min)

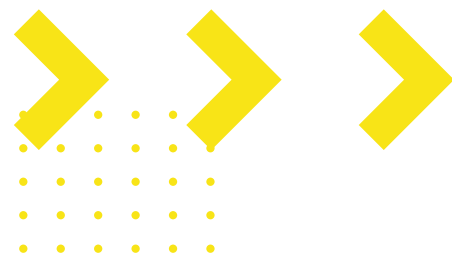
Use the previous background context to discuss bullying and the options learners have if they, or someone they know, is feeling sad because of bullying. Explain that there might be different options and that not everyone will want to do the same thing, but the most important thing is that they know adults are there to help them, and that bullying is never acceptable.

Activity (20 min)

1. Read the following statements aloud and ask the class to vote – with ‘hands up’ or list on a whiteboard – on whether they agree or disagree.
 - ▶ there were different ideas in the classroom?
 - ▶ sometimes someone might have thought of a better idea?
 - ▶ sometimes you might disagree with someone else’s idea?

Do you agree or disagree?

- ▶ I know what bullying is.
- ▶ I have the right to feel happy and safe.
- ▶ I would tell an adult if I was worried about bullying.
- ▶ I would hit someone back if they hit me first.
- ▶ It is ok to be mean if I am just joking.
- ▶ Bullying is behaviour that makes others feel sad and worried.
- ▶ Adults are supposed to help kids if they are being bullied.
- ▶ Adults should give me choices about what I can do.
- ▶ If someone was mean to me, I would ignore it and hope they stopped.
- ▶ We should tell the person who is bullying us that we don’t like it and want it to stop.



EXERCISE 5:

HELPING HANDS (20 min)

1. Explain to learners that we all need help at different times in our lives. Ask them to think of some times when they have needed help, or have helped someone else.
2. Ask the learner to draw an outline of their hand. In each of the finger spaces, they should write the name of a person who will help them if they are bullied – they will end up with the names of five people who care about them. And/or create a list of examples so they know it doesn't have to just be parents or family? In the palm space, learners can write 'people who care about me' or draw a picture of a love heart or smiley face.
3. Once complete, learners can cut out their hand shape and use it to decorate their jotter or folder – you could even make a tree display in your classroom! You may wish to display Article 12 of the UNCRC on your wall display: *Children have the right to be listened to and to have their views taken seriously.*

OPTIONAL ACTIVITY

(Timing: will require repetition if learning to perform)

1. A lovely song to fit in with this lesson plan and respectme's 'Listen Up! (Respect our Rights)' campaign is 'Lean on me' by Bill Withers.
2. Make sure learners understand what it means to 'lean' on someone (to let them help you).
3. Play the song as the children work or teach it as a class song – different groups could sing different parts or the class could sing it together. This would make a beautiful performance for a school assembly or as part of a community partnership event.

Lean On Me, Bill Withers | Lyrics

Sometimes in our lives
We all have pain
We all have sorrow
But if we are wise
We know that there is always tomorrow

Lean on me
When you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long
Till I'm gonna need
Somebody to lean on

Please, swallow your pride
If I have things
You need to borrow
For no one can fill
Those of your needs
That you won't let show

You just call on me brother
When you need a hand
We all need somebody
To lean on
I just might have a problem
That you'll understand
We all need somebody
To lean on

If there is a load
You have to bear
That you can't carry
I'm right up the road
I'll share your load
If you just call me

Call me, if you need a friend (call me...call me...call me)
Repeat....



Learning Resource Plenary

Remind learners...

- ▶ that they have rights that are different from wants.
- ▶ that bullying is a behaviour that makes others feel sad and worried.
- ▶ if they are being bullied they should tell an adult.
- ▶ it is adults' job to help them and make them feel safe and happy.

More activities

Want to support your class' learning during Anti-Bullying Week (and the rest of the year)? You will find more activities for different age ranges and stages available online – for free – at: respectme.org.uk/listenup

Some more ideas

Create a class agreement:

Once you have discussed bullying with the class, set out the learners' expectations around rights and bullying. This should be in the words of the learners themselves e.g. “don't be unkind”, “don't hit”, “tell an adult if you are upset...”

Kindness Ambassadors:

You may already have a class responsibilities system – e.g. ‘Paper Monitor’ or ‘Water Monitor’ – to which you could add ‘Kindness Monitor’. This is a role where children look out for others and try to help everyone to feel happy and included. It is best to rotate this role regularly so all learners get an opportunity to be an Ambassador/Monitor.

Sharing your stories

Help us spread the word about the ‘Listen Up! (Respect our Rights)’ campaign this Anti-Bullying Week and throughout 2023/24. Share all your learning outcome updates through social media – we would love to share photos of your completed hand displays!

If you post on Twitter, remember tag us @.respectme. and use the hashtags

#AntiBullyingWeek and #ImListening. **Please ensure consent forms have been secured before sharing images of children and young people online.**



LINKS TO CURRICULUM FOR EXCELLENCE

Experiences & Outcomes: Health & Wellbeing

EXPERIENCES AND OUTCOMES

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

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 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 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 4-08a
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 / HWB 3-09a / HWB 4-09a
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

#AntiBullyingWeek #ImListening