



PRIMARY AGE RESOURCE

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LINKS TO CURRICULUM FOR EXCELLENCE

<i>Experiences & Outcomes</i>	<i>Benchmarks</i>
Relationships, Sexual Health & Parenthood	
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. HWB 2-49a	Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.
I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a	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.
Health and Wellbeing : responsibility of all	
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	
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	
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	
I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b / HWB 1-44b	

LEARNING INTENTIONS

I will understand what bullying is and the ways in which all of us have a role to play in addressing it.

SUCCESS CRITERIA

- I understand that bullying is about both behaviour and impact
- I understand that bullying is always unacceptable and that I have a right not to be bullied
- I am aware of the people, myself included, who can help prevent bullying or help make things better if it happens
- I know how to get help for myself or others who are being bullied

RESOURCES TO SUPPORT THIS ACTIVITY

- PowerPoint Slides
- “Change Starts With...” Template

GROUP

Primary aged learners (1st & 2nd levels)

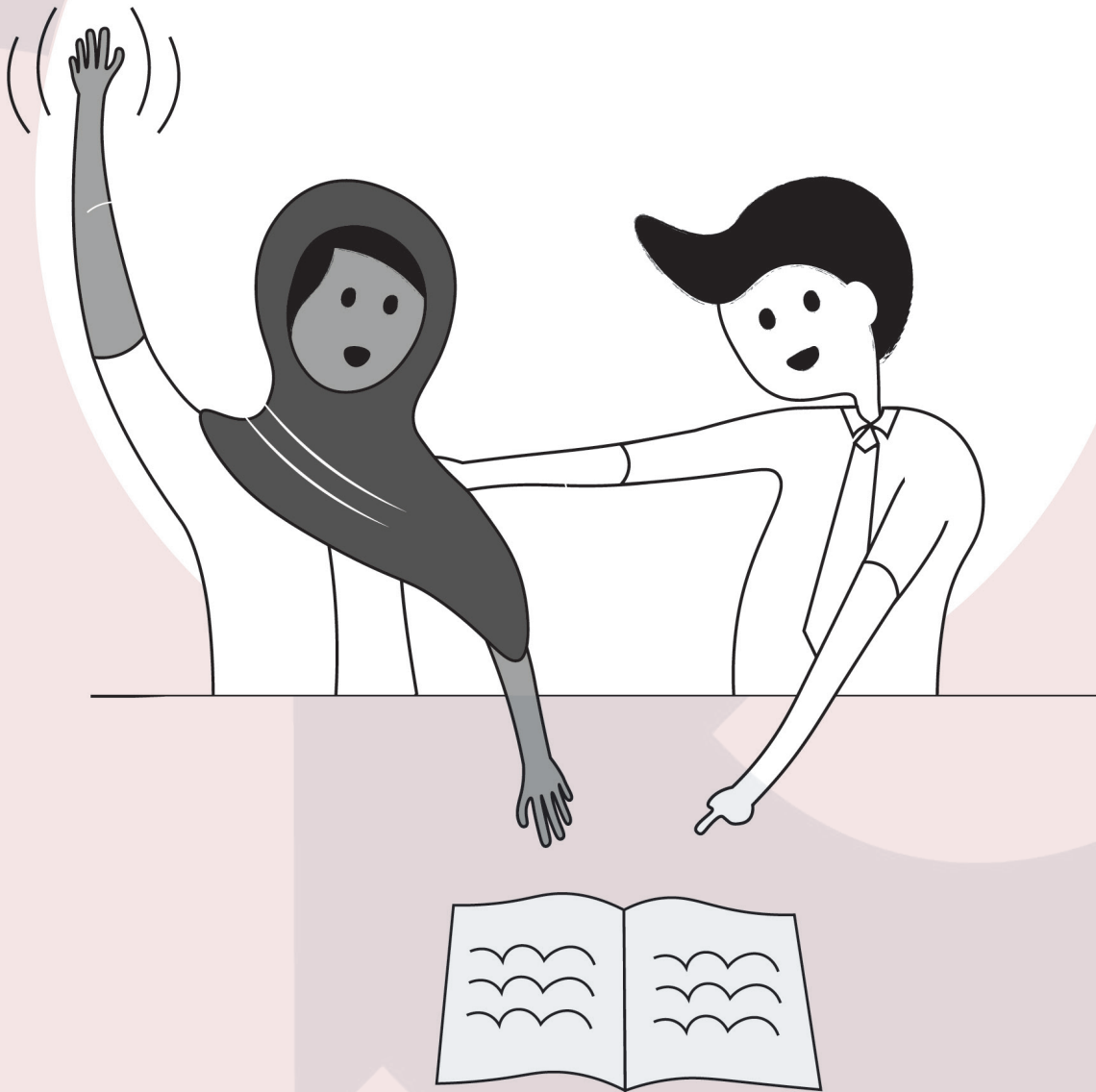
TIME

Part One (20 mins);
Part Two (20 mins)

REMINDER

Talking about bullying can be sensitive, remind your group where they can seek support or who they can talk to if they are affected by the session.

WHAT IS BULLYING?



PART ONE: WHAT IS BULLYING? (20 MINS)

1. You may wish to have the learners in your group complete this activity in small groups, in pairs or individually. Explain they are going to explore what bullying behaviour looks like and think about its impact. Learners are not required to share their own experiences of bullying during this exercise. (Slide 1)
2. Ask each group to draw an outline for a person on a sheet of paper/whiteboard. They've to imagine this person is a friend who experiencing bullying. (slide 2)
3. Ask them to write or draw around the outside of their person the types of bullying behaviour that could be affecting them. They should list all the behaviour they have seen or know about. E.g. pushing, ignoring, sending messages (slide 2.1)
4. Take some group feedback, if required highlight any examples given by the learners that are not bullying - e.g. friendship fall outs or disagreements, or more serious/criminal behaviour such as fighting or asking for/sending nude images.
5. Now, ask the group to use a different coloured marker to write or draw inside the person how the bullying behaviour might be making their friend feel and how it might be affecting them. E.g. sad, angry, afraid, they don't want to go to school, stop going to a club to avoid the person that's bullying them etc. (slide 2.2)
6. Take some group feedback, exploring the examples of impacts the learners have come up with. You could use slide 3 to summarise.
7. Explain that bullying is both what someone does (the behaviour) and how it makes you feel (impact). Bullying is always unacceptable because it can leave children feeling like they have no control or power. This makes it different from other types of behaviour like fall outs or disagreements. Be clear that no one has the right to bully someone else and we all have the right to be safe and free from bullying.
8. You can use the bucket analogy to explore this concept further. We all have a bucket inside our bellies, when it is full and warm it's because we feel included, valued, respected and listened to. Our warm full buckets help us be confident and be who we are. When we don't feel valued, included, listened to or respected – when we are bullied – our bucket tips out and so does our sense of control – we're no longer able to confidently be ourselves. This loss of control can lead to negative thoughts and feelings. (Slide 4)

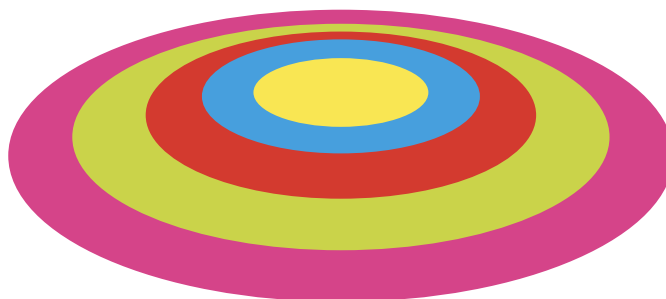
CHANGE STARTS WITH US!



PART TWO: CHANCE STARTS WITH US! (20 MINS)

* Ideally this activity requires space for your group to move around, however it can be easily adapted if this is not available.

1. Explain that the learners are going to list all of the people they can think of who can help make a difference to bullying e.g. they might prevent it from happening in the first place, or they might do something to help someone who is being bullied. (slide 5)
2. Ask, who are some of the people closest to us that can make a difference?
3. On the whiteboard, for each group of people mentioned draw concentric circle and write their name in the new circle.



4. Keep going until the group have come up with a full list such as parents, carers, teachers, sports coaches, friends, community police officers etc.
5. Ask the group who should be at the centre of the circles – (the answer is YOU/any young person).
6. Now, create these circles physically by asking for volunteers to represent each group listed and ask the young people to take position creating concentric circles around each other by holding hands and then sitting down.
7. Once all the circles are in position ask for volunteers to suggest small actions each group of people could take to help address bullying. The message is that no single group can make change alone, but if everyone does there bit we have a ripple effect – the small action of a stone dropping into a pond can create lots of ripples. Small actions can make a big difference to someone who is being bullied. Record the actions the learners come up with on the whiteboard. (slide 6)

Examples

Me	Speaking to people about how I'm feeling, getting support to cope with a difficult situation, noticing when others might be left out or feeling unhappy and include/ support them, volunteer as a peer mentor, be respectful to others
Parents/carers	Listening to me, giving me a hug, talking to me about bullying and what I might do if I found myself in that situation, helping me learn how to be respectful to others
Teachers	Taking me seriously and trying to stop the bullying situation, preventing bullying by promoting respect, talk to us about bullying even before it happens, put up anti-bullying posters
Sports Coaches	Spot that bullying is happening and try to resolve it, making sure our team are agreed on how we behave respectfully towards each other all the time
Friends	Supporting me when I feel down, doing fun things to help take my mind off it, supporting me to seek help, including everyone, treating everyone with respect
Other family members – cousins, aunts etc	Listening to me, helping me think about what I can do next
Community police officers	Spot that bullying is happening, try to resolve the situation, report what happened to relevant staff, preventing bullying by promoting respect and talking about the importance of positive relationships
Other school staff e.g. catering, janitors etc	Spot that bullying is happening, support young people, promote respect, report what they see to other staff, preventing bullying by promoting respect and talking about the importance of positive relationships

8. Ask them to look around at all of the people around who can help make a difference – when we all work together we can create change. Reinforce this final message by erasing the concentric circles on the whiteboard. These lines don't exist in the real world, all of these people can help, and importantly there are things we can do ourselves that make the world friendlier and kinder.
9. It's important to reiterate the message that is never a young person's fault that they have been bullied. Revisit the idea that bullying is always unacceptable, no one has a right to bully others and we all have a right to be safe and free from bullying.
10. Give each learner a "Change Starts With..." template and from the list the learners have just come up with, ask each learner to pick one they think is really important and write it on their sheet. 'E.g. Change Starts With... my friends supporting me to seek help. Change Starts With... my parents listening to me'
11. Get social! If your group is happy take some pictures or videos of them with their Change Starts With... templates and share them on Twitter or Facebook using the hashtag #ChangeStartsWithUs and don't forget to tag @_respectme_!

Are there young people in your group, class, school or organisation who are passionate about anti-bullying and want to make a difference? Use our new toolkit for youth-led anti-bullying campaigns and initiatives to help empower them to take action (will be available from www.respectme.org.uk from 11th November 2019)

SMALL ACTIONS, BIG CHANGES!

CHANGE STARTS WITH...

