

# Responding to Bullying - What are my options?

A Learning Resource which helps  
children and young people explore their  
options if they or someone they know is  
being bullied

## Responding to Bullying – What are my options?

<b>Duration</b>	<b>45 mins</b>
<b>Session Aims</b>	<ul style="list-style-type: none"> <li>• To raise awareness about bullying and what they can do if it is happening to them or someone they know</li> <li>• To explore what options there are for dealing with bullying</li> <li>• To define the pros and cons of these different options</li> <li>• To explore what might work best for individuals</li> </ul>
<b>Activity Duration</b>	<b>Activity</b>
<b>5 mins</b>	<b>Welcome/ Introduce the aims of the session and</b> where to go in school to get support if you are affected by anything we discuss
<b>5 mins</b>	<p><b>Film; Bullying – What Can I Do?</b>            Introduce the film by explaining that it is all about exploring options you can consider if you or someone you know is being bullied. Explain that you will be talking about these options in more detail after the film. Play the film.</p>
<b>10 mins</b>	<p><b>Options to deal with bullying</b>            Draw a large blank circle on flipchart paper to represent a pizza and divide into seven segments            Ask whole group to recall what options for dealing with bullying they remember from the video “Bullying What Can I Do?”            Record each option the group members recall in a different segment of the pizza            Complete any options that they have missed</p>
<b>10 Mins for discussion</b>	<p><b>Weighing up your options</b>            Divide the class into 7 smaller groups and give each group a sheet of flipchart paper/pen Give each group one of the options to discuss.</p> <p>Ask each group to discuss:</p> <ul style="list-style-type: none"> <li>• <i>What are the positives and negatives of this option?</i></li> <li>• <i>Under what circumstances might it work?</i></li> <li>• <i>When might it not work or be unhelpful?</i></li> </ul> <p>Ask them to record their answers on the flipchart paper and nominate a spokesperson to feedback to the whole group afterwards.</p>
<b>10 mins for feedback to group</b>	
<b>5 mins</b>	<p><b>Ask group:</b>  <i>Which of the options that we have discussed today do you think would be YOUR first choice?</i>            Individuals write their response on blank slip of paper and place into an empty pizza box at the end of the session</p>

# Responding to Bullying – What are my options?

## How to Use This Resource

This resource has been designed for use in settings with young people e.g. classroom or youth groups. It can be used as an activity as part of anti-bullying week and at other times as part of wider learning about bullying behaviour and supporting others affected by bullying.

It is suitable to be used with class sized groups of children aged 10-16 and the whole activity can be covered in 45 minutes. For younger pupils the session can be spilt over several sessions. It can equally be delivered with smaller groups of young people.

## Aims and Objectives

This lesson has been designed to enable participants to:

- Raise awareness about what bullying is and what they can do if it is happening to them or someone they know
- Recognise that there isn't one single solution that will work in every situation
- Explore what options there are for dealing with bullying
- Define the pros and cons of these different options
- Explore what choices might work best for individuals

## Facilitator Notes- Context

The key message from this session is that there are no right or wrong answers. When we are being bullied or someone we know is being bullied we should consider the individual circumstances and what might work best in that situation.

It's about giving children and young people the confidence to think about their options and consider "what might work for me?" Some things will work for some people but won't work for others. Also some options will work better in certain circumstances than others.

Used together with the short video resource "Bullying –What Can I Do?" this exercise has been designed to get young people thinking about what bullying is and what they can do if it's happening to them or someone they know.

Bullying behaviour can leave young people feeling like they have no control over a situation. By helping them to consider what option or options might work best in particular circumstances, young people can feel more in control. This can help restore their confidence and agency and helps them learn how to manage difficult situations, express themselves and problem solve.

**Prepare for the session beforehand by watching the film "Bullying What Can I Do?" and familiarising yourself with the content. Read through the accompanying notes outlining**

The advantages and disadvantages of each option. Video and guidance can be found here:  
<http://respectme.org.uk/resources/videos/>

### **Resources & Materials needed:**

- Blank flipchart paper or whiteboard
- Projector /screen with audio to show video
- 7 Labelled Pizza slices one for each of the “options” – available to print at the back of this resource
- Small slips of paper – available to print at the back of this resource
- Blue tack or drawing pins
- “Bullying What Can I Do?” video (Can be accessed via the *respectme* website:  
[www.respectme.org.uk/resources/videos](http://www.respectme.org.uk/resources/videos))

**Total time needed for all activities: 45 minutes**

## **Part 1: Film- “Bullying What Can I Do? (5 minutes)**

### **Step 1**

Before showing the film, draw a large circle on the flipchart or whiteboard to represent a pizza ready to fill in with the different options that will be discussed in relation to responding to bullying.

### **Step 2**

Open up a question to the group – ‘what is bullying?’ Spend a couple of taking answers from the group – these will likely focus on types of behaviour like:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Explain that bullying is also about the impact it has on others – it is behaviour that can leave people feeling hurt, frightened and left out and if we are experiencing bullying behaviour it is important to know how we get support. Say that you will be explaining at the end of the session how to get help with bullying if anyone needs support as a result of the session.

Introduce the film by saying that this short film has been designed to “get you thinking about what bullying is and what you can do if it’s happening to you or someone you know.”

### **Step 3**

Show the film.

## **Part 2: Discussing Options Available to Deal with Bullying. (5 minutes)**

### **Step 1**

After watching the film ask them as a whole group to recall the various options that the film highlighted that could be used to respond to bullying behaviour.

As the group recalls each option place the corresponding labelled pizza slice onto the pizza shape with blu tack. Complete any options that may have been missed.

### **Part 3: Assessing the Advantages and Disadvantages of Each Option**

**(25 minutes- 10 minutes group discussion/15 minutes feedback)**

Introduce the activity by explaining that some options will work for some people but won't work for others. Also certain options will work better in certain circumstances than others.

#### **Step 1**

Divide the class into 7 smaller roughly equal sized groups. Hand each group a different option to discuss. Explain that you would like each group to discuss:

- The pros and cons of the option they have been given
- Under what circumstances might it work?
- When might it not work or be unhelpful?

Ask them to take notes so that they can feedback to the bigger group.

#### **Step 2**

Ask each group to feed back the main points of their discussion to the wider group. Offer any additional information regarding pros and cons of each option where required. Be prepared for a longer discussion when discussing the "Get Your Own Back" option. It will be important here to emphasise that there are potentially more serious consequences of choosing this option.

Ask the group if there are any other options that haven't been considered that they think could be an option to help deal with bullying.

Following all feedback pull the discussion together by emphasising the following points.

- When we are being bullied or someone we know is being bullied we should consider the individual circumstances and what might work best in that situation.
- Thinking about your options and "what might work for me?" can help you to feel more in control and confident to deal with the bullying situation
- Some things will work for some people but won't work for others. Also some options will work better in certain circumstances than others.

#### **Part 4: Personal Choices when Responding to Bullying. (5 minutes)**

Give each class member the small slip of paper with the picture of the blank pizza slice on it.

Ask the group, now that they have considered different options available to respond to bullying, which of the options discussed today would likely be their first choice?

Ask them to write their response down on the blank slip of paper. These should be anonymous and collected in.

*Once completed ask them to put them into a box/tray for you to analyse the results. You could share the outcomes with the group either there and then or at a later stage.*

#### **Concluding Remarks- Facilitator led (5 minutes)**

*Deciding for yourself what option will work best for you and your circumstances is very important.*

*We also need to be aware that some coping mechanisms are better than others. Talking to friends/family, doing things you love, listening to music, playing games, finding local support groups locally or online that you feel represent you and staying active are all positive ways of coping. They won't always make the bullying stop but they can help you to manage how you are feeling.*

*Arguing, taking out anger on others, doing things to hurt yourself, missing school, drinking or smoking or stopping communicating with people may seem like ways to cope but they are not healthy. They don't deal with the bullying or how it makes you feel.*

**Finish by explaining how participants can get help and support in your own setting to deal with bullying if they are affected by bullying behaviour and remind them that ChildLine is another service available to give young people emotional support.**

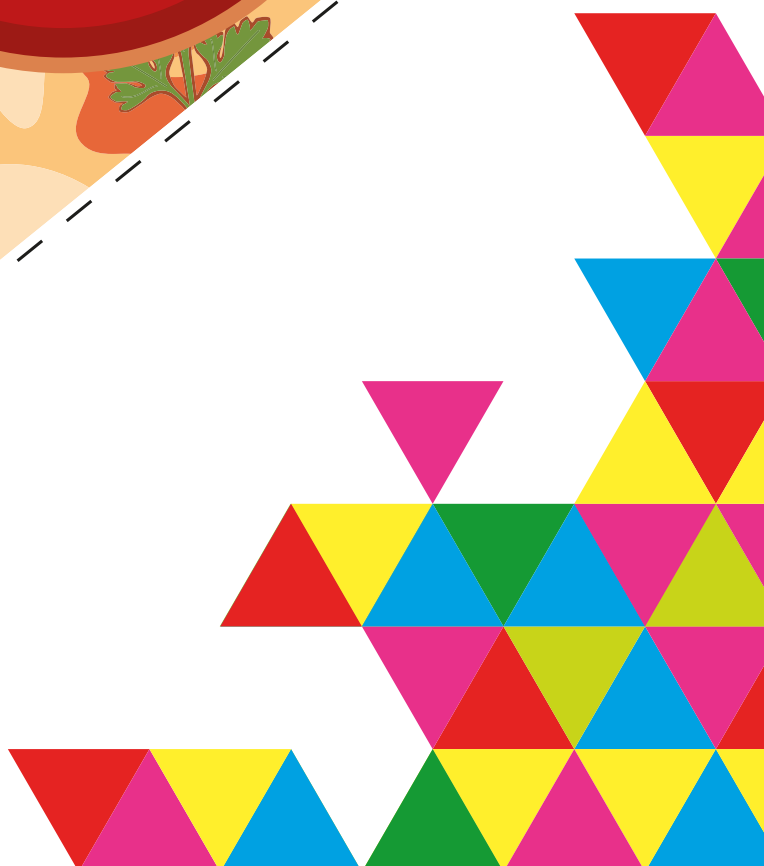


## **Supporting Information**

### **Curriculum for Excellence**

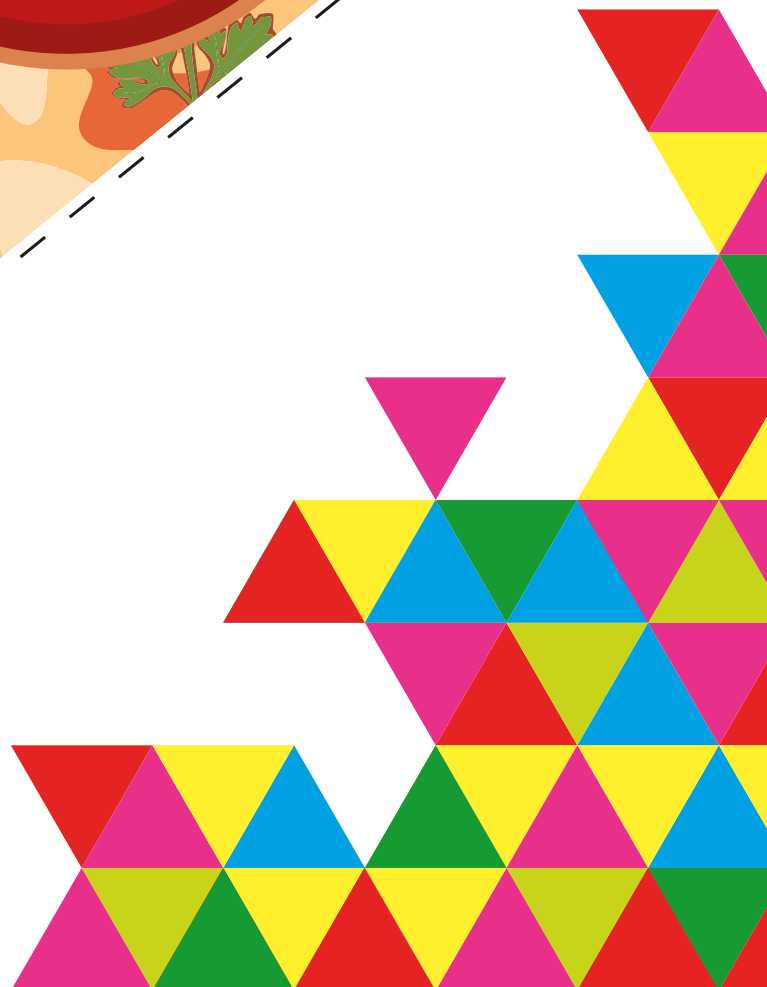
The session relates specifically to the Curriculum for Excellence Health and Wellbeing Experiences listed:

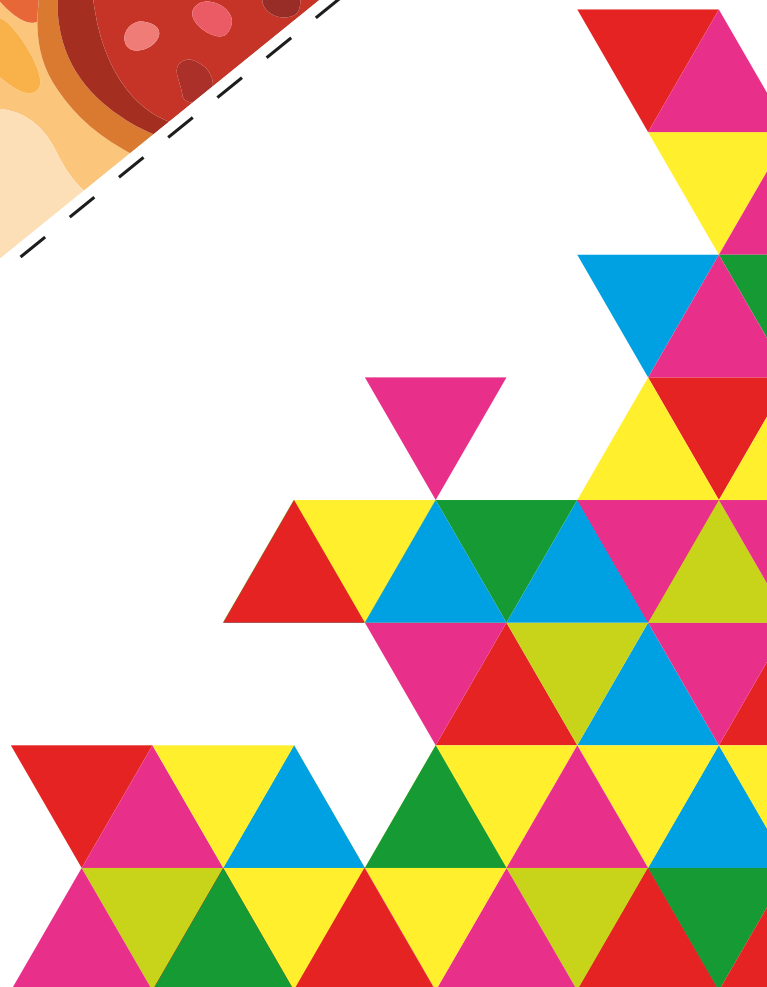
- I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 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 4-08a





**Find  
a way of  
dealing with  
your feelings**



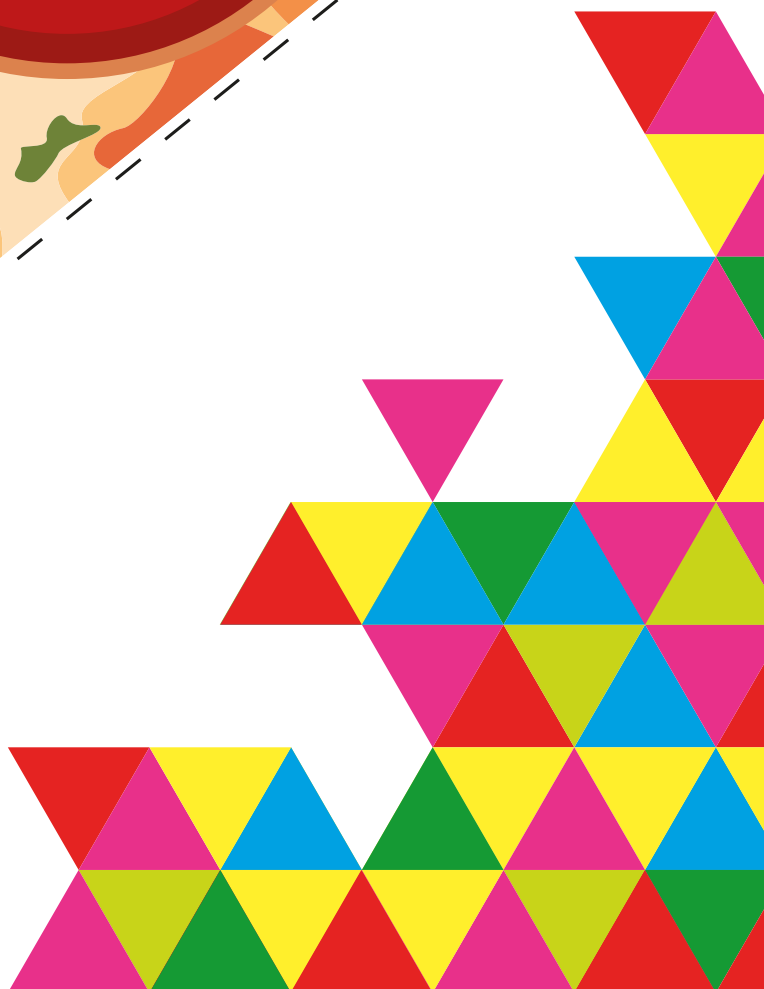




**respectme**  
Scotland's Anti-Bullying Service



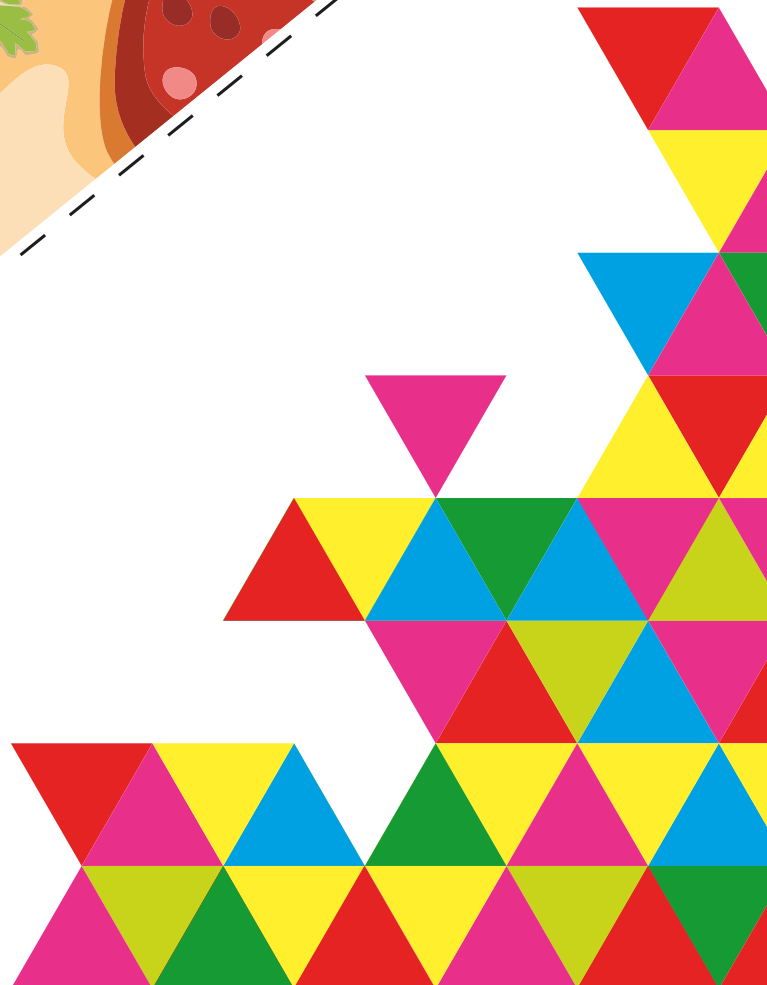
**You  
could  
ignore it**





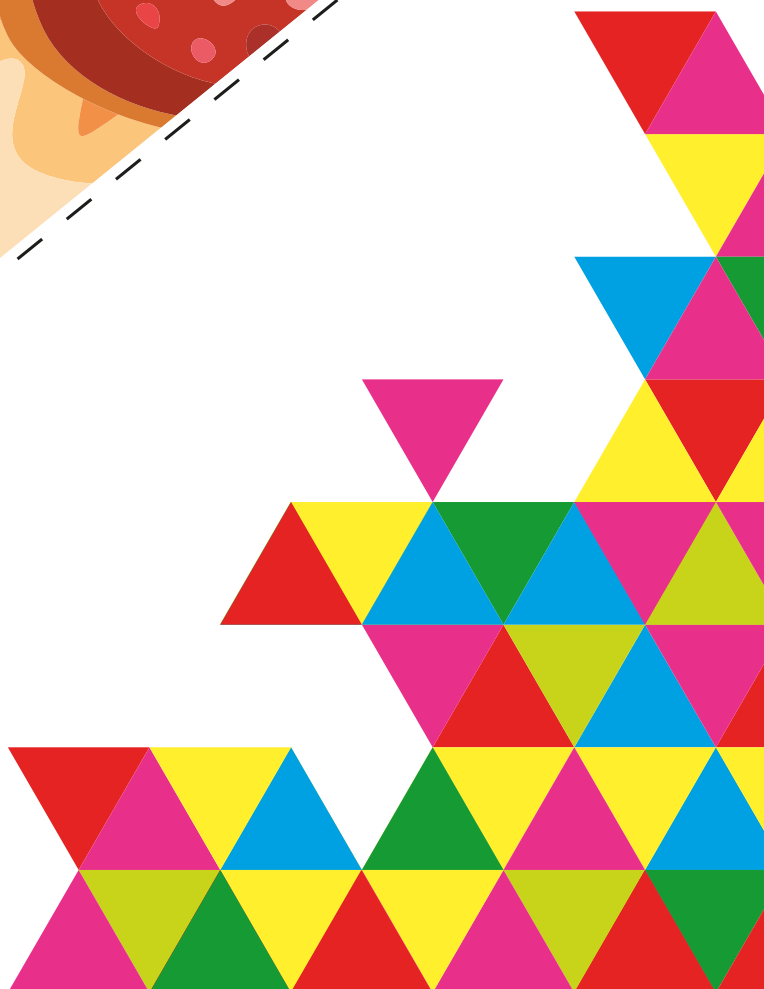
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**Keep a  
diary**





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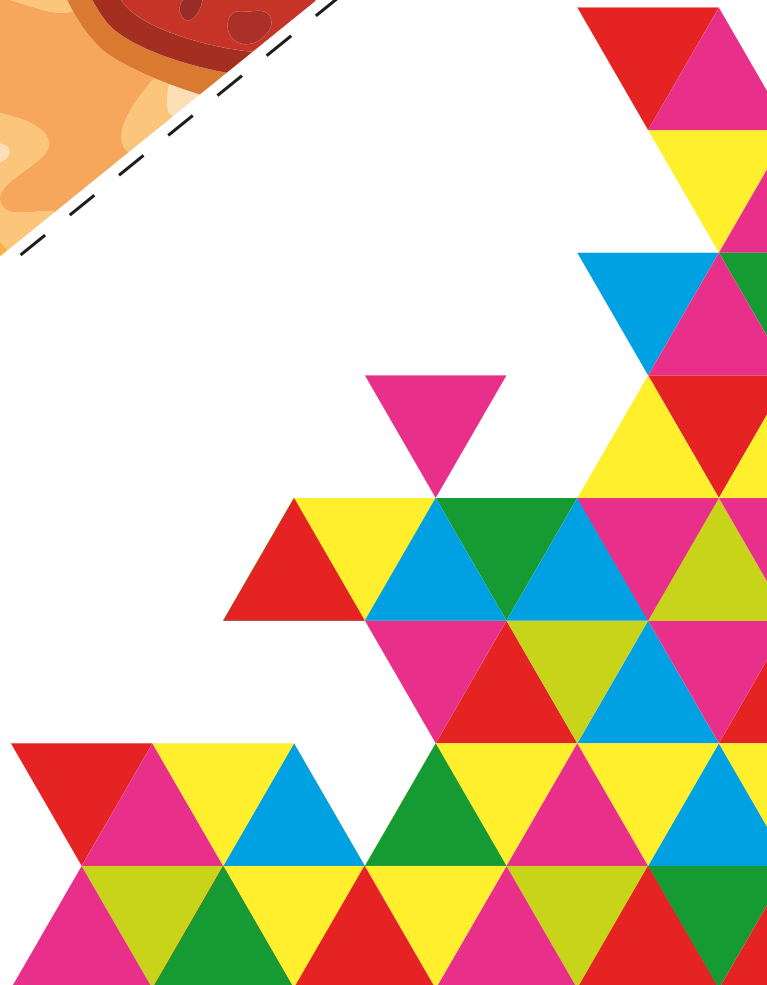
**Ask  
them to  
stop**





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**Tell an  
adult**



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