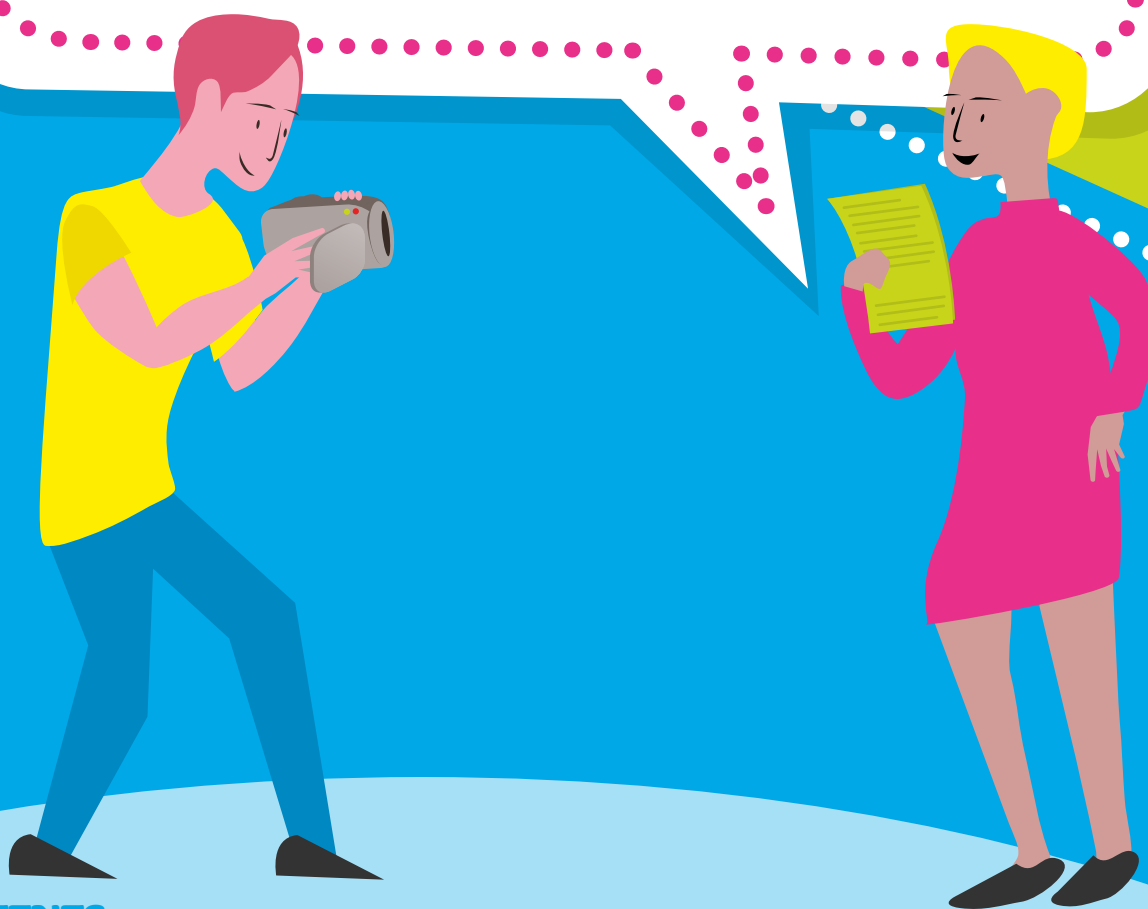


What made it better?

What made it better for you,
might make it better for them.

Young Filmmaker Competition: Secondary Age Individual Winning Film
Anti-Bullying Resource 2022



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SAFEGUARDING

Talking about bullying can be sensitive and can be an 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.

INTRODUCTION OF CAMPAIGN

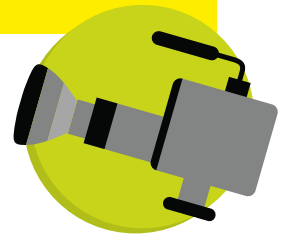
respectme campaign 2020/2021: What made it better?

respectme's anti-bullying campaign '**What made it better?**' set out to explore the approaches that helped people respond to bullying behaviour, as well as providing a platform for young people and adults to feed into anti-bullying solutions.

Young Filmmaker Competition

respectme teamed up with The Royal Conservatoire of Scotland's Junior Conservatoire of Film to launch a Young Filmmaker Competition for Primary aged children (between P4-P7) and Secondary age young people under 18 as part of the 'What made it better?' campaign.

The competition provided a creative platform for children and young people to look through the lens at bullying from a young person's perspective with the support of adults, to share what helped them or others as well as creating new and important discussions about bullying and how the behaviour and actions affects those involved. The response was positive, after shortlisting films we went on to announce and celebrate three imaginative and original anti-bullying films made by young people.



FACILITATOR NOTES AND CONTEXT

This learning resource has been created for use with young people in a classroom or in a youth group setting.

It has been designed for use alongside our winning Secondary Age Individual Film 'Do Ask, Do Tell' written and produced by Olivia Marie Ritchie, who attends St Aloysius

College in Glasgow. To watch the film [click here](#) to our YouTube page.

The notes here would require approximately three 50 minute sessions to explore fully. You may wish to use the notes in three sections as indicated, or you may wish to pick and mix from the various sections to adapt to the time you have available.



This video is designed to be used as a tool to promote discussion. It aims to raise awareness with young people of the nature of bullying and its impacts, and to show that young people are not alone in experiencing bullying, and that previous generations have had similar experiences too.

The key message in the film is the importance of breaking the silence and stigma around bullying. It shows that bullying thrives in cultures where those affected may be too afraid to speak out.

This video is created by and for young people, and does not explore the full range of options for a young person who is experiencing bullying. Therefore, it is important that these are also raised and discussed as alternatives, particularly for young people who may feel that it is difficult to talk to a friend or trusted adult.

As well as the images in the video we have developed additional guidance which you can use to facilitate and widen discussions. There are no right or wrong answers: this is about opening up a discussion as to how bullying and isolation feel, and how they can be prevented. This resource has the potential to be an empowering discussion around the idea of how to be a good friend.

Introduce the video as a resource that is designed to make you think about what bullying is and how it can make people feel.

Note that the video has some distressing themes and offer young people a safe space/person to follow-up with if any upset arises.

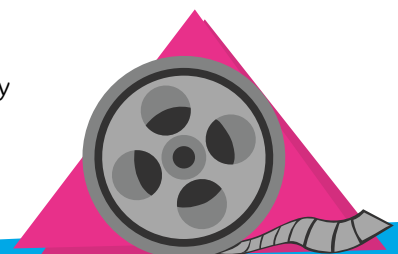
- ◆ Show the video in full before the discussion.
- ◆ Ask the young people how the video made them feel and what their initial thoughts are.
- ◆ Did the girls who were bullying young Jenna remind you of any other films or TV shows? (the film has a very 90s feel, so may remind viewers of the 2004 film, Mean Girls).
- ◆ Do you think it takes courage for Maya to tell her mum she is being bullied?

SECTION 1: Key actions and discussion points

Show the film again, pausing at moments to allow the young people to reflect. They may wish to take notes or to discuss with each other. Suggested questions to facilitate further discussion are included below.



- Maya seems surprised that her mum was ever bullied. Why might this be?
Think about the way her mum seems now.
- Maya's mum, Jenna, doesn't press her daughter to tell her why she asking about bullying. Do you think this is a helpful way to react? Why/ why not?
- Can you describe the way the music changes when the scene cuts to young Jenna in school in 1991?
- Describe the way the three girls treat Jenna in the hallway.
The group may note:
 - ▲ The way they barge into her.
 - ▲ Tell her to "watch where she's going".
 - ▲ Force her to apologise more loudly.
 - ▲ Call her a "freak".
 - ▲ Pour water over her notes.
- Does there seem to be a group "leader" amongst the girls who are behaving in a bullying manner? What makes you think so?
- Jenna is then approached by a teacher who says that Jenna can talk to her. Why do you think Jenna pretends everything is fine?



SECTION 2: Key actions and discussion points



- Older Jenna then tells us why she eventually told someone she was being bullied, because she couldn't handle it anymore. We are then shown the bathroom scene, where someone has written a horrible comment on the mirror. How do you think Jenna would feel at this point?

The group may comment on Jenna's distress here, and the feeling that she is at breaking point. Her inability to clean the words from the mirror perhaps symbolise her inability to wipe them from her mind.

- Older Jenna tells Maya that confiding in a teacher made her realise that the people who were bullying her "didn't need to take over her life". What kind of changes (attitudes or behaviours) do you think she might mean here?

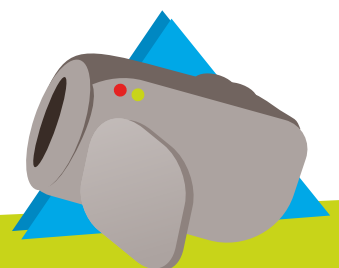
There may be comments here around ideas such as making new friends, having hobbies or activities outside school, or deciding that the girls' behaviour says more about them than about the person they pick on.

Facilitators may wish to discuss here the adult role in helping a young person retain their perspective, i.e. it might feel like 'it's taking over your life'. However, focussing their mind on other activities/friend groups and knowing it's a transient, rather than a permanent, state can help them regroup, regain agency and restore confidence.

SECTION 3: Key actions and discussion points



- ▼ The film then cuts to a statistic: 90% of teenagers who see cyber bullying ignore it. What would you be most likely to do if you see online bullying? What options do people have online?
- ▼ Maya is shown in a dark room surrounded by blinking, beeping devices. She is clearly increasingly distressed. What kind of atmosphere is created here? In what ways is online bullying different from face to face bullying? The group may comment on the claustrophobia, or the feeling of being trapped and unable to escape.
- ▼ A second statistic is shown: that 50% of young people who experience cyber bullying felt it was helpful to tell a parent. In what ways might adults be able to help a young person in this situation?
- ▼ Maya then tells her mum that she is being bullied and the film ends. What did you think about the creative decision to end the film here? Are you left wanting to know more? What is the important message here?



PLENARY DISCUSSIONS

- ◆ The film's message is to "tell" someone that you are experiencing bullying. Why do you think this is important?
- ◆ How do you think Maya felt when she spoke the words out loud that she is being bullied?
- ◆ In what ways do you think Jenna could help her daughter?

FURTHER INFORMATION

There is an accompanying video on the respectme YouTube channel titled 'Bullying: What Can I Do?', which also has additional guidance/ facilitator notes.

Click on the link below to visit the awareness raising video section of respectme's website <https://respectme.org.uk/resources/videos/>

