

SELF REFLECTION

# AGREE OR DISAGREE



RESPECT STARTS WITH YOU  
**#CHOOSE RESPECT**

**chooserespect.scot**



**PURPOSE**

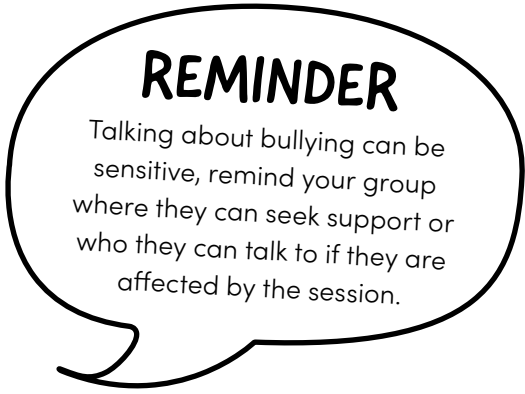
To explore the participants' values and attitudes towards respectful and disrespectful behaviour

**GROUP**

Ages 5 – 12 years, see link with Experiences and Outcomes below

**TIME**

20 minutes



**MATERIALS**

Statements

**PREPARATION**

Session facilitator may wish to watch the respectme video '[What Can I Do](#)' and read accompanying [facilitator notes](#). The film aims to raise awareness about what children and young people can do if they or someone they know are being bullied. A key message from the film is that there is no single answer or any one piece of advice that will always work when responding to bullying. We need to be able to explore what our options are and consider what might work best for individuals. At the end of the activity you may want to show the film to the class and have an additional group discussion.

**ACTIVITY**

Designate opposite ends of the room agree and disagree. Each child will get a statement they have to read out. Make clear the statements are opinions and not facts. The children will then have to decide whether they agree or disagree with the statements by voting with their feet. If appropriate an 'unsure' category can also be added. Ask the children why they chose their current position and open up a discussion. Encourage group discussion and exploration of attitudes and issues as you go through the activity. Children should be encouraged to change sides during the discussion if appropriate.

**EXAMPLES**

**I AM ALWAYS A GOOD FRIEND**

**I WOULD TELL A TEACHER IF I WAS BEING BULLIED**

**I NEVER HURT ANYONE'S FEELINGS**

**IF SOMEONE HIT ME I WOULD HIT THEM BACK**

**I WOULD TELL MY PARENTS/ CARERS IF I WAS BEING BULLIED**

**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

**DOWNLOADS & RESOURCES**

This resource has been adapted from [YouthLink Scotland's No Knives Better Lives, Playing it Safe Toolkit](http://noknivesbetterlives.com). To download the full resource visit: [http://noknivesbetterlives.com/images/uploads/resources/No\\_Knives%2C\\_Better\\_Lives\\_-\\_Playing\\_it\\_Safe\\_%28Digital\\_RGB%29.pdf](http://noknivesbetterlives.com/images/uploads/resources/No_Knives%2C_Better_Lives_-_Playing_it_Safe_%28Digital_RGB%29.pdf)



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