

What made it better?

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

respectme anti-bullying resources 2020/21



PRIMARY AGE RESOURCES

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LINKS TO CURRICULUM FOR EXCELLENCE

Experiences & Outcomes: Health & Wellbeing

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 0-10a / HWB 1-10a / HWB 2-10a

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

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

Through contributing my views, time, and talents, I play a part in bringing about positive change in my school and wider community.

HWB 0-13a / HWB 1-13a / HWB 2-13a

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

INTRODUCTION

This learning resource by respectme, Scotland's anti-bullying service, contains activities that can be used by practitioners working in education, youth work, sports, and care settings as part of wider learning around the management of bullying incidents and responses to bullying behaviour.

How to use this resource to improve practice

This resource can be used to encourage discussion about anti-bullying solutions and the management of bullying incidents, with the overall aim of highlighting approaches that helped adults and young people who have experienced bullying behaviour in the past.

It is suitable to use in all environments in which a child or young person may make a disclosure of bullying. Practitioners are encouraged to tailor their discussions and approach to their specific environment. You may want to deliver the following activities across several sessions or in one complete discussion.

Who is this for?

For use by teachers, youth workers, and other practitioners working with or caring for children and young people of primary school age.

SUCCESS INDICATORS

- I understand what bullying behaviour is and how it can make people feel.
- I understand that bullying is always unacceptable and that I have a right not to be bullied.
- I am aware of 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.

SAFEGUARDING

Talking about bullying can be sensitive and challenging for some children, so it is important that a safe space is provided for children to talk. Make it clear that there are different ways that children can contribute. They may choose to talk openly about their own experiences, or they may prefer to write their thoughts down anonymously. It is important that children know they do not have to contribute if they do not feel confident to do so.

Remind the group where they can seek support if they are affected by the session. If children prefer to share concerns via a system such as a worry jar, ensure they include their name so that the teacher can respond to them.

If a child wishes to speak to someone anonymously, they can contact Childline at 0800 1111.

Emotional check-ins

Facilitators should begin each of the following activities with their choice of emotional check-in. For example:

- Ask children to share one or two words about how they are feeling.
- Ask children to take a few breaths and a quiet moment to collect thoughts before speaking or writing.
- Ask the pupils to show or tell how they feel on a scale of 1-10. 1 being extremely negative and 10 being extremely positive.

The above examples have been developed by Education Scotland. You can find further information on emotional check-ins on p.200 of the 'Compassionate & Connected Classroom curricular resource'.

EXERCISE 1: ANTI-BULLYING SUPPORT MAP (60 mins, or 2 x 30 minute lessons)

Aim: To highlight the support networks available to children and remind them of their options if they want to talk to someone about bullying behaviour.

You will need: flip chart paper, paper and pencils for each participant, art supplies.

The exercise:

1. Begin the session with your choice of emotional check-in.
2. Ensure the children understand what is meant by bullying (10 mins). Ask them:
 - What do you think bullying is?
 - How do you think bullying makes people feel?

At this point, you may wish to share Scotland's agreed definition of bullying:

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online.' (respectme, 2015)

3. Ask the group who they would go to for support if they were being bullied. Common answers may include parents, carers, teachers, and family members.
4. Now, encourage them to think of all the places they spend their time (home, school, after school activities, the homes of friends and family, travelling between places).
5. Hand out a piece of flip chart paper to each child and ask them to each draw a 'map' of the places they spend their time. Ask them:
 - Who are the people in those places?
 - Would any of those people help them if they were being bullied?
6. Ask the children (or an adult) to write the names of these people above each location. For example, they may want to label 'Granny' or 'Grandad' above their grandparent's house, or 'Coach' above the football field. Create your own map as an example.
7. Once the children have identified the people in their 'support map', encourage them to decorate the map with the art supplies available.

Remember: If they do not feel there is anyone they can talk to at home – encourage them to think about other places and people who can help.

8. Children will have a visual representation of their support network, which may be bigger than they thought. If time allows, you could ask the children who they would prefer to speak to and why.
9. Finally, share the work! If the children are comfortable with it, the maps could be displayed as a giant mural in your setting or shared with respectme on Twitter at: [@.respectme_](https://twitter.com/respectme_) or Facebook at: [respectme Scotland](https://www.facebook.com/respectmeScotland).

EXERCISE 2: DISCUSSION GUIDE FOR PRIMARY AGE (40 mins)

Aim: To explore positive and negative ways of dealing with bullying, and to ask children how they think adults can help in bullying situations. Examples are provided below.

You will need: Flip chart paper, coloured pens, tape to display flip chart paper.

Before you start: Please write the following headings on separate sheets of flip chart paper and display them clearly in front of the children:

1. How does bullying make people feel?
2. If a child is being bullied, what will help them?
3. What can adults do to help?
4. If a child is being bullied, what will not help?

The exercise:

1. Begin the discussion with your choice of emotional check-in.
2. Ask the children how they think being bullied makes people feel. Record the answers on the correlating piece of flip chat paper displayed at the front. (5 mins)

Example answers: sad, lonely, angry, confused, etc.

3. Ask the group, 'If someone is being bullied, what will help them?' Think about the support available to children - Who can they ask for help? What can those people do? Record the answers on the correlating piece of flip chat paper. (5 mins)

Example answers: Telling someone what is happening. Being taken seriously by adults.

4. Ask the group, 'If someone is being bullied, what will not help them?' This may include things that stop the child telling someone, or things that make the situation worse. Record the answers on the correlating piece of flip chat paper. (5 mins)

Example answers: Adults getting angry or shouting. Adults not telling children what they are going to do.

5. Ask the group, 'What can adults do to help children who are being bullied?'. The children's anti-bullying support maps may be helpful here. Record the answers on the correlating piece of flip chat paper. (5 mins)

Example answers: Teach children how bullying can make other people feel.

At the end of the session, thank the children for sharing their learning and let them know how their answers will be included in future anti-bullying work happening in your setting.

Keep the completed flip chart sheets if you plan to deliver the 'What Made It Better?' Discussion Guide for Adults. If not, remember to record the children's feedback for the future.

Share your results!

respectme will use findings of the 'What Made It Better?' campaign to create informational tip sheets on the management of bullying incidents. To contribute, please send the key messages of your discussion to enquire@respectme.co.uk (you can photograph the flip charts) so your organisation can be listed as a contributor. Please note: no names or identifying information of young people will be shared.

Top Tip - Some young people may say that the things that made it better for them was violence, shouting, or other approaches that respectme does not condone. Our video 'Before you give advice, get some.' may be helpful here.