



**Title: Protecting Me: Bullying**

**Level:** Second

**Code:** 2.9.4

**Links to Curriculum for Excellence**

Experiences/Outcomes

- 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

Benchmarks

- Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.

**About this activity**

All learning establishments and community settings are expected to have good policy and practice in place to prevent and respond to bullying. There is national guidance provided **Respect for All**, and the national anti-bullying agency **respect me** provides support. It is likely that your setting has ongoing work under the banner of anti-bullying or better behaviour policy and practice. This activity does not replace your ongoing progress on addressing bullying and promoting positive behaviour, rather it is provided and delivered in the context of this group of RSHP activities that help children understand that no-one should be hurt or frightened, and that there are ways to seek help and support. The session might also act as a reminder of what has already been covered and achieved with a group.

**Resources to support this activity**

- Respect for All <http://www.gov.scot/Publications/2017/11/6766>
- Children’s Parliament Investigates Bullying <https://www.childrensparliament.org.uk/our-work/cpinvestigatesbullying/> (film 8.37)
- Human Dignity definition

**Activity**

1. Start in a circle. Take some time remembering what the children have been doing in recent learning activities – remembering their work on feelings, on finding an adult to talk to if they have a worry, and about ChildLine.

2. Explain that we want to start this session with some important feelings and how we behave. Introduce the words below one at a time, asking children what the word means to them, have they seen or experienced something akin to the idea etc, so one at a time:

**Kindness**

**Trust Note:** Having looked at their 5 adults in the previous session they can be reminded of why they picked an adult, using the idea of trust.

**Empathy Note:** some children will know the word *sympathy*. Rather than them mixing these words up, explain that this word says empathy, that it is different from sympathy. So, sympathy means when you feel sorry for someone, maybe something has made them sad and you feel sorry that they are sad. But this word says empathy. Explain that empathy means when you really understand someone's situation and you share someone's feelings; they may have heard the expression 'to put yourself in someone else's shoes'. An example might be that someone's pet has died, and your pet has died too and so you have a similar experience and you feel what they feel. Have some discussion to clarify understanding.

**Human dignity Note:** This is somewhat more complex for children but essential for them to understand their rights, including their right to protection from harm. A slide/explanation is provided with this activity. Use the slide and take some time to discuss.

3. Having introduced these words, explain that you have done so because the topic today is **bullying**. And that you are going to watch a short film about the work some children the same age as this class/group have been doing to help us all understand how we can protect children from bullying – and these children think that we should all be kind, have trust in someone, have empathy for others and understand that we should all have our human dignity. Share the Children's Parliament film (duration 8 minutes 37 seconds)

Have some discussion, immediate reactions to the film, returning to the whiteboard and the key words, ask the children to remember what was said about **Kindness, Trust, Empathy and Human Dignity**.

4. Have the children take some time individually to write about bullying. Alternatively, this could be a talking task in small groups. Provide some prompts on the whiteboard. If children would like to, they could read their opinions to the group.

*About bullying:*

*How do you think it feels if you are being bullied?*

*If you were being bullied who would you tell?*

*How can we help a child who is being bullied?*

*How can we help a child who is bullying others?*

5. To end, set the children a kindness challenge. Children like the idea of 'random acts of kindness'. Have each child think of a kind thing they can do for another child in the class today or tomorrow, but that they should do so without making a fuss, or even saying they are doing it. At the end of the next day ask children if another person has been kind, and how. Some might guess, others might just notice kindness!

As with all RSHP work, follow up on any concerns about a child after the session.

### Additional ideas

- Children can make posters drawing and using words to think of all the kind things people do for each other at school, at home or in the community.
- Use the key terms in other activities – for example, where a character in a book shows kindness or empathy or where something positive happens to a member of the class/group so they must feel good about themselves/proud which is good for their human dignity etc.

### Connecting with home

- The learning activity 2.9.1 has a suggested text for a note home to parents and carers in advance of this block of activity.
- The link to the Children’s Parliament Investigates Bullying film could be shared on the class/school/group website <https://www.childrensparliament.org.uk/our-work/cpinvestigatesbullying/> along with the **human dignity definition**.

### Further learning activities are available that connect to this RSHP curriculum content

- 2.9.1 When I feel safe and okay/When I feel unsafe and not okay
- 2.9.2 My 5 trusted individuals
- 2.9.3: ChildLine
- 2.9.5: Physical abuse and neglect
- 2.9.6: Sexual abuse

### Practitioner Notes