

Overview

How to use this resource

This resource accompanies a video or series of videos from our inspiring role models sharing their personal story. Each resource covers a different topic area and comes with discussion questions, challenge questions, suggested activities and challenge activities. Further notes for teachers are written in italics or in boxes.

Learning objectives

- Students will be able to identify some of the potential impacts of bullying.
- Students can name 3 ways they can be an ally and to stop bullying from happening.
- Students can express the feelings they would feel and empathise with others.



Curriculum links

- **Citizenship:** identity
- **RSE:** respectful relationships, stereotyping, bullying
- **English:** creative writing and non-fiction writing

Suggested age

All materials should be reviewed by teaching staff to ensure they are appropriate and can be adapted to suit your class' needs. **DRM recommends Roz's story for Year 1 upwards and Jamie's story Year 5 and 6.**

Overview

Summary of story/stories

Roz's story

Roz shares the story of how some children were unkind to her at school because she didn't like the things the other girls liked. She talks about another girl that stood up for her and began asking about what she liked and became her friend. She also talks about the importance of being an ally and showing kindness.

This story discusses bullying based on difference and gender stereotypes.



Jamie's story

Jamie shares his story about not fitting in at school as he grew up. He talks about how as he got older his interests changed and no longer wanted to play the 'stereotypical boy things' and instead wanting to play 'stereotypical girl things'. He talks about how some children in his school started to bully him for this difference. He also talks about how no one stood up for him and the importance of being kind and showing support to your friends.

This story discusses gender stereotyping and bullying.



Other video links

Anna's Story – 'I'm proud of who I am'

Anna shares the make-up of her family, talking about her wife, children and pets. She also discusses the difficulties in 'coming out' to her family when she was younger and some incidents of bullying she faced.

Suggested questions – Roz's Story

These questions can be found on
Worksheet 1.

1. Why does Roz say it's okay if you don't like the same things she did in Primary school?

Because everyone is different and unique and no two people are the same!

2. What did Roz say she thought about people needing to like certain things?

She said she thought it was strange that people had to like certain things or behave in a certain way because she was a girl.

3. What did Roz say was the thing that made everything change for the better?

Another girl in her class started asking about her interests and standing up for her.



4. What did Roz say people should do if you see someone being unkind to someone else?

Speak up and speak out. Be an ally, be kind and be patient. Tell somebody about it and be a good friend.

5. How do you think Roz felt before and after her friend was an ally?

Roz felt confused before and left out, but after she was excited and learnt a lot from her new friend.

Content notes

Discussions of bullying can be a sensitive topic for students who have experienced this, teachers can seek the advice of their safeguarding lead to ensure the lesson is a positive experience for all students.

Suggested questions – Jamie's Story



These questions can be found on
Worksheet 2.

1. How does Jamie describe his time in Primary school?

He was very popular and had lots of friends of all genders.

2. Jamie talks about not wanting to do 'stereotypical things'. What do you think he means by this?

Stereotyping is when people make assumptions about how someone should behave based on parts of their identity. Jamie didn't want to do the 'stereotypical things boys did' like playing sports and skating.

3. Jamie describes a child at his school as a 'bully', what does it mean if someone is a bully.

A bully would be somebody that repeatedly tries to harm or hurt somebody else over an extended period of time.

4. What does it mean to be an upstander?

To stand up for someone who is being hurt or bullied and to speak out against it. This could be by telling the teacher or supporting the person being bullied.

5. What is Jamie's advice on being an upstander?

Check in with someone and make sure they're okay. Also ask if you can join in with their games/interests.

Content notes

Discussions of bullying can be a sensitive topic for students who have experienced this, teachers can seek the advice of their safeguarding lead to ensure the lesson is a positive experience for all students.

Activities

1. Think about each of the Role Model's stories. How do you think they felt when they were being bullied? Do you think these feelings changed as time went on? Write a series of diary entries as if you are one of the Role Models with how you would be feeling at each part of their story. Do your feelings change? What do you feel the impact of the bullying was on you? This could also be done as a circle time style discussion.
2. Take a look at your school's current anti-bullying policy. Do you currently have a 'child friendly' version of the policy? If not can you create one for your school. Come up with a slogan or acronym for students to remember what they need to do if they, or a friend, are being bullied. This can be done in groups or as a class. Vote on your favourite and share it with your Headteacher.
3. Roz's friend was a good ally by listening to her and learning more about Roz's hobbies and interests. This helped her to deal with the impacts of bullying. Learn more about your partner by listening to them and draw a picture of them doing something they love.
4. Engage students in art expression activities, such as drawing or painting, to help them express their emotions related to bullying. Encourage them to create art that reflects the impact of bullying on their own lives or on the lives of others. *Some examples are available in Resource A.*
5. Run teacher-led circle time activities with a focus on empathy building, such as a "feelings check-in," where students are asked to share how they are feeling and why. This can help to develop their ability to empathise with others and understand the impact of bullying behaviours on mental health and well-being.
6. Read a story or a book about bullying that is appropriate for their age group and discuss with the children how the characters may have felt during and after the incident. This can help them understand the impact of bullying on others. Some examples of good books are available in [this book list](#). After reading the story, can children write a book review including why this story is good/not so good at demonstrating the impacts of bullying.

Challenge Activities

1. Create an 'Impact of Bullying' First Aid Kit. What would you need to help make things better if someone had been bullied. Some examples could be: an instruction booklet to show you how to tell a trusted adult, scissors to remind you to separate yourself from those who might be unkind, plastic gloves for the kind friends you do have holding your hand etc.
2. Create a recipe on how to fix a broken gingerbread person who has been broken by the impacts of bullying. What sort of things might you need? A hug from a kind friend; A trusted adult to help you etc.
3. Plan an assembly to present to the rest of the school on what bullying is and what to do if you have been bullied. Make sure to include references to your school's antibullying policy and other organisations you can reach out to if you've been impacted by bullying.
4. Think about Jamie's Story. Can you draw a timeline of his life and mark out how you think he felt at each point in his life. You can even 'story step' this as a role play exercise. Next rewrite Jamie's story, without the bullying, as if he went to a kind and accepting school where everyone's differences are celebrated. How do you think he felt at each point here? Mark it on the timeline. Students could role play this in parallel to show the impact of bullying on Jamie's life.
5. Using the quotes in *Resource B* as a prompt, create a list of all the different ways you can try and support somebody who has been bullied. How can you make this list easy for people to use? Make your own class posters using Resource B for inspiration.
6. Listen to the song 'You've Got a Friend in Me' from Toy Story. Come up with a dance style role play to perform to it, highlighting the actions you could take to be a friend to somebody who has been impacted by bullying. You could dance to show how people would feel or act out a scenario of asking for help.

Extension Ideas

A student question worksheet is available in Worksheet 3.



Roz's Story

1. Why does Roz say it's okay if you don't like the same things she did in Primary school?
2. What did Roz say she thought about people needing to like certain things?
3. What did Roz say was the thing that made everything change for the better?
4. What did Roz say people should do if you see someone being unkind to someone else?
5. How do you think Roz felt before and after her friend was an ally?



Jamie's Story

1. How does Jamie describe his time in Primary school?
2. Jamie talks about not wanting to do 'stereotypical things'. What do you think he means by this?
3. Jamie describes a child at his school as a 'bully', what does it mean if someone is a bully.
4. What does it mean to be an upstander?
5. What is Jamie's advice on being an upstander?

Challenge Questions

1. What is bullying? Discuss this with a small group and make sure you all agree on the definition.
2. The Role Models talked about some of the ways in which people were supportive of them. What are some ways we can be kind and supportive to each other?
3. The impacts of bullying can last a lifetime. What do you think we can do to prevent bullying from happening in the future?
4. How do you think someone might feel if they were being bullied?
5. Imagine you are one of Jamie's friends. What would you have done to be an upstander?
6. How can bullying affect someone's self-esteem and confidence?
7. Why do you think it is important to be kind to others?
8. Why do you think it's important we learn about the impacts of bullying as well as learning about how to stop bullying from happening?

Art showing the impacts of bullying.





Quotes

No act of kindness, no matter
how small, is ever wasted.



Aesop

If you see someone
without a smile, give
them one of yours.



Dolly Parton

Every one of us needs to show
how much we care for each other
and, in the process,
care for ourselves.



Princess Diana

Promise me you'll always remember:
you're braver than you believe,
and stronger than you seem,
and smarter than you think.



Christopher Robin

Quotes available from Twinkl.

Useful definitions

Bullying: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Diversity: difference(s) between two or more things.

Heterosexual: a man who is attracted to women OR a woman who is attracted to men.

Lesbian: a woman who is attracted to women.

Gay: a man who is attracted to men or a woman who is attracted to women.

Stereotype: a fixed, over generalised belief about a particular group or class of people.

Homophobia: prejudice or discrimination towards people who are gay or lesbian (homosexual).

Organisations for Support for Bullying

NSPCC

The NSPCC understands how difficult it is for children to talk about bullying. Whether it's happening now or happened in the past, Childline can be contacted 24/7. Calls to [0800 1111](tel:08001111) are free and confidential.

Childline

Children can also contact [Childline online](#).

Childline has lots of advice about [different types of bullying](#) and a tool to help them [bounce back from bullying](#).

The Anti-Bullying Alliance

The Anti-Bullying Alliance has lots of videos and resources if you, or someone you know is being bullied.

View the resources [here](#)