

## Overview

### How to use this resource

This resource accompanies a video or series of videos from one of 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 both as children and into adulthood.
- Students can identify at least 3 ways to be an ally to somebody who is being bullied.
- Students can express ways they could empathise with one of the Role Models or somebody that has been bullied.



### Curriculum links

- **Citizenship:** identity
- **RSE:** respectful relationships, stereotyping, bullying, homophobic bullying, LGBTQ+ identities.
- **English:** creative writing and non-fiction writing
- **Drama:** performance and expression

### 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 Kieran and Martin's story is suitable for Year 7 upwards.**

## Overview

### Summary of story/stories

#### Kieran's story

Kieran shares his story of how he struggled to come to terms with the fact that he was gay due to the way people were treating him growing up. He talks about trying to change everything about himself so he wouldn't be bullied.

**This story discusses homophobic bullying, mental health and low self esteem, stereotyping, coming out.**



#### Martin's story

Martin shares his experience of bullying throughout primary and secondary school. He talks about how this bullying started with name calling and being left out, which escalated as he got older. He shares how he didn't feel able to tell a trusted adult and the reasons for this and how this impacted his schooling.

**This story discusses same-sex marriage, stereotyping, being your true self, and homophobic bullying.**



### Other video links

#### Stuart's Story - 'They flushed my hearing aid down a toilet'

Stuart discusses his experience of growing up without hearing and what school was like for him at a hearing school.

## Suggested questions – Kieran's Story

These questions can be found on  
Worksheet 1.



1. Who did Kieran say he was friends with at school?

*Kieran made friends with the girls in his school because he didn't want to do the things the boys liked to do.*

2. What did Kieran learn about other countries from a friend?

*That a boy could get married to a boy – he thought only boys and girls could get married.*

3. What sort of things did Kieran experience that made him think being gay wasn't a good thing?

*Being told not to say so loudly that he was excited boys could marry boys. Hearing phrases like 'that's so gay' at school being used as a negative.*

4. How did Kieran respond when the name calling and teasing didn't stop?

*He tried to hide who he really was and tried to fit in. He tried to change the way he walked, talked and the things he enjoyed doing.*

5. Why was Kieran glad he was 'wrong' when he came out to his friends?

*He thought that they would react negatively – however he was wrong because they were supportive and accepting! He was glad that these friends then helped support him.*

### Suggested questions – Martin's Story

These questions can be found on  
Worksheet 2.



1. What sort of bullying did Martin experience in primary and secondary school?

*Name calling and being left out. He was told he was 'acting like a girl'.*

2. What sort of things did Martin do to try and avoid being bullied?

*He walked home from school instead of taking the bus or being absent from school altogether playing truant.*

3. What does Martin do now as a job and why do you think he chose this?

*Martin is now a therapist that helps people who were bullied when they were younger and the impact this has had on their lives.*

4. What is Martin's takeaway message?

*You should never bully or be unkind to someone because of their differences and that the impacts of bullying can last a lifetime.*

5. Both these Role Models had positive ends to their stories, but how did they feel when they were younger?

*They had low self-esteem and a negative attitude towards school. They felt they had to hide who they were.*

### Challenge Questions

For additional challenge discussion questions for students please see Worksheet 3 these resources.

### 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. Martin is a therapist who helps people cope with the impacts of bullying. Research different support options available for young people who have been bullied. Create an information leaflet for your school. Make sure to include options within your school like the pastoral support available but also wider organisations that students could access for support. This could help support somebody who has been impacted by bullying.
2. Create an 'Anti-Bullying' homepage on your school's website. Include what students need to do if they're being bullied but also include blog posts or articles on why its important bullying is stopped because of the wider impacts it could have on someone's life.
3. 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. *See some examples in Resource A.*
4. Martin describes being bullied as like a 'stress bucket' that is filled up until it overflows. Create this bucket and fill it with the worries and feelings you might have in your class. Then to stop the bucket from overflowing talk about the different feelings and what you can do to prevent them from staying in the bucket. What sort of things might we use to empty the bucket? Come up with solutions that would 'turn on the tap' to reduce some of these feelings. An example of this worksheet can be [found here](#).
5. Pair up students and each write a letter to an 'Agony Aunt' style column as somebody who has been impacted by bullying. This could be as a victim of bullying or as a friend of someone who has been bullied asking for help. Swap the letters between the pair and write a letter response offering ways to support and heal from the impacts of bullying.
6. You've been given a budget by your Headteacher to create a safe space in your school for students who have been bullied or who are worried about being bullied. What will you name your space and what resources will be available to the students? Will there be a member of staff there, or other adult support? What will the space look like? And where would it be in your school so its accessible to all?



### Challenge Activities

1. Read about [The Equality Act 2010](#) . What are the 9 Protected Characteristics? Split into groups discuss how these characteristics impact bullying - choose 3 protected characteristics to discuss what prejudice-based bullying looks like in relation to these. Write a charter about respecting differences based on these characteristics.
2. As a whole class write down questions or concerns you might have as if you're answering a social media 'Ask Me Anything' about the impacts of bullying. Some examples of questions could be *'Who can I tell if I'm feeling anxious about coming into school after being bullied?'* Then in small groups write a script and record an Instagram video or podcast episode answering these questions and signposting to support.
3. In small groups mind map ways to be the best support a friend that has been bullied. Pick your five favourite ideas and write and create a short TikTok video on how to be a good friend. Alternatively, can you do this in a Tweet form.
4. Invite a guest speaker, such as a psychologist, a school counsellor, or a bullying prevention advocate, to talk about the impacts of bullying on mental health and well-being. Students can ask questions and engage in a discussion about the speaker's insights.
5. Ask the students to form small groups and discuss the following questions:
  - What are some of the emotional impacts of bullying on the victim?
  - What are some of the physical impacts of bullying on the victim?
  - Why is it important to speak out against bullying?
  - Then using the answers to these as prompts, students are to create a series of diary entries starting with the victim and how they felt when being bullied, how they felt when they asked for help and then a diary entry a few years later after they've received support.
6. In small groups, research the long-term impacts of bullying. [This article](#) can support this research. Create a [series of infographics or data visuals](#) to present these statistics in an informative way. As an extension task, can you gather data from your own school on the impacts of bullying to present?



## **Kieran's Story**

1. Who did Kieran say he was friends with at school?
  
  
  
  
  
  
  
  
  
  
2. What did Kieran learn about other countries from a friend?
  
  
  
  
  
  
  
  
  
  
3. What sort of things did Kieran experience that made him think being gay wasn't a good thing?
  
  
  
  
  
  
  
  
  
  
4. How did Kieran respond when the name calling and teasing didn't stop?
  
  
  
  
  
  
  
  
  
  
5. Why was Kieran glad he was 'wrong' when he came out to his friends?



## Martin's Story

1. What sort of bullying did Martin experience in primary and secondary school?
2. What sort of things did Martin do to try and avoid being bullied?
3. What does Martin do now as a job and why do you think he chose this?
4. What is Martin's takeaway message?
5. Both these Role Models had positive ends to their stories, but how did they feel when they were younger?

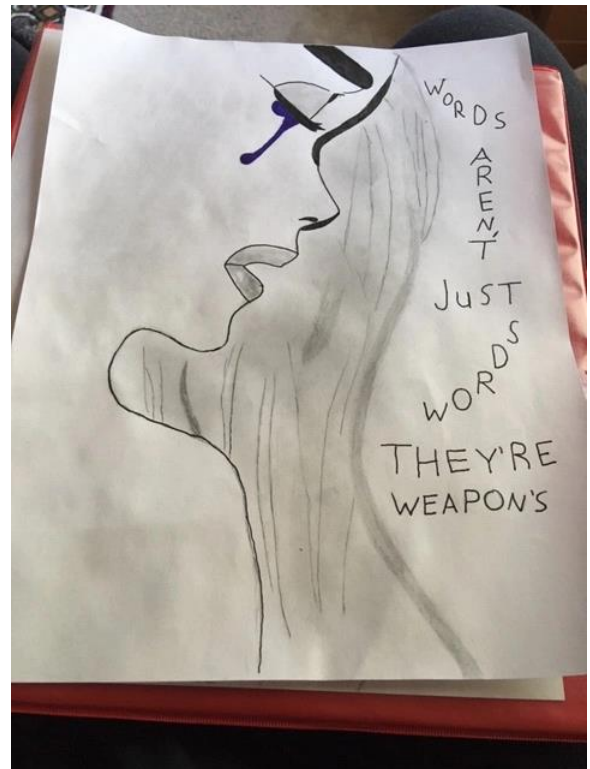


## Challenge Discussion Questions

1. What do you think are some of the emotional impacts of bullying on the victim?
2. Martin used his experiences of bullying to help others. Can you think of another person who has used their negative experiences for positive impact? Can you think of a famous person or someone on news/from history?
3. How do you think bullying can affect the mental health of the victim?
4. How might bullying impact the perpetrator, both in the short and long term?
5. Do you think bullying can affect a person's academic performance? How?
6. How can bullying affect someone's self-esteem and confidence?
7. How might bullying impact a person's social life, relationships, and friendships?
8. Kieran's experiences of bullying stopped him from living his life as his authentic self. Think of someone famous who have had to face the impacts of bullying to do what they love. What advice would you give to someone who was impacted by bullying in this way? *Examples could be Lady Gaga or Tom Holland.*



Art showing the impacts of bullying.



## 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 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](#)