

## "IF YOU SEE SOMETHING, DO SOMETHING: EMPOWERING YOUNG VOICES AGAINST BULLYING"

### KEY MESSAGE

1. Tell a Trusted Adult: Always get help when something isn't right.
2. Don't Join In: Avoid laughing or joining in when someone is being teased or hurt.
3. Speak Up: Say "This is not cool. This isn't ok."
4. Distract: Help by interrupting or causing a distraction to stop the bullying.
5. Be Kind: Offer help and kindness to those who need it.

### ACTIVITY 1: STORY TIME - "THE KIND AND BRAVE HERO" (20 MINUTES)

Reinforces: Tell a Trusted Adult, Don't Join In

#### 1. Materials Needed:

- A short storybook or teacher-created story about a child who sees bullying and stands up by telling a trusted adult and not joining in.

#### 2. Instructions:

- Read the story aloud to the class.
- Ask the children to identify how the hero helped the person being bullied. Discuss why it's important to tell a trusted adult and not join in.
- Questions to ask:
  - "What did the hero do?"
  - "How can you help someone who is being hurt?"

#### 3. Debrief:

- Emphasise the importance of getting help and being kind. Remind pupils they can always tell a teacher or parent if they see bullying.

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### ACTIVITY 2: KINDNESS ROLE PLAY (20 MINUTES)

Reinforces: Be Kind, Distract

#### 1. Materials Needed:

- Pre-made role-play cards with simple scenarios (e.g., "A classmate is being left out at break time," or "Someone is being teased at lunch").

#### 2. Instructions:

- Divide the class into small groups. Each group gets a scenario card.
- Children role-play how they can use kindness to help someone (e.g., saying "Can I help you?" or distracting the bully by asking a question like "Do you want to play?").
- After each role-play, ask the group to explain their response.

#### 3. Debrief:

- Discuss how being kind can make a big difference and how causing a distraction can help stop bullying.

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### ACTIVITY 3: CREATE YOUR KINDNESS POSTER (30 MINUTES)

Reinforces: Don't Join In, Be Kind

#### 1. Materials Needed:

- Large paper, markers, and art supplies.

#### 2. Instructions:

- Each child creates a Kindness Poster showing how they can be kind and brave in situations where someone is being bullied.
- Encourage children to include phrases from the poster, such as:
  - "This is not cool."
  - "Can I help you?"
  - "Don't laugh, don't join in."

3. Display the posters around the classroom to remind everyone to be kind and brave.

#### 4. Debrief:

- Reinforce that kindness and not joining in are ways everyone can help stop bullying.

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### ACTIVITY 4: TRUSTED ADULTS MAP (15 MINUTES)

Reinforces: Tell a Trusted Adult

#### 1. Materials Needed:

- Paper and crayons or markers.

#### 2. Instructions:

- Ask the children to draw or write the names of adults they can talk to if they see or experience bullying (e.g., teachers, parents, pupil support).
- Encourage them to keep these trusted adults map in their school bags or desks as a reminder that there is always someone to help.

#### 3. Debrief:

- Explain that telling a trusted adult is one of the best things they can do to stop bullying.
- Remind them that adults are there to help and keep them safe.

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### ACTIVITY 5: "THIS ISN'T COOL" PRACTICE (15 MINUTES)

Reinforces: Speak Up

#### 1. Materials Needed:

- No materials needed.

#### 2. Instructions:

- Practice as a class how to speak up when they see bullying by saying: "This is not cool. This isn't ok."
- Choose different scenarios and ask volunteers to stand up and say these phrases with confidence.
  - Example scenarios could include someone being teased on the playground or a friend being excluded from a game.

### CURRICULUM FOR EXCELLENCE

Our activities support the experiences and outcomes within the Health & Wellbeing part of the Curriculum for Excellence and promote Children's Rights and Wellbeing.

**Mental & Emotional Wellbeing:** 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

**Social 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