



## ‘Drop Everything and Reflect’ Session for Anti-Bullying Week

### Lesson Activity for Primary Schools

#### Note to Teachers:

This lesson activity may be adapted to suit pupils of different abilities and ages. Teachers should ensure that they create a safe environment for pupils to share their thoughts and ideas about their values without being judged or feeling self-conscious.

Teachers may have already established an SPHE class contract with pupils to guide how sensitive and personal topics are discussed in the classroom. If not, then it would be important to take time to do this at the beginning of this lesson.

The NCCA SPHE Toolkit provides a series of useful resources to support teaching and learning of SPHE related topics. You can access guidance on creating a class contract from the HSE *Understanding Ourselves* unit of learning [here](#).

The purpose of the lesson is to tap into the values of the school community as they relate to preventing bullying and promoting inclusion, equality and diversity. This will be achieved by focusing on the concept of kindness, which should be easily understood by primary school pupils, and by creating a kindness value statement/visual that reflects this.

Circle time, which helps develop positive relationships between pupils through engagement and fun activities, is a suggested time to conduct this lesson activity.

Talking about bullying can be sensitive so you should remind your pupils who they can tell if they are affected by bullying.

#### Overview:

Our values help us to understand that bullying behaviour is wrong and that everyone can play a part in addressing bullying behaviour. In this lesson activity, we focus on kindness as a value that everyone in the school should promote and share.

This session will explore how kind behaviour can help to prevent and address bullying.

### **Aim:**

- To facilitate pupils to understand how being kind can help everyone to prevent and address bullying in school and to help make sure that all children are safe and happy in school.

### **Learning intentions - Pupils will be able to:**

- Discuss what bullying is and how it might make someone feel.
- Understand the importance of being kind to others, what kind behaviour is and ways in which kindness can be demonstrated to help prevent and address bullying.
- Contribute to a new or updated “kindness” value statement for your school.

### **Teaching and Learning Approach:**

- This lesson activity will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers and SNAs in the classroom should take part in the activity and contribute to the value statement, while promoting a pupil-led approach. Using visual resources teachers should facilitate discussion.

### **Materials/Equipment:**

- Kindness Tree / Respect Tree Template (A4 size)
- Post-it Notes
- Paper
- Colouring Pens/Crayons

### **Videos**

- Buzz’s Story – FUSE Anti-Bullying and Online Safety Programme – Workshop 1

<https://www.youtube.com/watch?v=oRPIOePKP8Q>

### **Class Time Required:**

- The main lesson should take 15-30 minutes. However, depending on the age and stage of development of the pupils involved, the teacher will need to decide how much time will be needed to develop and explore the value of kindness with the pupils before moving on to the activities section. It may be necessary to spread the learning over two class periods.
- It is suggested that this session takes place as a **“Drop Everything and Reflect”** session somewhere appropriate in the school timetable. Ideally, the whole school should conduct this lesson on the same date and time, if this is feasible.

### **Useful Resources:**

- SPHE Curriculum Strands and Strand Units

## Suggested Lesson Activity Framework

### Lesson Introduction:

- The aim of this session is for pupils to participate in the creation of a school value statement based on kindness. Alternatively they create a visual using a selection of words that demonstrate kindness and how that creates an inclusive and welcoming school.
- Being kind is a key part of a preventative strategy towards bullying behaviour. Bullying can happen when there is a lack of respect and kindness towards an individual or group of people. Demonstrating kind behaviours in a school setting can create environments where it is difficult for bullying to occur and where it does it helps to address it more effectively.
- In this lesson, we see Buzz experiencing bullying behaviour (both offline and online) and use this as a prompt to discuss the impact of bullying behaviour and what can be done to address it.

### Step 1 – What is Bullying?

Play the Video of Buzz from the FUSE Anti-Bullying and Online Safety Programme

- Ask pupils to discuss what has happened to Buzz in the video.
- Let them give examples of what being '**really mean to others**' looks like, as this can help facilitate discussion to help inform their understanding of what bullying is.
- Ask pupils what forms bullying can take and where it might happen inside or outside school.
- Ask pupils to describe what bullying might feel like to Buzz and what it might look like, as it can take many forms and people experience bullying in different ways.
- Next, discuss with pupils different ways of being kind that different characters in the video could have shown to prevent Buzz from being bullied in their school.

### Step 2: Looks Like/Feels Like

- Explain that this activity is all about exploring what being kind actually means in practice. Tell them that we are going to discuss the things that we can do and say to each other that show kind behaviour and make others feel safe and valued.
- The purpose of this section of the lesson is to help the pupils understand that how we behave can help ourselves and other children to feel happy or sad.
- Put two flip chart pages on the board. At the top of one page write, "Looks like Kindness" and at the top of the second page write, "Feels like Kindness". On each page, draw a stick person (you might call this stick person "Buzz").
- How can you tell when you are receiving kindness from others by the things they do/actions they take? Record under "Looks Like Kindness"
- How would these make you feel? Showing kindness. Record under "Feels like Kindness"
- Example – giving Buzz a hug goes on "looks like kindness", feeling loved goes on "feels like kindness".

### Step 3: A Call to Action

- Using the words that pupils have provided, identify the words that they feel are most important when addressing bullying in school. Pupils can then develop or update a value statement and create a visual of the statement or words selected. These can then be displayed in some of the ways suggested below.
- Here are some examples:
- Once the Looks Like/Feels Like activity is complete, ask pupils to choose one word each, which matters to them. Draw this word on an A4 page and colour it in, creating a poster. They can draw a picture to demonstrate their chosen word also. The words could be attached to some twine and made into “kindness bunting” which can be displayed in the school.
- Create a Kindness Tree (template attached) using the words selected.

**Some other ideas on how you might display your kindness statement/visual are:**

Create a WordCloud	Design posters which can be displayed around the school	Create a “Tree of Values” on a dedicated wall in your school (as above)
Film a short video/reel explaining your school values	Create a class or school pledge for Anti-Bullying week - share this on your school social channels	Create a banner and display it in your school
Come up with an acronym using the words you have chosen	Write a poem or an acrostic based on your Value Statement	Paint a mural

<sup>1</sup>You can upload images of your Value Statement/visual and how you displayed it at the following link: <https://tacklebullying.ie/anti-bullying-week/>. A selection of these images will be displayed on the tacklebullying.ie website.

<sup>1</sup> Schools should ensure that any images that are uploaded to <https://tacklebullying.ie/anti-bullying-week/> are shared in line with the school’s GDPR policy. Parental consent for the sharing of images of pupils should be sought by the school, in line with the school’s own policy.

