

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

### Lesson Activity for Post-Primary Schools

*(Activity ideas could be provided for each year group depending on age)*

#### Note to Teachers:

This lesson activity may be adapted to suit students of different abilities and ages. Teachers should ensure that they create a safe environment for students 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/agreement with students 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](#).

#### Overview:

Our values are the things that we believe in as we live our lives. Values such as compassion, kindness, integrity, seeking to include others help to shape who we are and how we behave. Our values can help us to understand the harm that can be caused by bullying and how to try to prevent and address bullying behaviour. Our values can help us all to work together towards an equal, inclusive Irish society free from bullying in all its forms and where individual difference is valued and celebrated.

Students may have learned about **values** through various junior and senior cycle subjects, for example:

- Strand 3 of the junior cycle SPHE short course considers the importance of values in relationships. Students may have already learned about values regarding having a friend and being a friend through the learning outcomes 3.1 and 3.2
- Strands 1 (1.1) and 3 (3.1 and 3.2) of the junior cycle [CSPE](#) short course explore knowledge, understanding, skills and values related to human rights and responsibilities, human dignity, and democracy through learning outcomes:

**This session will explore how reflecting on and living our values help us to prevent and address bullying.**

**Aim:**

- The aim of the lesson is to help students to realise the importance of having good values and how this can help us all to work together to prevent and address bullying and promote inclusion, equality and diversity. The activity aims to facilitate students to work together to develop and live a school value statement that will help everyone to work together to prevent bullying and promote inclusion, equality and diversity.

**Learning Intentions - Students will be able to:**

- Discuss what values are and where they come from
- Examine how values influence our decisions and affect our perceptions and responses when it comes to bullying.
- Understand that it is not acceptable to harm others because of their values or because they are different
- Reflect on the values that arise from the school's mission statement
- Make a connection between our values and how we treat people
- Contribute to a new/updated value statement for their school

**Teaching and Learning Approach:**

- This activity will be delivered through a collaborative learning approach and promotion of a positive climate in the classroom. Teachers should contribute to the activity, but take a student-led approach that relies on the use of case studies, visual resources and facilitated discussion.

**Materials/Equipment:**

- School Mission/Vision Statement
- Slide with list of values
- Post-it Notes, Paper, Pens

**Class Time Required:**

- The main lesson should take 40-60 minutes. However, depending on the age and stage of development of the students involved, the teacher will need to decide how much time will be needed to develop the concept of values with the students 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 Online Resources:

<https://www.mentimeter.com/>

<https://www.hse.ie/eng/about/who/healthwellbeing/hse-education-programme/junior-cycle-sphe-training-resources/understanding-ourselves-unit-of-learning.pdf#page=15>

[Religious Education Curriculum Strand 3](#)

[SPHE Curriculum Strand 1 \(How I see myself and others\), Strand 2 \(Respectful communication\) and Strand 3 \(Having a friend and being a friend\)](#)

## Suggested Activity Framework

### Lesson Introduction:

- The aim of this session is for students to consider the school's mission statement and to use this as a basis for participating in the creation or updating of a school value statement and to reflect on what 'living' the value statement means. What have the students already done to 'live' the value statement, what more could they do? A definition for values is *principles and standards that guide behaviour* (Hill, 2006).
- We may hold many values as important, however if we narrow down our list, it makes it easier for us to focus and drive change. Students should look at values in the context of their school's existing mission statement, but should also look at it through the lens of preventing and addressing bullying. Students need to figure out what matters most to them, personally and then see how this is reflected in their schools' mission statement and how these values are lived in their daily school life and community.

### Discussion - Developing Concept of Values

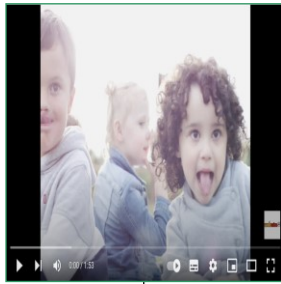
Ask students:

- What do you think values are and what are they not?
- Who do you think has most influence on your values?
- Who do you think should have the most influence on your values?
- A value is what is right or wrong for you, or what you believe is important, a group of people can share a value that influences how they treat others. Can you think of an example of a value that influences how we treat others?

**Teachers may need to help students by providing examples of values and how they influence how people are treated.**

- Example of value 1 - **education is important** for life, so parents send their children to school where they will learn and develop as young people.
- Example of value 2 - **families are an important** place to learn about love so we spend time with our families especially when we are younger.
- Example of value 3 - **wellbeing is important** so schools provide physical education to support our physical health, and wellbeing lessons to support mental health.

If appropriate, the following video can be used as a basis for discussion:



<https://www.youtube.com/watch?v=CpAg7RSx0ZU>

Webwise Connected video on  
cyberbullying

- Sample questions for discussion:
- What is this video about?
- Who are the students experiencing bullying behaviour in this video?
- What are the values of the students displaying cyberbullying behaviour in this video?
- How do you think the values of the students displaying cyberbullying behaviour made the recipients of the nasty online comments feel?
- 'We are all connected, but what you do with that connection matters'. How does this statement relate to values?

Teachers should follow the videos with one or more of the following activities:

*(Note: teachers and SNAs should take part in the activities alongside the students to contribute to the value statement)*

## **Activity 2: What are my values?**

Step 1:

- Hand out post-its to all students.

Step 2:

- Ask each student to write down the ten things in their life that they value the most, one on each post-it, in the form of a value. In other words, rather than the name of a specific person, put down, for example, “friendship,” “family” or “honesty” - something they actually value in the relationship with that person.
- (With younger groups you may need to provide a list of values that they choose from - see last page).*

Step 3:

- When everyone has their ten post-its, ask the participants to spread them out in front of them so that they can see them clearly and have a good overview.

Step 4:

- Tell the students that they now have 30 seconds to pick the three post-its that are the least important to them, and throw them away.

Step 5:

- Repeat the last step, now giving them 20 seconds to throw away two more.

Step 6:

- Finally, repeat the last step, giving them 20 seconds to throw away two more. They should now have three post-its left with their three most important values.

Step 7:

- Now facilitate a discussion in pairs or groups of three to reflect on the following questions:
- What do I feel about the values I ended up with? Were they expected or did they surprise me?
- How do these values show themselves in my everyday life?
- What actions do I already take to live by them?
- What actions would I like to take to live by them?

### **Activity 3: What values do we share?**

#### **Step 1**

- Provide students with a copy of the school's Mission/Vision Statement
- Display it on the whiteboard/wall and ask students to read it and keep it in mind during the following activity:

#### **Step 2**

- From the document attached, ask the students to list some values that they can identify with. Encourage them to feel free to add some of their own to the list

#### **Step 3**

- Now ask yourself
  - Which values are most important to you?
  - Thinking about how you would like a friend to describe you can help you narrow down your list. What would you love to hear that person saying about the sort of person you are? What about your strengths and qualities? What about the way you treat them?
  - Once you have narrowed down the list, select two that you feel are the most important.
  - Do you see any of these values in your school's mission statement?
  - How do these values show up in your life now?

#### **Step 4**

- Together as a class, create a list of shared values.
- Can you create a new value statement based on your school's mission statement, and on the shared values of your class?
- Can you identify how your school has 'lived' these values and how your school should live these values.
- How could this help prevent and address bullying in your school?

## **Activity 4: Call to Action**

When you have completed your value statement, as a group, decide on the best way to display the value statement so that everyone knows that bullying behaviour is not valued in your school. Some ideas on how you might do this 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
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 to <https://tacklebullying.ie/anti-bullying-week/>. A selection of these images will be displayed on the tacklebullying.ie website.

## **References**

Hill, B. (2006). Values education in schools: issues and challenges Emeritus. Professor of Education, Murdoch University

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<sup>1</sup> Schools should ensure that any images 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.

## Appendix 1: List of possible values



### List of VALUES

Accountability	Ethics	Kindness	Self-respect
Achievement	Excellence	Knowledge	Serenity
Adaptability	Fairness	Leadership	Service
Adventure	Faith	Learning	Simplicity
Altruism	Family	Legacy	Spirituality
Ambition	Financial stability	Leisure	Sportsmanship
Authenticity	Forgiveness	Love	Stewardship
Balance	Freedom	Loyalty	Success
Beauty	Friendship	Making a difference	Teamwork
Being the best	Fun	Nature	Thrift
Belonging	Future generations	Openness	Time
Career	Generosity	Optimism	Tradition
Caring	Giving back	Order	Travel
Collaboration	Grace	Parenting	Trust
Commitment	Gratitude	Patience	Truth
Community	Growth	Patriotism	Understanding
Compassion	Harmony	Peace	Uniqueness
Competence	Health	Perseverance	Usefulness
Confidence	Home	Personal fulfillment	Vision
Connection	Honesty	Power	Vulnerability
Contentment	Hope	Pride	Wealth
Contribution	Humility	Recognition	Well-being
Cooperation	Humor	Reliability	Wholeheartedness
Courage	Inclusion	Resourcefulness	Wisdom
Creativity	Independence	Respect	<i>Write your own:</i>
Curiosity	Initiative	Responsibility	_____
Dignity	Integrity	Risk-taking	_____
Diversity	Intuition	Safety	_____
Environment	Job security	Security	_____
Efficiency	Joy	Self-discipline	_____
Equality	Justice	Self-expression	_____