February 2016

The ENABLE resource pack for students, teachers, parents and campaigners

Empowering young people, eliminating bullying

enable

ENABLE (European Network Against Bullying in Learning and Leisure Environments) aims to contribute to the well-being of children by drawing on methodologies that have proven successful in tackling bullying to create a holistic, skill-development approach. The resources contained in this publication and online at *http://enable.eun. org/implementing_enable* are designed to support the development of social-emotional learning skills and promote peer advocacy. ENABLE is an EU co-funded project supported by a Think Tank of 12 international experts and implemented by six core partners in five countries:

European Schoolnet, a not-for profit consortium of 30 education ministries, brings almost 20 years' experience as aggregator of educational networks and leader of large-scale trans-national projects related to ICT and European co-operation. Its activities bring it into contact with over 5 million schools. It is therefore well placed to develop actions between schools, keeping pace with the concerns of young people, teachers and educational project leaders through projects such as eTwinning and disseminating anti-bullying resources through their repositories of learning content. As coordinator of the Insafe network since 2004, EUN has developed in-depth knowledge and expertise on online and offline bullying.

For Adolescent Health (FAH *youth-life.gr/index.php/el*) is a Greece based NGO. FAH has been funded and activated, having as a vision the promotion of adolescent health in Greece as well as in Europe and internationally. The activities of FAH have been focusing on all clinical, educational and research levels. There is also a significant aspect on charity actions regarding youth in need. Actions of FAH are in collaboration with the Adolescent Health Unit (AHU) of the Second Department of Pediatrics University of Athens and also other local NGOs, European, and International Organizations.

South West Grid for Learning, SWGfL (*www.swgfl.org.uk*) is an educational charitable trust that specialises in supporting schools and affecting lasting change, primarily through the positive use of technology and ICT. It has built an international reputation for developing multi award-winning educational online safety tools and resources as well as providing educational establishments with safe, secure and reliable broadband internet connections. SWGfL, alongside partners Childnet and Internet Watch Foundation, lead the UK Safer Internet Centre as part of the European Commission's Safer Internet Programme.

The Diana Award is a charity legacy to Diana, Princess of Wales' belief that young people have the power to change the world for the better. Since 1999, over 45,000 young people have been recognised with a Diana Award for making an outstanding difference in their communities across the globe. One of The Diana Award's four core programmes is The Diana Award Anti-Bullying Campaign which to date has trained over 18,000 young people to be Anti-Bullying Ambassadors across the UK. Through the campaign's various projects it gives young people, professionals and parents the skills, knowledge and confidence to tackle all forms of bullying.

Partners in Learning is a teacher association dedicated to creating a positive and supportive environment in which education professionals can share their experience, get quality and current information, be innovative and creative and continue their professional development. Partners in Learning promote a proper and purposeful use of educational technology in all areas of education, lifelong learning of teachers and teaching and learning about responsible, appropriate and safe use of internet.

Center for Digital Youth Care (CfDP) has since 2004 worked to create, provide and guarantee professional help through digital media for vulnerable people. As non-profit organisation anchored in the Danish YMCA, the centre runs Cyberhus.dk, an online socio-educational club house and online forum and chat counselling service for at-risk children and teens. Counselling is undertaken mainly by volunteer chat-counsellors with relevant educational backgrounds (teachers, pedagogues, social workers and psychology students, and deals with internet-related issues. As a part of the EU Safer Internet program, it has served as the Danish helpline since 2009. In December 2008 Cyberhus was ranked among the 5 best European websites for marginalised young people (E-inclusion).

Contents

Quick overview on ENABLE

ENABLE (European Network Against Bullying in Learning and Leisure Environments) is an EU-funded project which combats bullying and contributes to the well-being of young people aged 11-14 through social and emotional development and peer education.

ENABLE takes a holistic and sustainable approach to reducing bullying through involving students, staff and parents/carers. A set of 10 social and emotional lessons (SEL – Social and emotional learning) influences students' behaviour by helping to develop their social and emotional skills and encouraging them to reflect on their own and their peers' behaviour. ENABLE also educates staff, students and parents/carers about what bullying is, how to deal with it and effective measures that can be put in place to prevent it happening and minimise the impacts on the individual.

A one-day training and a set of 10 weekly one-hour sessions, campaign material and peer reflection activities provide staff with a suggested progressive structure and activities to run with their selected group of student Peer Supporters. Peer Supporters run campaigns and activities which educate the whole community (including parents/carers) about bullying, encourage students to reflect on their behaviour and ultimately create a culture where students speak out about bullying, support each other and respect each other's differences.

A Parent/Carer Pack is provided to all students which includes activities to extend their learning into the home and informs parents/carers of how they can keep their child safe, both online and offline.

Overall benefits of implementing ENABLE

Psychologist Abraham Maslow described a hierarchy of needs that he argued provides a model for understanding the need for human relations. Needs lower on the pyramid such as physical and safety needs must be met before an individual will consider higher-level needs. When emotional and physical security and safety are challenged, students will use most of their time, energy, and creativity simply trying to survive. This struggle interferes with learning. Belonging needs are often strong in school. Children need to know they are a welcome part of the class. Peer group relations substantially influence school success. It is difficult to learn in hostile classrooms and schools. ENABLE can help convert the classroom environment to one of support and belonging by creating and providing the building blocks to the creation of a supportive environment for learning.

This programme will contribute to meeting the responsibility all school and college staff have to provide a safe environment in which children can learn.[1] Children will achieve when they feel safe and healthy, both physically and emotionally.

Research in the UK found that primary and secondary schools with a strong whole-school SEL[*] implementation were significantly more likely to have higher attainment in tests at age 11 and in GCSEs at age 16, as well as reductions in bullying, and lower levels of truancy than schools with a limited implementation.[2]

Both children who are the victims of bullying behaviours and those who instigate or participate in bullying have poor outcomes in terms of their psychological, social, academic and physical development. There will be a reduction in bullying behaviours and victimisation for participants as a result of EL interventions.[3]

Consistent associations are reported between bullying and other behaviour problems, for example conduct problems[4]. Application of the ENABLE programme will provide a holistic approach to dealing with behaviours beyond bullying.

[5]Students are quicker to detect bullying among their peers than adults, and can report bullying to an adult in the early stages to reduce the impact of bullying on the individual.

Programmes to promote social and emotional skills have been shown to have a beneficial impact on staff well-being, and can help tackle the high and rising levels of staff stress and improve staff retention.[6]

"The overarching message is that SEAL programmes can and do have a positive impact on the experience of staff and pupils in school…. This is not a 'quick-fix' approach, but one that takes time, tenacity, vision and strategic leadership before the rewards are reaped." *Making secondary SEAL work – OfSTED*

* SEL, also referred to as SEAL
1 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf (UK Practice Guidance)
2 http://sealcommunity.org/files/member_resources/SEAL%20and%20Ofsted%20secondary.pdf
3 http://dx.doi.org/10.1080/01443410.2013.785052
4 http://www.drru-research.org/data/resources/96/Viding-E.-et-al.-2009.PDF
5 http://dx.doi.org/10.1080/01443410.2013.785052
6 http://www3.hants.gov.uk/education/hias/well-being-workforce/wow-deepen.htm

ENABLE aims and objectives

The UN Convention on the Rights of the Child states the right of all children and young people under the age of 18 to be protected from being hurt and mistreated, in body or mind (Article 19). The ENABLE project also aims to reduce the likelihood of children being treated in a way that is cruel, inhuman or degrading (Article 37).

ENABLE aims to combat bullying and contribute to the well-being of children through a holistic approach that tackles bullying, not only in school but also in outside contexts that impact on well-being, engages students, parents/carers and key actors in schools, and builds on an empirical understanding of the causes and effects of bullying and effective counter-measures.

The objective is to empower and inform young people, using proven holistic approaches and innovative resources, to monitor and reflect on their own behaviour and deepen their understanding of its impact on others. It addresses victims, bystanders and perpetrators who are often victims themselves of bullying.

Key Outputs:

- A systematic review of anti-bullying methodologies, published on structured data sheets
- An accessible book on bullying and anti-bullying methodologies
- SEL lesson plans and modules, easily integrated into school curricula
- Peer training resources and courses for students, parents/carers and other key influencers
- Adaptable courses and peer training for teachers, school staff, young people
- Training sessions for parents/carers
- Training material and training for helplines and school psychologists
- Innovative on- and offline applications for youth to reflect on and counter bullying

What is SEL?

The lessons created for the ENABLE project are designed to cover the four areas of emotional intelligence (Self Awareness – SelfA, Social Awareness – SocA, Self Management – SelfM, Relationship Management – RelM). Broadly speaking, the lessons build on previous learning, through the four above areas.

Emotional Intelligence is attributed to the work of Daniel Goleman, an American psychologist and science journalist, who in 1995 published a book entitled 'Emotional Intelligence'[7]. This work has paved the way for educators to embrace social and emotional learning (SEL) in their schools and classrooms as an essential skill for living. A wide range of academic research supports what educators know – that SEL yields a strong benefit in academic accomplishment. Alongside this sits the evidence which shows that SEL programs improve attendance and promote positive behaviour.

What is a peer support scheme?

Peer support schemes are based on the concept of a student body offering support to their peers in some way. Peer Supporters are responsible students who are representative of the student population and want to make a difference in their school around a particular cause or issue.

Peer Supporters receive the necessary training and support to fulfil their role. Although the key to a successful Peer Supporter scheme is ensuring it is student-led, it is essential that the group has continued support and guidance from a member of staff.

In regards to bullying, Peer Supporters can play an integral role in reducing and preventing bullying in the following ways:

- Providing students with someone their own age to talk to about problems
- Supporting vulnerable students in the school by talking to them and helping them to feel safe
- Reporting incidents of bullying to staff members
- Understanding the issues that exist among their peers in relation to bullying and behaviour
- Working with and supporting students who are being bullied/have bullied someone
- Helping to review policies and procedures around bullying and behaviour
- Running activities and campaigns which educate students, staff and parents/carers about bullying, promote positive behaviour and attitudes, and encourage people to take a stand against bullying
- Educating students and parents/carers about what they can do if they or their child is being bullied
- Supporting students with the transition between schools
- Being a voice for students

Peer support schemes should always reflect the needs and structure of the environment in which they exist and are therefore never the same. However, there are a number of factors which all peer support schemes must follow to ensure they are effective. These can be found in the section on page 39.

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7 www.danielgoleman.info/topics/emotional-intelligence

How can a peer support scheme reduce bullying and improve behaviour?

Peer support schemes have been shown to have a number of benefits to both the school and the Peer Supporter[8]:

- Students who are Peer Supporters gain important skills including increased self-confidence, a sense of responsibility, active listening, empathy and communication skills[9].

- Peer Supporters provide invaluable support to those students who may not have any or many friends[10].

- Peer Supporters often have more in common with students who need help than adults[10]. Students who have been bullied therefore often find it helpful to talk to a peer[9].

- Students are often more likely to listen to someone their own age than an adult[11]. Peer support schemes can therefore influence behaviour to create a positive change in the school's culture[12].

- Peer support schemes can encourage a sense of positive citizenship in the school[13].

- Implementing a peer support scheme enhances the school's reputation in the area as it shows the school cares about students' well-being[9].
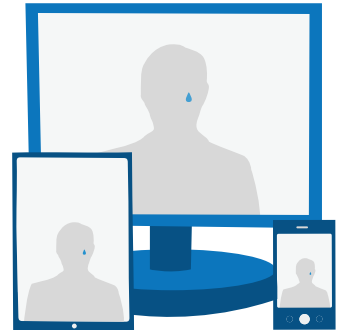
Research

ENABLE's most recent publication *Bullying in Schools: A summary of research of anti-bullying initiatives* brings together research findings on the phenomenon of bullying: what it is, its prevalence and prevention, anti-bullying programmes and their effectiveness, and the approach adopted in ENABLE activities: Social and Emotional Learning and Peer Support. (*http://enable.eun.org/report*)

8 Smith, P. K., & Watson, D. (2004). Evaluation of the CHIPS (ChildLine in Partnership with Schools) programme. Research report RR570, DfES publications, PO Box 5050, Sherwood Park, Annesley, Nottingham NG15 0DJ

9 Cowie, H., Naylor, P., Talamelli, L., Chauhan, P., & Smith, P.K. (2002). Knowledge, use of and attitudes towards peer support Journal of Adolescence, 25, 453-467

10 Topping, K. (1996). Reaching where adults cannot: peer education and peer counselling. Educational Psychology in Practice, 11 (4), 23-29

11 Salmivalli, C. (1999). Participant role approach to school bullying: implications for interventions. Journal of Adolescence, 22, 453-459. Salmivalli, C. (2001). Peer-led intervention campaign against school bullying: who considered it useful, who benefited? Educational Research, 43 (3), 263-278

12 Cowie, H., & Wallace, P. (2000). Peer Support in Action. London: Sage

13 Cowie, H., & Smith, P.K. (2010). Peer support as a means of improving school safety and reducing bullying and violence. In B. Doll, W. Pfohl, & J. Yoon (Eds.)
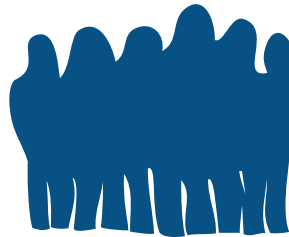
Implementing ENABLE

Features

- Research-led approach
- Moderated by international experts in the field
- 10, fully-resourced SEL lessons
- A fully planned programme for Peer Supporters
- Based on proven techniques and approaches

Benefits

- Supports the creation of a positive whole-school climate
- Improved emotional awareness in staff and students
- Higher attainment in assessments
- Reduced truancy and bullying incidents
- Improved staff well-being

Steps for implementing ENABLE

- Identify who will lead the ENABLE programme in your school
- Use the Features and Benefits to explain to your senior leaders why your school should adopt ENABLE
- Identify which staff members will be responsible for Peer Supporters and which for SEL
- Recruit the Peer Supporters, using the section on page 39 entitled 'Recruiting students to be Peer Supporters'
- With the ENABLE Peer Supporter trainer, plan your Peer Support programme
- With the ENABLE SEL co-ordinator, plan the implementation of the SEL modules
- Use the one-day 'Peer Support Student Training Plan' from the 'Resources' section to start the initial training with your Peer Supporters
- Deliver the Social and Emotional Learning modules with students, additional to Peer Supporters, aged 11 to 14
- Over the course of 10 weeks, meet for an hour every week with the Peer Supporters to run each of the 10 one-hour Peer Supporter sessions
- Support and encourage the Peer Supporters to run some of the suggested extension activities labelled 'Bright Ideas' which are attached to each of the 10 Peer Support sessions
- Based on their work and findings from the 10 sessions, Peer Supporters use the Campaign Material Pack and Peer Review Challenges provided to continue to educate their peers and promote a culture of respect and tolerance
- Share best practice, learning and training with a neighbouring school. E.g. the Peer Supporters visit local primary schools or train secondary school students
- With the support of staff, Peer Supporters train a new set of Peer Supporters each year to ensure the scheme is sustainable

Creating the right environment

Dealing with disclosures

Lessons that include social and emotional aspects can often, by their very nature, open children and young people up in terms of what they reveal to you and their peers, particularly if you have created a supportive environment for those conversations to happen. Occasionally, you may hear information that gives you cause for concern over a child's safety or well-being; in these cases you have a professional duty of care to intervene in a way that supports the child.

"Disclosures" can be indicators of underlying risk and, as with any safeguarding issue, need to follow due process, not only to protect the child but to ensure the school meets its safeguarding obligation.

Procedure may vary depending on country or region; however, the following list may provide some key points in managing a disclosure from a child or young person (adapted from Kent CC UK)[14].

A.   Remember that the child's welfare and interests must be the paramount consideration at all times.

B.   Listen carefully and actively to the child. At this stage there is no necessity to ask questions. Let the child guide the pace.

C.   Do not show shock at what you are hearing. This may discourage the child from continuing their disclosure

D.   Do not investigate. If you need to clarify what is being said and whether the child is at risk, ask open questions but only to the point of clarification being achieved. Avoid the question 'why?' as this can imply guilt / responsibility on the child.

E.   Stay calm and reassure the child that s/he has done the right thing in talking to you.

F.   Never promise to keep a secret or confidentiality. You have a duty to ensure the information is passed on to the relevant authority in order to keep the child safe. Make sure the child understands what will happen next with their information.

G.   Record factually what the child has told you / what you have observed ASAP.

H.   If you have seen bruising or an injury, use a body map to record details.

I.   Inform your School Leader or Child Protection Lead as soon as possible

J.   All information should remain confidential to those who 'need to know'.

K.   Maintain contact with the child. The child has trusted you enough to 'tell', and will need to know that s/he is not rejected as a result and may need continued support.

L.   Ensure that you have support for yourself in managing the information you have received.

14 https://goo.gl/XJ6T8Q

Barriers to success

As with all new programmes and change processes, there will inevitably be barriers to the successful implementation of ENABLE. The lists below presents some of these with some suggestions of how to tackle these potential barriers.

- **Staff engagement**
  - Start small, with a committed few - those who won't engage may if they see the ease with which others do and get results.

- **Senior leadership buy-in**
  - This document provides you with many benefits as to why you should adopt ENABLE, there are also a wide range of research links that could be shared to convince senior leaders as to the benefits of ENABLE.

- **Student engagement**
  - In a similar way to staff, again start small, with a few committed students and then widen. Senior staff setting the climate are also key to success.

- **Parental support**
  - In many schools, parents can be difficult to involve. Identify those who will and focus your attentions on that small group.

- **Governor support**
  - Senior leadership involvement is key to ensuring governors are involved. Governors of a school, as part of the senior leadership group, also have a role to play in setting the climate of the school.

- **Inspection framework**
  - Look through any relevant inspection schedules for areas that are relevant to social, health and well-being. This can provide you with further reasons to adopt ENABLE.

- **Time and resources**
  - If the senior leadership team are committed to implementing ENABLE, then identifying time and resources will be much easier.

ENABLE resources

(please note that further material including webinars is available online at
http://enable.eun.org/implementing_enable)

Bullying in schools: a summary research report on anti-bullying initiatives, published in 2015. This research underpins the combined social-emotional learning (SEL) and peer-support approach adopted in ENABLE activities and presents research findings on the phenomenon of bullying – what it is, its prevalence and prevention, anti-bullying programmes worldwide and their effectiveness… (http://enable.eun.org/report)

10 SEL lesson plan modules, designed for teachers to implement in class and accompanied by slide presentations and resource sheets. The SEL lessons should be run over a period of 10 weeks with students aged 11 to 14 years, though they are adaptable for other age groups too. They are designed to be run in parallel to the Peer Support Scheme as an essential element in a holistic approach to reducing bullying. The Peer Supporters could help run parts of the SEL lessons.

Peer Support Student Training Plan provides a step-by-step training plan for a one-day (or two consecutive half-day) session for the Staff Peer Support Lead (usually a teacher in the school) to train students to become Peer Supporters. To be fully effective in their role, it is important to ensure students receive a solid training and can make the links between the suggested activities.

10 Peer Supporter sessions, each approximately one hour long, build on the initial Peer Supporters' training and continue to develop the skills and knowledge students need in their role. Each session ends with a 'Bright Idea' section for staff, students and parents/carers which provides examples of activities and campaigns the Peer Supporters and Staff Peer Support Lead can run in their school to tackle bullying. One session per week is recommended, either at lunchtime or after school.

Peer Supporters' Campaign Material Pack – we would recommend giving a copy of the pack to every trained Peer Supporter as it provides a list of campaigns and activities they can run in the school around specific issues such as racism, homophobia, etc.

Peer Reflection Activities is a compilation of ideas and activities to encourage young people to reflect on their own behavior. They can be used by Peer Supporters, teachers, and in some cases even parents, to lead discussions on aspects of the daily lives of young people.

Anti-bullying Parent/Carer Pack – ENABLE recognises the vital role parents/carers have to play in influencing and shaping a child's behaviour and supporting children who are being bullied, or who have bullied someone. The Parent/Carer Pack contains advice related to online and offline bullying and activities parents/carers can do with children to develop their social-emotional skills.

Level 1 and 2 certificates for Peer Supporters – ENABLE recommends presenting the Level 1 certificate to Peer Supporters after they have completed their one-day initial training and Level 2 once they have attended all 10 Peer Supporter Sessions. We leave it to your discretion to decide which students should be given certificates.

ENABLE Ambassador School Certificate can be displayed in a prominent place to show that bullying is not tolerated and students and staff work together to ensure the school is a safe space for everyone.

The ENABLE approach – a summary

Bullying in schools:

For ENABLE implementation leaders

Making ENABLE Work

Webinars – implementing ENABLE

Impact assessment kit contact info-enable@eun.org

For teachers

Planning overview

Lesson plans	PPT	Resources
1. Who am I?	1	L1R1 L1R2 (L9R1) L1R3
2. How are you?	1	L2R1 L2R2
3. Nature of bullying	1	L3R1 L3R2
4. Reading emotions	1 2	L4R1
5. It's not bullying	1	L5R1 L5R2 L5R3
6. Steering emotions	1	L6R1 L6R2 L6R3
7. Sowing the seed	1	L7R1
8. Making a difference	1	
9. Foundations for change	1	L9R1 L9R2
10. What next?	1	L10R1 L10R2

# of resources

a summary of research
http://enable.eun.org/report

For staff Peer Support Lead

One-day training course for Peer Supporter students + slide pack

Weekly Peer Supporter sessions overview

10 weekly Peer Supporter session outlines

Certificates

For Peer Supporters

Peer Reflection Activities

Campaign Material Pack

For Parents / Carers

Anti-bullying Parent / Carer Pack

10 SEL lesson plan modules

Planning overview

The lessons explore a range of Social and Emotional aspects of Learning (SEL) and the impact that a greater awareness of them may have on bullying. Depending on the lesson being taught these may include; Self Awareness (SelfA), Social Awareness (SocA), Self Management (SelfM), Relationship Management (RelM). Lessons timings are flexible and depend on the needs of the learner. Each lesson plan has the following information:

Lesson overview	Each of the 10 lessons is clearly numbered and an outline of the different activities is included. A guide to the time allocation for each lesson will be given.
Learning objectives	Each lesson has clear learning objectives and a key question, which are intended to be shared with learners at the beginning of each lesson. By the end of the programme students will be able to: ▶ Understand emotions and how they fit into social and emotional life ▶ Understand the impact that emotions can have on self and others ▶ Have a greater understanding on how relationships can be managed
Materials and preparation	**Leaders should:** ▶ **KNOWLEDGE:** be familiar with the training materials that accompany the programme and understand the importance of emotional literacy ▶ **SKILLS:** engage all learners, giving confidence to students to discuss, debate and challenge in a safe learning environment Each lesson plan will include a list of resources required in order to deliver the lesson. Each lesson will also have a presentation associated with it.
Introduction - Activity - Closing	Each lesson is divided into sections with an introduction outlining lesson objectives, a number of activities, and a closing activity involving reflection of the learning.
Progression	Each lesson finishes with an outline of the next lesson.
Take-away tasks	There are a number of opportunities for students to explore the issues discussed in the classroom at home. These are optional tasks.

Supporting activities and Links

Supporting activities	Whilst the lessons themselves consist of structured activities, there are additional supporting activities that are both cross-curricular in approach and take advantage of a variety of media.
Links	This will provide details of the relevant links which may support the delivery of the lesson and the learning.

Lesson 1

Who am I?

Includes SEL strands: **SelfA SocA SelfM RelM**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, questionnaire, group discussion, group activity and feedback
Learning objectives	What emotions do we have and how do they make us who we are? Students will be able to: ▶ Understand the fundamentals of the programme ▶ Begin to understand how our emotions influence who we are and how we are viewed by others
Materials and preparation	**Leaders will need:** ▶ Access to the Social and emotionals skills Questionnaire (L9R1) ▶ Learning agreement L1R1 ▶ Resource sheet L1R2 ▶ Resource sheet L1R3 - a copy of slide 7 from the presentation ▶ Large sheets of paper to record group discussion ▶ A space suitable for group work ▶ Access to a mood app and ability to share it (Interactive whiteboard (IWB) or on screen)
Introduction (10 minutes)	Introduce the programme and explain its objectives. Share the learning agreement (L1R1) with the group and ensure that all understand and agree to abide by it. (You might like to look at the link below for more support in creating learning agreements.) Share and explain ground rules for active participation. Give examples of confidentiality scenarios. Ensure students understand how to seek help or support if appropriate.
Ask	What are feelings or emotions? Is it important to understand our own feelings and those of others? Why?
Activity One (20 minutes) Questionnaire (optional)	▶ Introduce questionnaire (on IWB/Screen, where possible) ▶ Ensure students know that the questionnaire is anonymised and that the leader is unable to see individual responses ▶ Demonstrate how the questions should be answered. Highlight that the purpose is not for students to score a 5, but to be honest about their understanding ▶ Ask if everyone understands the questions and offer support with reading for those that need it ▶ Inform students as to how questionnaire will be 'marked'; please see assessment section in the Making Enable work ▶ Ask students to complete the questionnaire

A set of 10 Social and Emotional Learning (SEL) lessons aimed at combatting bullying in a school environment by developing the social and emotional skills of young people aged 11-14.

Lesson 1 Who am I?

Activity One A (20/30 minutes)
Discuss questionnaire

▶ Divide students into pairs
▶ Provide students with a copy of the questionnaire
▶ Allow pairs to read and discuss questionnaire
▶ Encourage pairs to consider responding to each question
▶ Ask for student feedback about questionnaire

> Or - if you are not giving each student a questionnaire, please use Activity One A as below.

Activity Two (20 minutes) Group task	**Introduce concept of social and emotional literacy (SEL)** ▶ Introduce students to 4 areas of SEL – self-awareness, social awareness, self-management and relationship management ▶ Divide group into 4s. Each group is given poster paper and a selection of 10 questions from questionnaire L1R2 and resource sheet L1R3. Group must decide which area each question belongs in ▶ Ask for feedback from one member of each group
Closing (5 minutes) Review the learning	What have you learnt today? Have you enjoyed the session? Why are social and emotional skills significant? How often do you think about how you're feeling?
Progression	Where next? Explain that personal emotions influence our well-being. Introduce next lesson - Understanding our emotions
Take-away task	Share with students the range of Mood Apps available in the mobile stores. Invite students to explore one of the apps before the next session. Please note, some apps are not free.
Supporting activities	TECHNOLOGY. Use video from apps or on mobile devices to capture feedback from class. Edit 5-10 second clips into soundbites that capture key points and publish. Edit key points into 140 character statements and publish to wider group using apps like *Twitter*. MEDIA Re-present the learning agreement into a form that can be used over the course of the project through various media posters, images, presentation technologies (eg *Videoscribe*, *PowToon*, *HaikuDeck*).
Links	Learning Agreements. A really useful resource from the National Children's Bureau. Good ideas for stimulating classroom discussion. *http://www.ncb.org.uk/media/444059/posa_final.pdf* Apps: see table in national implementation toolkit

Lesson 2

How are you? Really?

Includes SEL strands: **SelfA SocA SelfM RelM** Estimated time: **60-90 minutes**

Lesson overview	Introduction, discover emotional words, wordbook group task and feedback, discussion, plenary
Learning objectives	How do I describe how I'm feeling? Students will be able to: ▶ Understand the characteristics, causes and consequences of emotions; label and group them.
Materials and preparation	**Leaders will need:** Resource sheet L2R1 + L2R2 Access to a mood app and ability to share it (IWB/Screen)
Introduction (10 minutes)	Introduce the lesson and explain its objectives. Remind learners of the learning agreement and help and support mechanisms.
Ask	Did you use a mood app? What did you think? How are are you today? What do we mean when we ask this question?
Activity One (20 minutes) Discover emotional words	▶ Ask students for a range of emotional words ▶ Ask the students to give you words. Record these on the board/IWB. As you record them, divide them into 'groups' such as; positive/negative, but do not reveal the groups to the students just yet ▶ Discuss the ideas of positive and negative words, adding additional words to your lists as necessary. Begin to identify some of the words as high energy or low energy. This is a MoodMeter concept, see L2T1 resource and *www.moodmeterapp.com* ▶ Share and discuss the groups you used when the students first gave you the words.
Activity Two (20 minutes) Group work – Wordbook task	▶ Divide students into groups/pairs ▶ Give out sheets L2R1 + L2R2 per group/pair ▶ Ask students to write the words from L2R2 into the appropriate area of the quadrant on L2R1 ▶ Allow time for discussion and comments; (correct answers are in the presentation) ▶ What makes your emotions change during the day? What about when you're not in school?

Lesson 2 How are you? Really?

Activity Three (20 minutes) Teach	▶ Explain the word trigger, ask for examples from class and record those on the board. "What might make you…?" ▶ What changes your mood? How do you become happy or sad? ▶ Ask pupils to discuss with a partner and then create a list of possible ways students could change their mood (music, exercise, alone time…)
Closing (5 minutes) Review the learning Ask	▶ What have you learnt today? ▶ Have you enjoyed the session? ▶ Do you think emotions are important in bullying situations? ▶ If so how? ▶ How often do you think about your emotions?
Progression	Where next? Try to identify the strength of your emotions in different situations. In order to understand bullying, recognising emotions is important. Introduce next lesson – The nature of bullying.
Take-away task	If you haven't used a mood app, have a go and talk about it with a friend or with a parent/carer.
Supporting activities	TECHNOLOGY. Remind students of and discuss the concepts of the four areas of the MoodMeter board. Use the MoodMeter app to demonstrate to students how you could move from one emotion to another. WRITING. Explore *Haiku poetry*. Choose one of the four mood colours and vocabulary and write a Haiku in that colour that expresses those emotions. ART. Create an abstract representation of each emotion group concentrating on shape, flow and shades of each emotional colour. (eg shades of red for high energy negative emotion). Use the art as a background for your Haiku. Gather work together in a class portfolio. LANGUAGES. Explore emotional words across different languages and compare meaning and sound. (*Google Translate*) MUSIC. Explore examples of music that reflect emotions and might affect mood in a classroom, eg. classical music, hard rock, jazz. (Royalty free music at *Competech*)
Links	Beat Bullying / TES 2012 anti-bullying lesson *https://www.tes.co.uk/teaching-resource/beatbullying--tes-live-lesson-plan-6303305*

Lesson 3   The nature of bullying

Includes SEL strands: **SelA, SocA**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, group work, class discussion, scenario, plenary
Learning objectives	Do I recognise what bullying looks like and that different people play a different role? Students will be able to: ▶ Understand what bullying is and why it happens and the roles different people play in bullying situations.
Materials and preparation	**Leaders will need:** ▶ Resource sheet L3R1 ▶ Scenarios L3R2
Introduction (10 minutes)	Introduce the lesson and explain its objectives.
Ask	Did you use a mood app? What did you think? Do our moods affect the way we deal with others around us? Does your mood lead you into negative situations? Is there a link to bullying?
Activity One (10 minutes) Group task: Exploring bullying	▶ Provide students with prepared resource sheet L3R1 ▶ Students discuss and note initial ideas on sheet ▶ Display resource sheets and discuss ideas from them
Activity Two (10 minutes) Class discussion	▶ Ask for ideas for a definition of bullying. Reshape, agree on a definition, display on board and record for future use.
Activity Three (10 minutes) Explore different roles in bullying situations	▶ Explain the word role and link this to the actors in a play, "the players". Ask for ideas about the behaviours of all the players involved in a bullying incident (for further reading about roles, see links) ▶ Record the behaviours on the board (what are the different behaviours of the witnesses?) ▶ Display the descriptors of the roles to use in the next activity
Activity Four (15 minutes) Scenario	▶ Introduce selected scenario (L3R2) on screen/board ▶ Groups work together to discuss behaviours of each person in the scenario ▶ Identify the players in each scenario ▶ Invite comment on each player and support students to recognise them ▶ Match the titles of the players to the descriptors on the board

Lesson 3 The nature of bullying

Closing (5 minutes) Review the learning Ask	What have you learnt today? Have you been challenged in the session? Can you identify with a particular player in bullying situations? Do you play a different role in different situations?
Progression	Where next? Is it possible to understand the emotions of the different people in bullying situations? Introduce next lesson – Reading emotions in social situations.
Take-away task	Before the next session – think about bullying you see in TV programmes/films. Can you identify roles played by actors? Write down a couple of examples.
Supporting activities	TECHNOLOGY. Use a search engine to image search "cartoon bully". Collect and present a selection of images. Draw together common perceptions and ask students to critically evaluate whether these images represent their own experiences. WRITING. Gather bullying definitions into one single text file e.g. *Google Docs*. Create a word cloud (using *Wordle* or *WorditOut*). Are there any common themes highlighted by larger words? Can they be reshaped into a new definition? DRAMA. Use a scenario from the lesson plan as a group activity, with each member of the group playing a role. Use digital images or video to record each scenario and add to the class portfolio. DRAMA. Use online video sites (e.g. *YouTube*) or image searches to gather examples of images, film, plays or TV that reflect the scenario chosen.
Links	RespectMe activity on "Respect and Fear" - *http://www.respectme. org.uk/_literature_120924/Andy's_Story_-_Practical_Exercise_-_ Exploring_fear_and_respect* TES Resources - Who wants to be a Millionaire? - Anti-bullying presentation - *https://www.tes.co.uk/teaching-resource/who-wants-to-be-a-millionnaire-anti-bullying-ppt-6135881* Anti-Bullying Alliance - school gate scenario *http://www.anti-bullyingalliance.org.uk/media/7494/bullying-roles-activity-2014-key-stage-2.pdf* Definitions of roles (Australia): *http://www.education.vic.gov.au/about/ programs/bullystoppers/Pages/roles.aspx* Rosalind Wiseman conducted research and created roles in her book (read the extract here) *http://rosalindwiseman.com/rwpublications/ masterminds-and-wingmen/*

Lesson 4

Reading emotions in social situations

Includes SEL strands: **SocA**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, discussion, discussion, plenary
Learning objectives	**Key question:** How do I recognise the emotions of others? **Students will be able to:** ▶ Identify the emotions of others ▶ Develop a vocabulary to identify and describe emotions in different situations
Materials and preparation	**Leaders will need:** ▶ L4R1 Photographic scenarios (presentation/print/web version
Introduction (10 minutes)	Introduce the lesson and explain its objectives. Remind learners of the learning agreement, and help and support mechanisms.
Ask	Why does behaviour change depending on where we are and who we are with?

Activity One (20-30 minutes): Discussion

Discuss why behaviour changes in different situations, such as:	▶ School ▶ Home ▶ Lunch queue ▶ Changing rooms ▶ Online or offline
You might ask:	▶ How do you behave at school and how is this different from home? ▶ How do you behave differently in the lunch queue to the rest of the school day? ▶ Is there a difference between online and offline behaviour?
Consider the situations with a range of groups such as friends, family, strangers. How would you behave differently with each different group? Which of the above situations can be the most difficult?	▶ Who feels got at/intimidated/anxious? ▶ What roles do different people take?

Lesson 4 Reading emotions in social situations

Activity Two (20-30 minutes): Discussion – reading emotions in social situations

Either

- Divide the students into groups of 4 and:
  - Provide each group with copies of the photos (L4R1 print), or
  - Show the photos in the presentation (L4R1)
- Ask the students to discuss what emotions the individuals in the images are experiencing
- Ask the students to categorise each emotion into positive or negative
- Bring the group together again and discuss the decisions made by the students - how good are you at reading the emotions of others?

Or

- Show the class as a whole group the Body Language Quiz from *http://greatergood.berkeley.edu/ei_quiz/*
- Ask the class to individually write their answer on a piece of paper (or use a class voting system) and note if they were correct
- Note the majority answer for each slide
- After the 20 questions ask the class members 'how good are you at reading the emotions of others?'

Closing (5 minutes) Review the learning Ask	What have you learnt today? Have you enjoyed the session? What have students learned about how their own emotions affect the behaviour of others?
Progression	Where next? Advise students that the next lesson will look at emotions and bullying specifically. We will discuss the excuses people use to excuse their behaviour.
Take-away task	Using any form you prefer (apps, notes, paper, blogs) keep a diary and record the situations you find yourself in, your emotions and the emotions of others. Be honest and try to record the impact your mood may have had on others. Some useful apps for your mobile device may include Evernote, Padlet, Socrative, TitanPad or StickyMoose.
Supporting activities	MEDIA. Students create their own digital images demonstrating mood. Use images to create a game or quiz for other students. Appropriate photo imaging apps may be *Enlight*, *SnapSeed*, *Google Image Edit*, *Brushstroke*
	ART. Create a collage to add to the class portfolio. If creating digital collage then apps may include *Capcam*, *PhotoCollage*, *Fotor*.
	TECHNOLOGY. Use a series of profile pictures from an image search engine (e.g. Google search: Profile Picture) and explore emotions expressed in images.
	WRITING. Create a diamante poem using image and words (*Diamante Poetry*)
Links	Apps: see table in national implementation toolkit
	L4R1 alternative for English speakers:
	http://greatergood.berkeley.edu/ei_quiz/

Lesson 5

It's not bullying, it's only…

Includes SEL strands: **SelfA SocA SelfM**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, discussion 1, discussion 2, expand emotional vocabulary, plenary
Learning objectives	**Key question:** How do others excuse their behaviour? Students will be able to: ▶ Understand the strategies used to excuse, justify or hide bullying and the impact on others
Materials and preparation	**Leaders will need:** ▶ Misunderstood phrases sheet L5R1 ▶ Behavioural Norms resource sheet L5R2 ▶ Social Situations resource sheet L5R3
Introduction (10 minutes)	Outline lesson objectives and revisit the learning agreement from lesson 1. Discuss respect. Remind students of last session content. Revisit definition of bullying from Lesson 3.
Ask	Why does behaviour change depending on where we are and who we are with?

Activity One (20 minutes): Discussion

▶ When is it bullying? Hold a discussion with pupils/students discussing what excuses people might use to justify their bullying behaviour. Draw out the following excuses that might be given, but allow for your pupils/students to expand on these.

> ▶ Banter
> ▶ Teasing
> ▶ Joking
> ▶ Messing around
> ▶ Blaming others/situation...
> ▶ Context
> ▶ Fair game – everyone else does it
> ▶ Stereotype

▶ Ask: Think of a situation you may have been in where someone used one of these excuses – how did it make you feel? Share your experiences with a partner.

Lesson 5 It's not bullying, it's only…

Activity Two (20 minutes)
Group task - discussing 'misunderstood' phrases

▶ Divide the students into groups of 4 and provide each group with one set of 5 phrases (L5R1)

▶ Ask the students to read the 5 phrases given to them and rank them in order of 'negative impact' (which cause the worst reaction if said to someone)

▶ Encourage discussion and debate

▶ Ask groups to pass the worst one from their pile onto another group and then ask the groups to discuss and place the new phrase in their ranked set

▶ Repeat if time allows

▶ Bring the group together again and discuss the ranking completed by the students

▶ Ask Individuals to say one of the phrases out loud

▶ What emotion do you feel if this is aimed at you?

▶ How do you think others feel?

Activity Three (20 minutes) Group task – Behavioural norms

▶ Ask students how they would behave if they arrived at a queue at the same time as somebody else. Would they shove in, or allow the other person to join first, or would they accuse them of queue jumping?

▶ Explain that the way we interact with the world is defined by social or behavioural norms. Share this definition with them:

Norms provide order in society. Social norms are unwritten rules about how to behave. They provide us with an expected idea of how to behave in a particular social group or culture. For example, we expect students to arrive to lesson on time and complete their work. Social norms are the accepted standards of behaviour of social groups. These groups range from friendship and work groups to nation states. There are norms defining appropriate behaviour for every social group. As we move from one group to another, our behaviour changes accordingly.

▶ Divide the pupils into groups of three

▶ Ask pupils/students to give a range of social norms that they must adhere to

▶ Using resource sheet L5R2, ask the pupils/students to choose the norms that are important and they would use anywhere

▶ Then discuss how these might change according to your culture, faith or gender, or when the social situation changes - examples in L5R3

▶ Can the pupils/students provide you with rules or regulations that help define the behavioural/social norms they must comply with (laws/schools rules etc.)?

Lesson 5 It's not bullying, it's only…

Closing (5 minutes)
Review the learning
Ask

▶ What do you think about today's session?
▶ Discuss any mood apps pupils/students may have used and invite students to try one out again.
▶ Introduce next session and the concept of positive mind set
▶ Introduce the concept of **meta-moment** as a supporting strategy or meta cognitive process

Emotions can either help or hinder relationships, and we all have moments that get the best of us. The meta-moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community. The meta-moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, "How would my 'best self' react in this situation? What strategy can I use so that my actions reflect my best self?" Over time and with practice, students and educators replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being[1].
[1] *http://ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/*

Progression

Where next? Advise students that the next lesson will look at emotions and how we can use a positive mindset to change our emotions.

Take-away task

Encourage as many pupils/students as possible to engage with an app to record their mood.

Supporting activities

TECHNOLOGY. Create a series of sound bites/5-10 second videos of students saying the "excuses" out loud. Compare how students express themselves and ask for reactions to "excuses".

WRITING. Create *Kennings poetry* (two word lines) compressing the "excuses". Record/publish poems on dedicated school website/dedicated social media page.

DRAMA. Role-play using the "excuses". Film a "talking head" vignette of an excuse. Examples can be found at *SWGfL With Friends Like These*.

WRITING. Present the behavioural norms accepted by the class as important. Create a themed mindmap on a large sheet of paper to gather and sort ideas. If using technology, then useful apps are Mindmeister, Coggle, MindMap

Links

Respect Me publication for young people "What is bullying"
http://www.respectme.org.uk/LiteratureRetrieve.aspx?ID=119857

Apps: see table in Making ENABLE Work, page 21

Lesson 6

How to steer my emotions towards a positive mindset

Includes SEL strands: **SelfA SocA SelfM**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, pairs work, group work, discussion, writing, plenary
Learning objectives	What triggers our emotions? Can we change the way we feel? ▶ To develop an understanding of how a positive mindset can influence my responses and feelings and that I have the power to change my emotional response. Students will be able to: ▶ Identify the emotions that they can influence and change ▶ Understand the triggers to influence change
Materials and preparation	**Leaders will need:** ▶ L6R1 Sad Puppy – page 4 of Lesson 6 slides ▶ L6R2 Bungee jumping video – page 7 of Lesson 6 slides ▶ L6R3 (at discretion of teacher) - pages 8 and 9 of Lesson 6 slides
Introduction (10 minutes)	Introduce the lesson and explain its objectives. Remind learners of the learning agreement and help and support mechanisms. Brainstorm ideas about positive and negative mindset. Record on board/screen. Discuss "meta-moment" and what it is. The meta-moment is a brief step back from the situation, when we pause and think before acting. We ask ourselves, how would my "best self" react in this situation? What strategy can I use so that my actions reflect my best self? Over time and with practice, students and educators replace ineffective responses with productive and empowering responses to challenging situations. They make better choices, build healthier relationships, and experience greater well-being (*http://ei.yale.edu/ruler/the-anchors-of-emotional-intelligence/*)
Ask	What triggers our emotions?
Activity One (20 minutes) Discussion	▶ Show students the picture of sad puppy (L6R1) ▶ Ask for reactions to picture. How does it make you feel? ▶ Students work in pairs – show Bungee Jump (L6R2) ▶ Ask students to talk to each other about change in emotion experienced

Lesson 6 How to steer my emotions towards a positive mindset

Activity Two (20 minutes) Discussion – Triggers	▶ Discuss the concept of "triggers" ▶ Ask class to give examples of things which make them feel positive, e.g. a mental image of something; seaside, mountains, or an action that triggers positivity, e.g. meta-moment, deep breaths, thinking of a happy memory ▶ On the whiteboard/large sheet of paper, compile a list for the class
Activity Three (20 minutes) Pulling the trigger	▶ Provide small groups with image from a recent humanitarian disaster (e.g. flood, earthquake, children scavenging on a waste site) L6R3 ▶ Discuss the way you feel about the content of the picture ▶ How do you deal with the content? Did you you cope on your own or did one of your group help you to deal with it?
Activity Four (5 minutes) Individual writing task	▶ Get students to write down 5 strategies that they might use to cope with negative feelings. Please see the link to some coping strategies below.
Closing (5 minutes) Review the learning Ask	▶ What have you learnt today? ▶ Was it easy to change the way you feel about things? ▶ Why is positive mindset so important?
Progression	▶ Where next? Advise students that next lesson they will look at how to steer the emotions of others.
Take-away task	Using any form you prefer (apps, notes, paper, blogs) write down a couple of negative things that have happened to you and how you dealt with them in the past. Would you change the way you dealt with them? What is your best meta-moment?
Supporting activities	MUSIC. Create a short message in a rap-style that gives a positive strategy for dealing with negative feelings; choose suitable backing track. A useful app is *AutoRap by Smule* that takes your speech and creates an automatic rap track. MEDIA. Create a personal resource that helps stimulate your meta-moment; a meta-moment toolbox. e.g. a single small card with a combination of an image, quote, photo and/or colour that helps you "step back". If on a mobile device, it could include sound, video or short music snippet. *Photo Grid Collage Maker* may be of use. Share your ideas with others. Create a class meta-moment toolbox for the class portfolio.
Links	Aimed at parents, but with some good coping strategies: *https://www.parentingideas.com.au/newsletter/pdf/Coping_eBook.pdf*

Lesson 7

Sowing the seed

Includes SEL strands: **SocA RelM**   Estimated sime: **60-90 minutes**

Lesson overview	Introduction, discussion, group work, plenary
Learning objectives	**Key question:** How can I move a bad situation towards a positive outcome? **Students will:** ▶ In bullying situations, identify people whose behaviour can be positively used and influenced ▶ Develop strategies to change the dynamic and move the situation towards a positive outcome
Materials and preparation	**Leaders will need:** ▶ Images of 'bullying scenarios' L7R1
Introduction (10 minutes)	Review the purpose of the project. Emphasise that this lesson is about bullying and the responsibilities of all those involved. Remind students that everyone plays some role when bullying occurs
Ask	Are you an agent of change?
Activity One (15 minutes) Discussion – "Agents", secret agents, James Bond	Help the class create a mindmap or brainstorm. In the centre of the interactive whiteboard or sheet of paper write – What makes a good field agent? Then encourage the pupils/students to suggest characteristics. At this stage, record all responses on the mindmap. Then begin to highlight or add those listed below. ▶ Stealth ▶ Knowledge ▶ Skills ▶ Understanding the target Add this question: 'What skillset might they have?' Add a new area of the mindmap and again invite the students to suggest the skillsets an agent may need.

▶ Knowing where and when to intervene
▶ Timing
▶ Focus

▶ Language
▶ Communication skills
▶ Reading a situation
▶ Escape routes or strategies

▶ Self defence
▶ Resilience and coping
▶ Courage

Lesson 7 Sowing the seed

Finally, invite students to consider: How do agents operate and survive? Elicit:
▶ Planning
▶ Backup

Explain that this session aims to help the pupils/students learn from agents in order to understand how they might prevent a bullying situation escalating further. Leave the mindmap on the board.

▶ Ask: What contribution could you make when bullying occurs?
   Can we name each contribution?
   • Revisit the concept of roles and list on the board:

   ○ student who bullies (bully)   ○ cheerleader
   ○ bullied student (victim)   ○ stirrer
   ○ bystander   ○ admirer
   ○ upstander (= someone who   ○ sheep
   stands up to the bully)   ○ joker

   • Are there positive and negative contributions of each role?
   • Ask the pupils/students if they can identify the roles they may have in different situations.

Activity Two (15 minutes)
Discussion – Contributions you can make

▶ As the session leader, elicit the following from the discussions.
   Note that the purpose of this part of the session is to support your pupils/student to understand that they have the power to positively influence the outcome of a bullying situation. You will need to facilitate the discussions and support them in identifying a range of actions suitable for your school and situation.

▶ Ask: How do you know when something is wrong?
   • Trust your emotions
   • Assess the situation
   • What strategy would you use to change the outcomes of the situation?
   • What can you say or do?
   • How do you say it or do it?
   • When should you do it?

▶ Give pupils resource sheet L7R1 – Photos – Leader to select one scenario from the range given (L7R1)

▶ What is happening?

Lesson 7 Sowing the seed

Activity Three (20 minutes)
Group work scenarios (L7R1)
	▶ Pupils/students to identify the roles and create intervention strategies that might change the behaviour of the roles you have identified.
	  • Share examples with the rest of the group
	  • Role play a few of the suggestions to see how they sound and to gauge response
	  • Discuss which phrases/actions are the most effective
	▶ Ask: How would you execute your strategy
	  • Identify your target (Is the bully always the target of your intervention?)
	  • Take action
	  • Step back (meta-moment) and observe
	▶ Ask: What happened during your meta-moment – were you successful or would you need to use an exit strategy?

Closing (5 minutes) Review the learning Ask	Review the agents of change that improved the situation? Do you think this is a strategy that you feel you could use? What are the barriers?
Progression	Introduce the objectives of the next lesson; overcoming barriers, keeping things moving forward, identifying success.
Supporting activities	MEDIA/DRAMA/WRITING. You are the lead in the BIA (Bullying Intelligence Agency). You are known only as "B". Choose one of the scenarios from lesson 3 and design an intelligence briefing session for your agents (should they choose to accept it) to include planning; maps; scripts and escape routes to resolve a situation effectively. It may include flipcharts, presentation software or surveillance video planning. Good luck.
Links	Mindmapping software online *www.mindmup.com* *www.mindmeister.com* *https://bubbl.us/*

Lesson 8

Stealth and tactics: making a difference

Includes SEL strands: **SelfA SocA RelM**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, reflection, writing, discussion, group work, plenary
Learning objectives	**Key question:** Which strategies overcome barriers? How to recognise success? **Students will learn to:** ▶ Identify strategies that will change the dynamic and move the situation forward ▶ Understand what works and how to adapt strategies to move towards success ▶ Acknowledge that they can make a difference
Materials and preparation	**Leaders will need:** ▶ Post-its or access by students to app (e.g. flipped classroom apps/websites) ▶ Scenarios from Lesson 7 (L7R1)
Introduction (10 minutes)	Review the previous session and emphasise the concept of an agent of change.
Ask	▶ What are the characteristics of someone who can make a change? ▶ List the attributes on board/screen ▶ Pairs discussion - which attributes do you have and which ones do you find challenging? ▶ Review the 4 SEL areas on screen/board
Activity One (20 minutes) Reflection – Overcoming barriers	▶ Ask students to consider one area they may find challenging e.g. communication skills or lack of confidence ▶ Write down why this is a difficult area for them on a post-it /app ▶ Students post sentence anonymously ▶ Leader reviews some of the statements with whole group. ▶ Ask class to sort into common themes or similar features. Elicit, for example: • Communication skills/body language • Timing/focus • Self-defence/escape route • Courage/resilience/confidence

Lesson 8 Stealth and tactics: making a difference

Activity Two (20 minutes) Group work – Overcoming barriers	▶ Students work in groups – Discuss ways in which barriers can be overcome. Elicit: • Talking it through with a friend or sympathiser • Bringing in an adult • Saying to individual rather than group • Communicating positively through own behaviour or body language • Through technology rather than face to face ▶ Ask for feedback from groups
Activity Three (20 minutes) Demonstration and discussion	▶ Ask: How do you know if what you are doing is successful? Elicit: • Bullied student feels more supported • Student who bullies has fewer supporters • You feel better! • Mood of the wider group is more positive • Student who bullies has less effect ▶ Ask: What if this is unsuccessful? Elicit the concept of "escape route" ▶ Group work – discuss examples e.g. humour, walking away, discuss with adult, switch subject, block (online) ▶ Consider the scenarios from Lesson 7 (L7R1) - Success or Escape?
Closing (5 minutes) Review the learning: **Ask**	Do you have the confidence to try some of the strategies? Can we make a difference? How will that affect life at school if we all tried it?
Progression	Introduce the objectives of the next lesson; Setting goals.
Take-away task	Talk to others, e.g. family members/friends, and ask them about the strategies they use.
Supporting activities	WRITING. Create a series of newspaper headlines, in a tabloid style that celebrate success in reducing bullying, e.g. It's a great place to be, Say kids or "Bullies can't thrive here", Says school or bullying at its lowest ever. Gather the headlines into a press collage. Useful online tools can be found at *Newspaper headlines* and *Newspaper Generator* MEDIA. Film a body language/communication skills master class with students as "experts" and others as presenters/reporters. Publish and share on school media site.
Links	Beat Bullying – My letter of apology *https://www.tes.co.uk/teaching-resource/my-apology-letter-6299469*

Lesson 9

Foundations for change

Includes SEL strands: **SelfA SocA SelfM RelM**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, discussion, group work, paired work, reflection, writing, plenary
Learning objectives	**Key question** How can we understand the progress we've made? Students will learn to: ▶ Identify what progress looks like ▶ Review progress ▶ Begin goal setting
Materials and preparation	**Leaders will need:** ▶ Emotional Skills Questionnaire L9R1
Introduction (10 minutes)	Review the purpose of the project. Outline the lesson objectives.
Ask	What are the four areas of social and emotional skills? ▶ Share resource L2R1. Ensure they understand: Self Awareness, Social Awareness, Self Management and Relationship Management. ▶ Ask the pupils/students to suggest a definition for each quadrant.
Activity One (20-30 minutes) Class discussion	What does progress look like? Where possible, arrange the class in a circle and run this activity as a circle-time style activity (for a detailed list of other possible arrangements, see advice in Making ENABLE work). The aim of this activity is to lead a discussion with the class on the areas below by suggesting "progress" words and keywords, and asking the students to reflect on them together. Elicit discussion about the following areas:

- ▶ Improved knowledge and understanding
- ▶ improved vocabulary to describe own and others' emotions
- ▶ More sophisticated emotional skill strategies
- ▶ More skilled in dealing with social incidents
- ▶ Better social outcomes (less negative incidents?)

- ▶ Improved class climate
- ▶ More appropriate interaction between the group
- ▶ Improved support structures
- ▶ Open and transparent conversation
- ▶ Positive personal emotional health
- ▶ Improved understanding of individuals' rights

Lesson 9 Foundations for change

On the board/interactive whiteboard, list improvement words such as:
- improved • better • understand • more • greater • good • changed • altered
- healthier • decreased

Then next to this, record a list of keywords such as:
- emotions • issues • roles • behaviour • friends • classmates • class atmosphere
- bullying • help • talk • listen • rights • happiness • strategies • emotional well-being

Then ask the students to provide sentences that use both a keyword and an improvement word. Record a number of agreed statements that define what progress looks like for your students. Draw out from students the sort of class environment they would like to see, and how their own behaviour contributes to the whole system change.

Activity Two (20 minutes) Paired task	▶ Suggest that the students might like to work in pairs
	▶ Give the students a copy of the questionnaire and explain the scoring system (L9R1)
	▶ Ask them to:
	Choose a statement from each area of the questionnaire that:
	  ▶ Has provided them with good emotional intelligence strategies
	  ▶ They understand more as a result of the learning
	  ▶ Has challenged them most
	  ▶ Is where they have changed the most

Closing (5 minutes) Review the learning	Outline objective for final lesson: setting personal targets to build on the foundations
Take-away task (Optional)	Complete the individual questionnaire where appropriate for your learners
Supporting activities	RESEARCH. Find examples of social and emotional skills questionnaires online and review. Do they provide any additional ideas, guidance or information about fostering improvement? Some examples are *Emotional Intelligence test 1* or *Goleman's EQ Test*. Can we rely on the results from these? Use as a discussion focus. WRITING/MUSIC/ART. Create a list of expectations for classroom environments and present in a creative format, e.g. wordwall, poetry, rap, poster, wordcloud, cartoon (see previous lesson links).
Links	Personal questionnaire and individual feedback

Lesson 10

What happens next?

Lesson overview	Introduction, writing, discussion, group work, plenary
Learning objectives	**Key question:** How can I continue to improve my social and emotional skills and make a positive contribution to the whole school? **Students will be able to:** ▶ Identify areas of personal development and set goals ▶ Plan strategies for achieving those goals ▶ Understand the impact of their improvement on the class/whole school climate
Materials and preparation	**Leaders might want to use:** ▶ Word bank L10R1 ▶ Template Pledge Certificate L10R2
Introduction (10 minutes)	Outline lesson objectives. Revisit the Learning Agreement. Display the 100 word bank and ask pupils/student to create their own 3X3 BINGO card (see links for details on how to play bingo in the classroom), with one word in each space. Call out words from the list and ask the pupil/students to cross off words they have. The first to cross off a line wins. You might play the game using only words from one area of SEL.

Activity One (20 minutes) Class discussion	▶ Ask students why we set goals, then on the board/interactive whiteboard share:
	  • Goals help us improve
	  • They focus activity
	  • They make us part of the school
	  • They motivate and energize us
	  • They help us make decisions
	  • They impact on the whole school
	▶ Inform students that most goals use the S.M.A.R.T rules, which they may have seen before. Remind them that:
	  • S - specific
	  • M - measurable
	  • A - achievable or action-oriented (i.e doing, not wishing)
	  • R - realistic
	  • T - timely
	▶ Share with students an example of a SMART target
	▶ Original idea: I want to be better at resolving arguments

Lesson 10 What happens next?

► Make it SMART:
  • S – arguments with my family
  • M – only want three a week
  • A – meta-moments, talk to family
  • R – positively influence one argument per week
  • T – by the end of the month

► Final goal: I will reduce the number of arguments I have with my family to a maximum of three per week. I will do this by using meta-moments and talking with my family when they are calm. By the end of the month, I will be able to change at least one argument per week.

► Put the students into groups or pairs and ask them to create four SMART goals that tackle bullying, one from each area of social and emotional skills.

Activity Two
(20 minutes)
Discussion

► Bring the class together and host a group discussion
► Collate goals
► Group discuss which actions are:
  • Most achievable
  • Most difficult
  • Most successful
  • Have the biggest impact on an individual
  • Have the biggest impact on the group

Activity Three
(10 minutes)
Individual goal setting

► Of the strategies you have seen, on which actions are you are going to work personally? These will be your personal goals.
► For each action draw up a list of things you will do to achieve your goal

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Closing (5 minutes)
Review the learning Ask

Can we make a difference?
How will that affect life at school if we all tried it?
What support will you need in order to successfully achieve your goals?
What improvements would you make to these lessons?

Supporting activities

You might like to consider using visualization with older students. Please visit *https://blog.udemy.com/goal-setting-activities/*
You might like to consider creating a personal pledge similar to the template in resource L10R2. This could be an additional task that takes place in a different lesson.

Links

Guide to using Bingo in the classroom *https://www.bookwidgets.com/blog/2014/11/fun-classroom-activity-bingo*

Peer Supporter scheme resources

The role of the Staff Peer Support Lead

- Ensure senior leadership team commitment to establishing the Peer Support scheme and running the set of 10 SEL modules
- Organise the Peer Supporter selection process
- Run a 1 day training session to train students to be Peer Supporters
- Facilitate the 10 weekly Peer Supporter sessions
- Support the Peer Supporters' work, including the extension activities from the sessions, but ensure that it remains peer-led
- Involve other staff members and parents/carers in the Peer Supporters' work to ensure a whole school approach
- Be a listening ear for Peer Supporters if they need to talk to someone about anything involved in the scheme

The role of the Peer Supporters

- To support each other; the Peer Supporter group can often act as a support to those in the group who have been bullied
- Support students who have bullied/been bullied
- Run activities and campaigns with peers, staff and parents/carers to reduce bullying behaviour, promote positive behaviour and encourage a supportive climate where difference is celebrated and respected
- Involvement in the review of bullying and behaviour policies and procedures to ensure they are effective and student-friendly
- Explore students' experience of school, communicate any issues to staff and provide effective solutions to these issues
- Raise the profile of their anti-bullying work throughout the school

Recruiting students to be Peer Supporters

- Raise awareness of the Peer Supporter role within the school through posters and letters to parents/carers to gauge interest from students
- Ask students who are keen to become a Peer Supporter to complete a simple application form
- Review the application forms and ensure that you involve students and staff in the final selection
- The most effective Peer Supporter group includes a mix of students who have experienced bullying, students who have bullied and changed their behaviour, students who have haven't been involved in bullying. All Peer Supporters should:
  - Be passionate about supporting their peers and tackling bullying
  - Show qualities of a leader and are good role models to others
  - Be seen as approachable and friendly by other students
  - Be representative of all year groups and peer groups
  - Show high levels of social and emotional skills, including empathy
  - Be proactive, responsible and committed to the cause
  - The size of the Peer Supporter group depends on the size of the school. Typically Peer Supporter groups involve between 20 to 30 students.

One-day Peer Supporter training

One-day Peer Supporter training
A one-day training outline for staff to train their students to be Peer Supporters; session details available at *http://enable.eun.org/implementing_enable*

Agenda and proposed timings

08:30 – 08:45	Introduction to the day (15 minutes)	
08:45 – 09:00	Ice breaker (15 minutes)	
09:00 – 09:10	**Session 1**	Creating an agreement for the Peer Supporters (10 minutes)
09:10 – 09:30	**Session 2**	What is bullying? (20 minutes)
09:30 – 09:45	**Session 3**	The different types of bullying (15 minutes)
09:45 – 10:05	**Session 4**	What do people get bullied for? (20 minutes)
10:05 – 10:20	**Session 5**	Is it ever OK to bully someone? (15 minutes)
10:20 – 10:40	BREAK (20 minutes)	
10:40 – 11:10	**Session 6**	Why do people bully others? (30 minutes)
11:10 – 11:30	**Session 7**	Similarities and differences game (20 minutes)
11:30 – 11:40	**Session 8**	The impact of bullying (10 minutes)
11:40 - 12:40	**Session 9**	Myths and misconceptions about bullying (1 hour)
12:40 – 1:30	LUNCH (50 minutes)	
1:30 – 1:45	**Session 10**	Spotting someone who is being bullied (15 minutes)
1:45 – 2:25	**Session 11**	The role of Peer Supporters (40 minutes)
2:25 – 2:45	**Session 12**	Qualities of a Peer Supporter (20 minutes)
2:45 – 3:25	**Session 13**	Our school (40 minutes)
3:25 – 3:45	**Session 14**	Next steps (20 minutes)
3:45 - 3:50	**Session 15**	Celebrating the day's achievements (5 minutes)

Trainer's resources

➜ A printout of the PowerPoint slides 'Good morning Peer Supporters', availabe at *http://enable.eun.org/implementing_enable*

➜ Definitions of bullying from Slide 5 written on separate pieces of paper for Session 2

➜ Copies of case studies/newspaper articles for Session 8

➜ Print-outs of the Level 1 Peer Supporter Certificate for Session 15

➜ Students to bring their diaries/work plans

➜ Pens and paper for all the students (it may be worth creating a workbook for the students to help them keep their training notes in one place).

➜ Flip chart, paper and pens, sticky-tack, paper sticky notes

Weekly one-hour Peer Supporter Sessions

Follow up the one-day training with weekly one-hour sessions led by a staff member

Session	Title	Aim of session
Session 1	We look up to Peer Supporters	Define the role of a Peer Supporter and Staff Peer Support Lead and understand the qualities and skills needed to be effective in these roles.
Session 2	We know who the Peer Supporters are	Examine ways the Peer Supporters can raise the profile of their anti-bullying campaign in their school so the school community understands their role.
Session 3 /Part 1	We understand student's experiences of school	Plan how the Peer Supporters can find out about the experiences students have in school in relation to bullying and behaviour.
Session 3 /Part 2	We provide effective solutions to student's problems	Using the data collected from Session 3, Part 1, Peer Supporters will highlight any issues which exist in the school in relation to bullying and behaviour in order to provide student-friendly solutions to these issues.
Session 4	We promote a culture of pro-social behaviour	Review how the school promotes pro-social behaviour and design a whole school campaign which encourages students, staff and parents to treat each other with respect.
Session 5	We encourage students to speak out	Examine the avenues students can use to report incidents of bullying in the school and look at whether these are effective. Plan activities to promote these avenues and encourage students to speak out about bullying.
Session 6	We effectively support vulnerable students	Discuss how the Peer Supporters should respond if someone talks to them about an incident relating to bullying and behaviour.
Session 7	We celebrate individuality	Think about how someone being bullied/bullying others may feel in order to provide effective support to them and encourage them to celebrate who they are.
Session 8	We take care of each other	Explore the idea of a bystander and an upstander to bullying and determine when and if it is appropriate for a Peer Supporter to intervene in bullying incidents in school.
Session 9	We are upstanders, not Bystanders to bullying	Examine how, using a whole school campaign, Peer Supporters can encourage a school culture where people take a stand against bullying and provide support to each other.
Session 10	We recognise students' contribution to the school community	Reflect on what impact the Peer Supporters have had and highlight the areas they need to focus on in the coming months.

ENABLE 10
Peer Supporter Sessions

A set of 10, 1 hour sessions to build on the Peer Supporters' initial 1 day's training and continue to develop the skills and knowledge students need in their role. Sessions should be facilitated by the Staff Peer Support Lead.

We look up to Peer Supporters

Estimated time: 1 hour with suggested extension activities.

Session overview

Through creating their own Peer Supporter job description, Peer Supporters will define their role and responsibilities in the school and the qualities and behaviours they need to demonstrate as a Peer Supporter. The Staff Peer Support Anti-Bullying Lead will also create their own job description which outlines how they will support the Peer Supporters with their work.

Aims of the session

➡ Recognise that being a Peer Supporter is an important role in the school with numerous responsibilities, and students need to reflect this in their behaviour and be role models to others.

➡ Identify the behaviours and qualities the Peer Supporters need to demonstrate within the group and around the school.

➡ Define and understand the role of a Peer Supporter and the Staff Peer Support Lead.

Materials and preparation

➡ Different coloured pens and paper for all the Peer Supporters.

➡ Two large pieces of paper stuck together which students can use to draw round a body.

➡ Ask Peer Supporters to put their names forward if they're interested in being the Chair or Vice-Chair of the Peer Supporter group.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (5 minutes) Recap

◥ Recap what was covered in the students' training on what the role of a Peer Supporter involves.

Activity Two (35 minutes) The Perfect Peer Supporter

◥ Peer Supporters draw around one team member's body.

◥ On the inside of the drawing ask the group to write all of the roles and responsibilities associated with being a Peer Supporter. On the outside of the drawing ask them to write all of the qualities and skills a perfect Peer Supporter needs. (10 minutes)

◥ Discuss what has been written and why the group felt this was important. (5 minutes)

◥ In one coloured pen, ask the group to circle the 5 roles and responsibilities that they feel are most important to their role. In another colour, ask them to circle the 10 qualities and skills they need to fulfil their 5 responsibilities. (10 minutes)

A set of 10 Social and Emotional Learning (SEL) lessons aimed at combatting bullying in a school environment by developing the social and emotional skills of young people aged 11-14.

Session 1

- Students then create a Peer Supporter job description based on the responsibilities, qualities and skills they have circled. (10 minutes)
- The Staff Peer Support Anti-Bullying Lead should do the same exercise to outline how they will support the students in their role.

Activity Three (5 minutes) Voting for Peer Supporter positions

- Ask students to vote for who they want for Chair and Vice-Chair by handing in a slip of paper with the chosen name on to the Staff Peer Support Lead. Students could also be allocated other roles including scribe, timekeeper, event planner etc. so everyone has a responsibility which matches their skill.

Activity Four (15 minutes) Planning

- Using the 'Bright Ideas' section, Peer Supporters start planning how they will introduce themselves to staff, parents/carers and students.

Bright Ideas for Peer Supporters

- Make the Peer Supporter job description into an attractive document and stick it up in the school, include it in the school newsletter, on the school website and on social media so students, staff and parents/carers understand your role.
- Keep an ongoing diary of how you feel you have used the skills and qualities listed on the job description each week.
- Create a display to go up in a central area of the school which tells other students who the Peer Supporters are, what their role is, where they will be and how they can be identified in the school.

Bright Ideas for Staff Peer Support Lead

- Introduce a certificate system for your Peer Supporters to help motivate them and celebrate their efforts. You could give certificates to those Peer Supporters who, at the end of the 10 sessions, have shown dedication and commitment. There is a suggested certificate in the resource pack.
- Create a questionnaire for the Peer Supporters to help you understand more about each of the individuals, why they wanted to be a Peer Supporter and what they hope to achieve in their role.
- Send an email round to all staff informing them about the Peer Supporters and how they can support the scheme.

Bright Ideas involving parents/carers

- Send the Peer Supporters' job description home to their parents/carers with a copy of the ENABLE Parent/Carer Pack. Outline what the Peer Supporters will be doing in the next 10 sessions and ask parents/carers if they would like to be involved in the sessions or support the scheme in any way.
- Peer Supporters introduce themselves at a parents' meeting/evenings.

Links to other materials and resources

ENABLE campaign material: Section – What is bullying?
ENABLE Multi-Modal Activities Sheet

We know who the Peer Supporters are

Estimated time: 1 hour with suggested extension activities.

Session overview

Peer Supporters will look at a well known campaign from their country and will review why it was so successful. They will apply what they have learnt from their discussions around the example campaign and think about how they can introduce their Peer Supporter anti-bullying campaign and make it a success in the school.

Aims of the session

➜　Plan how the Peer Supporters will launch and raise awareness of their campaign and cause.

➜　Define other student-led groups in the school and establish how they may be able to work together.

➜　Create an identity for the Peer Supporters.

Materials and preparation

➜　Pens and paper for all the Peer Supporters.

➜　Find a cool, exciting, effective and wide-reaching campaign or advert which all or most of the Peer Supporters will have seen. This could include a successful campaign the school has already run. With the Staff Peer Support Lead's guidance, the Peer Supporters could research this themselves and bring their examples to the session.

➜　The school calendar, including key events that are coming up.

➜　For this session you could invite media or business teachers to offer their advice or run part of the session.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (15 minutes) What makes a successful campaign?

◥　Show the Peer Supporters the selected advert/campaign or ask them to share what they have found.

◥　Ask them if they all have seen it. Lead a discussion around why they think it was so successful, where they have seen the campaign and how they recognise the brand/organisation associated with the campaign. Ensure they write down key points.

Activity Two (25 minutes) What makes a successful Peer Supporter campaign?

◥　Applying what they have learnt from the previous activity, Peer Supporters start to think about how they will promote and launch their anti-bullying campaign in the school. There are some ideas listed below in the 'Bright Ideas' section to help with this. Ask the students to brainstorm ideas on the following points:

Session 2

- How will students recognise Peer Supporters in the school?
  How will they create a sense of identity?
- Which other student-led groups exist in the school? How can they work together?
- How will the Peer Supporters launch their campaign in the school and make sure it's fresh, engaging and exciting?

Activity Three (15 minutes) Planning

◥ Once the Peer Supporters have discussed and brainstormed ideas for the questions above, ask them to prioritise the activities and delegate tasks to people.

Bright Ideas for Peer Supporters

◥ Create a video/advert about who the Peer Supporters are. This could be shown around the school and uploaded to the school's website.

◥ Include a piece in the school's newsletter and website on the Peer Supporters.

◥ Present your ideas to the Senior Management Team and introduce yourselves at the next staff meeting.

◥ Go into each class in the school to tell students who you are and how you will be supporting them.

◥ Launch the Peer Supporter scheme by holding a positive "feel good" day or competition with the whole school e.g. holding a competition to come up with a slogan or logo for the Peer Supporters.

◥ Raise awareness of bullying in whole-school meetings.

◥ Promote your cause by running the debate activity from your training day around bullying with the whole school. You could select people from each year group to be involved and invite staff, students and parents/carers to watch.

Bright Ideas for Staff Peer Support Lead

◥ Hold a meeting with staff to introduce the role of the Peer Supporters and ask if anyone would like to help with certain aspects of the campaign.

◥ Download the ENABLE school certificate, print it out and stick it up in a prominent place in the school to show your school does not tolerate bullying and has preventative measures in place to stop it happening.

Bright Ideas involving parents/carers

◥ Look through the school calendar and identify when there are events being held which parents/carers will be attending and where Peer Supporters could run a session, or do a talk to help raise awareness of bullying among parents.

Links to other materials and resources
ENABLE campaign material: Section – What is Bullying?
ENABLE Multi-Modal Activities Sheet

We understand students' experiences of school

Estimated time: 1 hour with suggested extension activities.

Session overview

This is a 2 part session. Part 1 will involve students planning and conducting activities in the school which help them understand students' experience of school in relation to friendships, safety, behaviour, bullying. In Part 2 of the session, Peer Supporters will examine their findings, highlight the main issues in the school and plan how they will work to improve these issues.

Aims of the session

➡ Peer Supporters will recognise the importance of understanding student's experiences of school in order for them to effectively support and educate their peers.

➡ Plan how Peer Supporters will research student's experience of school before the next session.

➡ Staff Peer Support Lead gains a further insight into students' experiences of school.

Materials and preparation

➡ Pens and paper for all the Peer Supporters.

Introduction (5 minutes)

Introduce the session and explain the objectives.

Activity One (10minutes) The Peer Supporters' experience of school

◥ Peer Supporters start the session by discussing what they see happening among students in school, on the way to school and also online.

Activity Two (25minutes) Planning the Peer Supporters' study

◥ Using the ideas in the 'Bright Ideas' section, Peer Supporters plan how they will spend the next week carrying out research in the school to help them answer the following questions and any other questions they feel are important:

A) Is bullying a problem in their school?

B) If students have been bullied, what type of bullying was it, did they report it and was the issue resolved?

C) Are there any specific issues in different year groups?

D) Which areas of the school do students feel the most and least safe?

E) What would students do if they saw bullying happening in the school?

F) Do students feel accepted at the school?

Session 3 (part 1)

Bright Ideas for Peer Supporters

◤ **Questionnaires:** Design and hand out questionnaires or do a quick online survey which students have to complete during a session. A separate one could be designed for parents and staff.

◤ **Suggestion post box:** Have a locked box where students can post anonymous notes of their experience at school and make recommendations of how the school could be improved.

◤ **Challenge zone:** Run a session in each class where you ask each student to write on a sticky note any worries or concerns they have on the way to school and inside school. Peer Supporters collect these from the students and stick them up on the wall so they remain anonymous. The Peer Supporters or staff member then takes turns to read out the worry/concerns and have a discussion with students about what the solution to the concern may be.

◤ **My Perfect School:** Students are given a piece of paper with three columns on. In the right column they have to write what their school is like today, and in the left column what their ideal school would look like. In the middle column they write ideas of how to move from their current school to their ideal school.

◤ **Student diary:** Give two students in each year group a diary. Ask them to record what they see happening amongst their peers, (positive and negative), that week. Ensure that they don't record student's names, and hand their diaries in to the Staff Peer Support Lead.

Bright Ideas for Staff Peer Support Lead

◤ Staff Peer Support Lead has a discussion with staff about what they feel the main issues are among students in regards to bullying, behaviour, friendships and safety.

Bright Ideas involving parents/carers

◤ Peer Supporters run a focus with parents to find out more about their experience of the school.

Links to other materials and resources
ENABLE Multi-Modal Activities Sheet

Session 3 (Part 2)

We provide effective solutions to students' problems

Estimated time: 1 hour with suggested extension activities.

Session overview

This is a 2 part session. Part 1 will involve students planning and conducting activities in the school which help them understand student's experience of school in relation to friendships, safety, behaviour and bullying. In Part 2 of the session, Peer Supporters will examine their findings, highlight the main issues in the school and plan how they will work to improve these issues.

Aims of the session

➜ Understand how to sort through and use the data they have collected.

➜ Have a better understanding of student's experiences of school.

➜ Define the key issues which exist among students, including highlighting issues in specific year groups.

➜ Create an action plan of how they will work to improve the problems.

Materials and preparation

➜ Pens and flip chart paper for all the Peer Supporters.

➜ Bring all of the Peer Supporters findings/research to the session.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (30 minutes) What is it like to be a student at the school?

◥ Peer Supporters are given sheets of flip chart paper including one for each year group in the school, one for staff and one for parents/carers.

◥ Peer Supporters discuss what they have found out over the last week and review any data they have collected e.g. questionnaires.

◥ Based on their findings and discussions, Peer Supporters write on each of their pieces of paper the key issues that have arisen from each year group, from parents/carers and from staff.

◥ Using the list they have compiled, Peer Supporters will prioritise the issues they want to focus on and brainstorm ideas of activities they can run in the school to reduce the problems.

Session 3 (part 2)

Activity Two (20 minutes) Planning

◥ Peer Supporters create a timeline of activities/topics they want to focus on each month. The staff member should ensure that this timeline links to their weekly session topic.

Bright Ideas for Peer Supporters

◥ Display the activity timeline in the school so students can see what you will be working on and can help you if they feel passionately about that particular activity/topic.

◥ If you have collected key statistics as part of your research, you could run a stats matchup activity as a way of raising awareness of bullying and informing students about your findings. On pieces of card, hand out each statistic to students and a sheet which has all of the corresponding statements on it. Ask them to guess which statistic matches up to which statement. You could also do this with large groups of students by a show of hands or electronic voting.

Bright Ideas for Staff Peer Support Lead

◥ Staff Peer Support Lead has a discussion with staff about what they feel the main issues are among students in regards to bullying, behaviour and friendships.

◥ Share the Peer Supporters' findings in a staff meeting. Based on the key issues highlighted, identify any areas which you think the students and staff would benefit from having further education/training.

Links to other materials and resources
ENABLE Multi-Modal Activities Sheet

We promote a culture of pro-social behaviour

🕐 **Estimated time: 1 hour with follow on activities.**

Session overview

Peer Supporters will review how the school communicates the type of behaviour that is expected of students and how it reinforces positive behaviour. They will design a whole school activity which promotes and encourages a culture of kindness.

Aims of the session

➡ Peer Supporters review any policies around bullying and behaviour to ensure they are student friendly, engaging and accessible to everyone.

➡ Students highlight each other's strengths and qualities.

➡ Students recognise the importance of being kind to each other.

➡ Peer Supporters will work with the Staff Peer Support Lead to plan a whole school campaign which promotes positive behaviour.

Materials and preparation

➡ Staff Lead will need: an envelope for each Peer Supporter and a piece of paper.

➡ Copies of any policies or documents which mention bullying and behaviour.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (15 minutes) Compliments

◥ Arrange the Peer Supporters into a circle and give them all an envelope and two pieces of paper.

◥ Ask them to tear a piece of paper off and put a compliment in the envelope of the person to the right of them, to the left of them, opposite them and one more person in the circle.

◥ Give them a minute to read their compliments and ask them how receiving a compliment made them feel. Ask them if they think school would be better if people acted like this towards each other every day.

Activity Two (20 minutes) Promoting positive behaviour in the school

◥ Have a discussion with students about how they think the school promotes the type of behaviour that is expected of them and how they feel this could be improved.

◥ Show the Peer Supporters the policies or documents relating to bullying and behaviour. Ask Peer Supporters to review these and make suggestions of how they could be improved.

◥ Ask the Peer Supporters to come up with ideas of how these could be communicated to other students in the school. Use the Bright Ideas section to help with this.

Session 4

Activity Three (20 minutes) Planning a respect campaign

◥ Design a whole school campaign which encourages students to be kind to each other, respect each other and help communicate to students the type of behaviour expected of them. See the 'Bright Ideas' section for examples.

Bright Ideas for Peer Supporters

◥ Create a whole school pledge which outlines how students should behave in the school. Ask each class or year group to submit a line for the whole school pledge. The Peer Supporters should select the lines they think that should go into the pledge. Once complete, ask all students, parents/carers and staff members to sign up to the pledge.

◥ Run a whole school competition to think of a creative way to display the pledge in a prominent area of the school e.g. video, screensaver, poster, song.

◥ Put a copy of the whole school pledge up in the reception of the school to help people understand the culture and ethos of the school.

◥ Run a 'crossing the line' activity to help students understand the type of behaviour that is acceptable and unacceptable. Create a long line on the floor. Read out different statements of things students say to each other and ask students to decide if the behaviour in the statement is acceptable (they stand on left side of the line), if it may be unacceptable to some (on the line), if the behaviour is unacceptable (right of line).

◥ Each week Peer Supporters make a note of students they see being kind to others. At the end of the week those students are presented with a Friendship Award, or rewarded in some way.

◥ Hold a 'pay it forward' kindness week. This involves students, staff and parents/carers doing one random act of kindness to somebody and writing their act on a piece of paper. If a person receives a kind act, they then have to do a random act of kindness to two people. At the end of the week collect all of the random acts of kindness pieces of paper and create a kindness display. You could give a prize to the class who have completed the most random acts of kindness.

Bright Ideas for Staff Peer Support Lead

◥ If a pupil misbehaves, refer back to the pledge and remind them what they signed up to.

◥ Encourage all staff members to sign up to the pledge.

Bright Ideas involving parents/carers

◥ Send the pledge home for parents/carers to sign too.

◥ Encourage parents/carers to get involved in the 'Pay It Forward' kindness week, their kind act could be to contribute to the school in some way.

Links to other materials and resources

ENABLE Campaign material: Section – Celebrating Difference

Greater Good Project, Berkeley University: Encouraging Kindness in Kids, pgs 53 & 54

Pay it Forward: *http://payitforwardday.com/*

We encourage students to speak out

Estimated time: 1 hour with follow on activities.

Session overview

Peer Supporters will look at how they can improve the current ways for students to report bullying and encourage students to use these if they need to talk to someone.

Aims of the session

➡ Define who Peer Supporters could talk to inside and outside of school if they had a problem.

➡ Understand the factors that may stop a student from reporting bullying.

➡ Review the current ways students can report bullying in the school and list ideas to improve these.

➡ Plan activities the Peer Supporters will do in school to promote to students the avenues of reporting and encourage them to speak out.

Materials and preparation

➡ Pens and paper for all the Peer Supporters.

➡ Details of the school's reporting system.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (15 minutes) Support networks

◥ Ask students to draw around their hand on their piece of paper.

◥ Students then write in the fingers of the hand three people they can talk to in the school and two people they can talk to outside of the school if they have a problem.

◥ Explain the idea that this is their support network.

◥ Tell Peer Supporters to do the same activity but put themselves in the shoes of a student who is being bullied and think about the support networks that are promoted to them in the school.

◥ Ask students how easy they found it to do each activity, and have a discussion about whether there is more that can be done in the school to promote the people in the school who students can talk to.

Activity Two (20 minutes) Reporting is supporting

◥ Split the Peer Supporters into groups of three and give each group a piece of paper.

◥ Draw a cross on the piece of paper to split the page into four sections.

◥ Ask Peer Supporters to put themselves in the shoes of someone being bullied, and in the top left square list all the reasons which may stop them reporting bullying to someone.

◥ Recap on the idea of a bystander.

Session 5

- Peer Supporters do the same activity but put themselves in the shoes of a bystander and list all of the reasons which may stop them reporting in the bottom left square.
- Peer Supporters share their ideas with the other groups.
- In the top right and bottom right square ask the students to brainstorm ideas of how they can encourage students and bystanders to report bullying.

Activity Three (20 minutes) Planning

- Using the 'Bright Ideas' section, Peer Supporters should plan whole school activities to encourage students to speak out and support each other.

Bright Ideas for Peer Supporters

- Research celebrities who have been bullied on and offline and have spoken out about their experience. Share their stories in a whole school meeting or in a display to encourage and inspire students to speak out about bullying.
- Reinforce to students the different ways they can report bullying in the school, including any new measures the Peer Supporters will put in place.
- Visit different classes and ask them to do the hand support exercise.
- Hold a whole school meeting on what students can do if they are worried that their friend is being bullied or having a problem.
- Run a campaign around what it means to be a good friend highlighting the importance of supporting others.
- Hand out contact cards to students starting the school which tell them who the Peer Supporters are, how they can help them and who they can talk to inside and outside of school if they have a problem.

Bright Ideas for Staff Peer Support Lead

- Hold a meeting with other staff members to ensure there is a consistent approach in the school when a student reports bullying, and to highlight the importance of dealing with every report. Staff could talk through different scenarios and how they would respond to them.
- Share with staff what the Peer Supporters feel stops students reporting bullying and discuss ways that staff could work to combat this.

Links to other materials and resources

ENABLE Multi-Modal Activities Sheet

We effectively support vulnerable students

Estimated time: 1 hour with follow on activities.

Session overview

Peer Supporters will use role play to generate a discussion around what they should do if and when a student reports bullying to them. They will discuss the best response, issues around confidentiality, body language and the process of reporting.

Aims of the session

➡ Discuss the types of issues that students may report to a Peer Supporter.

➡ Peer Supporters will understand what an effective and appropriate response would be to the types of issues students may report to them.

➡ Create a flowchart/thought process to help the Peer Supporters determine how and when they need to pass on the student's report to a staff member and what the procedure for this is.

Materials and preparation

Staff Peer Support Lead to put together three scenarios which involve students reporting different types of information to the Peer Supporters. The scenarios should include:

➡ a student who reports a low-level issue which includes no confidential information and is suitable for the Peer Supporters to deal with without an adult.

➡ a student who reports an issue in which s/he discloses some confidential information but there is still a role for both the Peer Supporter and a staff member.

➡ a student who makes a high risk report which involves them disclosing highly confidential information which, if not passed on, could compromise their's and others' safety.

Definition: Confidential information – personal information that is private and sensitive and could cause stress or harm to an individual if shared with the public.

Introduction (5 minutes)

➡ Introduce the session and explain the objectives of the session.

➡ Explain to Peer Supporters what is meant by confidential information.

Activity One (5 minutes) Reports to Peer Supporters

◥ Without mentioning any names, students discuss whether anyone has come up to them and mentioned any incidents of bullying.

Activity Two (35 minutes) Effectively supporting students

◥ Select six students who are willing to participate in a role play.

- Split the group of six into two groups of three and label them Group A and Group B. Give each student in Group A one of the scenarios and ask them to not to share it with anyone.
- Tell the students that those in Group A will play the role of a student being bullied and reporting bullying and those in Group B will play the role of the Peer Supporter who the Group A student is reporting the bullying to. Pair up students from Group A, with students from Group B.
- Explain to the students that they are going to come up in their pair and the Group A student will act out its scenario and the Group B student will then react to the scenario with what it feels is the most effective response.
- Tell Group B students that when they are reacting to the response they need to consider:
  - What their immediate response will be to the student,
  - Whether the scenario involves any information that needs to be passed on to a staff member and how they would go about doing this,
  - The body language they should use e.g. eye contact, open body language, engaged.
- Ask the pairs of students to do each of their role plays and, after each one, discuss what was good about Group B's response and what could have been changed/improved using the points above. Ensure you encourage positive not negative suggestions to those students in Group B.
- Make sure that by the end of the session all students are clear about what an effective response looks like and when and how they should pass the report on to a staff member.

Activity Three (10 minutes)

- If there is time at the end, ask the Peer Supporters to list the factors they need to think about when a student reports bullying to them to help them decide what the best response is.

Bright Ideas for Peer Supporters

- Look at some of the worries/concerns that were raised by students in Session 3. Include some of the worries/concerns and write advice from the Peer Supporters in the school newsletter, on a display board, on the school's website or on the school's social media channels.
- Create a list of conversation starters that Peer Supporters and other students in the school could use to approach someone looking lonely.
- Design a leaflet for students and parents/carers which informs them of the avenues students can use to report bullying.

Bright Ideas for Staff Peer Support Lead

- To help ensure that Staff respond effectively to student reports of bullying, ask a group of students to make a list of what makes an effective/ineffective staff response to a student reporting bullying e.g. an effective staff response may include listened and believed me, followed up the report, continued to check if I was ok. Stick this up in the Staff room and have a discussion with staff about this to reinforce what makes an effective and appropriate response and how these responses fit in with the ethos and values of the school.

Links to other materials and resources
ENABLE Executive Summary
ENABLE SEL Lesson: Lesson 4 – Reading emotions in social situations
Campaign material: Diana Award student campaign material
Greater Good Project, Berkeley University: Active Listening and Body Language
pp. 23-24

We celebrate individuality

Estimated time: 1 hour with follow on activities.

Session overview

Peer Supporters will put themselves in the shoes of someone being bullied to examine the impact that bullying can have on a person, including the impact it can have on their emotions. They will discuss the types of support they can provide to these students, including creating a list of ideas for activities they can run with them to combat/reduce the impact of bullying and encourage individuals to be proud of who they are.

Aims of the session

➡ Peer Supporters can empathise with people who have been or are being bullied.

➡ List the impacts that bullying can have on a person, to help students understand how they can effectively support students who have been bullied.

➡ Identify the impacts and emotions of bullying the Peer Supporters can help combat.

➡ Create a list of activities Peer Supporters can do with students who are being bullied/bullying to support them, reduce the impact of bullying and encourage them to be proud of who they are.

Materials and preparation

➡ A pack of sticky notes and pens and paper.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session

Activity One (15 minutes) The Impact of Bullying

◥ Ask for a student to volunteer to come forward and be covered in sticky notes which explain the impact of bullying.

◥ Hand out two sticky notes and one pen to each student.

◥ Split the group up into two and label them Group A and Group B. Tell Group A that they need to write on their sticky notes the impacts of bullying other than on the student's emotions e.g. impact on their school work, school attendance, doubting themselves. Group B need to write the impact that bullying has on a person's feelings e.g. scared, lonely, isolated.

◥ Ask Group A to put their sticky notes on the left side of the volunteer and Group B to put theirs on the right.

◥ Invite the group to stand around the volunteer and read out what has been written on the sticky notes.

Session 7

Activity Two (20 minutes) Reducing the impact of bullying

◥ Lay out sheets of paper on a table near to the volunteer.

◥ Ask students to select from the sticky notes any impacts of bullying, including on emotions, that they feel they could help the students with e.g. loneliness, low self-esteem. Stick each of these on one of the pieces of paper on the table, one sticky note on each sheet.

◥ Put the students back in their two groups and split the pieces of paper between them. In their groups they should list activities they could run with the student who has been bullied to help combat/reduce the impact of bullying. Share some of the examples from the 'Bright Ideas' section below.

Bright Ideas for Peer Supporters

◥ Set up a mentor programme so you meet weekly with the student being bullied and keep an eye on them around school.

◥ Ask the student to draw around their body on a piece of paper. On the inside ask them to list 3 things they are proud of, 3 skills they have, 3 activities which make them happy and 3 things they like about their appearance.

◥ Peer Supporters establish a secret signal with any students who are having problems in school which lets the Peer Supporter know if they are having a good day or if they need to talk. This could be something as small as a thumbs up or down.

◥ Using pictures and words from a magazine, ask the student to create a collage of things that make them special and unique based on who they are and what their interests are. The Peer Supporters can add to this to help boost the student's confidence.

◥ Give the student a piece of paper which is split up into four. In the top left hand side ask them to write down any activities in school they don't like doing. In the bottom left hand side ask them to write down how these activities make them feel. In the top right hand side ask them to write down any activities they enjoy. In the bottom right hand side of the paper ask them to write down how these activities make them feel. Ask the student to match up activities they can do that make them feel happy when they are experiencing the negative emotions on the left hand side of the paper.

◥ Run a lunchtime/after-school club which is open to anyone and involves different activities. Ensure a number of Peer Supporters are there and a staff member. This will provide students feeling lonely with an opportunity to meet new people and talk to a Peer Supporter if they need to.

◥ Survey students to ask about techniques or activities they use to improve their mood when they are feeling down, e.g. listening to music, playing sport, talking to a friend or family member. Create a display of these techniques in the school.

Links to other materials and resources

ENABLE SEL Lesson: Lesson 6 – How to steer my emotions

ENABLE campaign material: Section – Celebrating difference

Greater Good Project, Berkeley University: Best Possible Future, pp. 35-36. Shared Identity, pp. 104-105.

We take care of each other

Estimated time: 1 hour with follow on activities.

Session overview

Peer Supporters will use the scenarios of group bullying provided, to explore when it is and isn't appropriate for them to intervene in a situation. They will put together a list of factors they need to consider to help them decide whether they should intervene. Peer Supporters will also create a list of direct and indirect actions that they and other students can do in the school to be upstanders, not bystanders to bullying.

Aims of the session

➡ Discuss different types of group bullying scenarios that exist.

➡ Examine and understand when it is appropriate for the Peer Supporters to intervene in a group bullying situation and recognise some of the challenges with directly getting involved.

➡ Be able to recognise the direct and indirect actions that they can use to support other students in the school.

➡ Create a list of factors which will help them examine whether it is appropriate for them to involve themselves in a group bullying situation.

➡ Students recognise how different people involved in group bullying may be feeling.

Materials and preparation

➡ Based on research the Peer Supporters have done, put together two realistic scenarios of group bullying that the Peer Supporters may come across in the school. The first scenario should be an appropriate scenario for the Peer Supporters to intervene in e.g. witnessing a group leaving someone out, and the second should be a scenario which requires the Peer Supporters to get a staff member e.g. physical bullying. You could find video examples online to represent the scenarios.

➡ For this session you could invite a drama teacher to offer their advice or run part of the session.

I. *Definition of a freeze frame – Students use their bodies to create a still and silent picture which represents a particular scenario.*

II. *Definition of a bystander - Someone who witnesses or hears about a bullying scenario but does not support the victim in any way.*

III. *Definition of an upstander - Someone who witnesses or hears about a bullying scenario and helps the victim by taking action, either directly or indirectly.*

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (55 minutes) Freeze frames

◥ Ask students to volunteer themselves for the freeze frame, depending on how many characters are in the two prepared scenarios.

◥ Allocate the students who have volunteered a role from one of the scenarios.

◥ Explain what direct and indirect actions are.

◥ In turn, read each of the scenarios out. After each one ask the students to create a freeze frame which represents the scenario.

◥ Go around the students and ask them to describe how their character may be feeling in that scenario.

◥ Ask the Peer Supporters not involved in the freeze frame to step into the freeze frame and discuss both the direct and indirect actions they would take to improve the situation. Encourage them to think about some of the dangers/challenges involved with intervening.

◥ Based on the discussions, create a list of situations that are and aren't appropriate for Peer Supporters to get involved in and what they need to consider before they intervene.

◥ Make a list of indirect and direct actions that Peer Supporters and students can take if they see any issues happening in the school. Use the 'Bright Ideas' section to help with this activity.

Bright Ideas for Peer Supporters

Direct actions to be an upstander to bullying

◥ Try to diffuse the situation using positive language or humour.

◥ Talk to the bully. Help the person understand how his/her behaviours may be making the victim feel. Don't do this if you think it may make you vulnerable.

Indirect actions to being an upstander to bullying

◥ Offer friendship. Let the victim know you understand what they are going through. This could just be by asking if they are ok and letting them know you are there to talk.

◥ Always report any offline or online bullying you see to a Peer Supporter or staff member, taking into consideration the steps from Session 6.

◥ Befriend the victim. If they look lonely go ask them to come and sit/play with you. Students are less likely to be targeted if they are with a group or with someone else.

◥ Don't join in the bullying. Even if you are standing by, watching or laughing, you are still encouraging the bullying and giving the bully an audience.

◥ Respect each other's differences. Don't judge someone because they may look different or have different interests.

◥ Think about how you would feel if you were the victim and how you would like to be treated.

◥ Encourage your friends and those watching to leave. If bullies don't have an audience, they are less likely to bully.

◥ Understand the bully as they often need support too. Find out the reasons why they may be bullying someone and help to try and resolve these.

Share these actions with the school population to encourage them to be upstanders to bullying too.

Links to other materials and resources

ENABLE SEL Lesson: Lesson 7 – Sowing the seed

Greater Good Project, Berkeley University: Feeling Supported, pgs 60 &61

We are Upstanders, not Bystanders to bullying

Estimated time: 1 hour with follow on activities

Session overview

Peer Supporters will examine the scenario on group bullying provided. They will label the different bystander roles and examine how these roles contribute to the bullying. Using this information, they will plan a whole school campaign which will encourage the school community to take a stand against bullying.

Aims of the session

➜ Understand the dynamics of group bullying and identify the different bystander roles.

➜ Peer Supporters are able to recognise the importance of influencing the bystanders' behaviour to reduce bullying.

➜ To plan a whole school campaign which helps the school to understand the meaning of a bystander and an upstander and highlights the importance of taking a stand against bullying.

Materials and preparation

➜ Prepare a group bullying scenario which involves each of the bystander roles below, paper and pens for each Peer Supporter. You could use an online video clip to represent this scenario.

Definition of bystander roles: Defender – actively supports the victim and defends them
Assistant – join the bully in bullying the victim
Reinforcer – reinforces the bullying by cheering it on or laughing
Outsider – someone who doesn't react or get involved in the bullying.

Introduction (5 minutes)   Introduce the session and explain the objectives of the session.

Activity One (35 minutes) The role of a Bystander

◤ Give each of the students a piece of paper and a pen.

◤ Ask them to create four columns on their piece of paper and to put one of the following bystander roles in each column; Assistant, Reinforcer, Outsider and Defender. Ask them to write the definitions above in each column and check they understand the meaning of each role.

◤ Briefly re-visit the idea of an upstander and bystander. They can write the definitions of these words on their pieces of paper.

◤ Explain that you will read out the scenario of group bullying to the Peer Supporters, which includes each of the roles written on their piece of paper. The Peer Supporters will need to write the name from the scenario which corresponds with one of the roles and the reasons why they have selected that name e.g. x is the Reinforcer in the scenario because he/she was cheering on the bullying and took a video of it which he/she shared on social media.

◤ Discuss with the students the names they have attached to each role and the reasons behind this.

▚ Students should then label which people in the scenario were bystanders and which were upstanders.

▚ Ask the students how they think the scenario would be different if the Assistant, Reinforcer and Outsider behaved differently. Do they think the bully would still bully the victim?

Activity Two (20 minutes) Turning Bystanders to Upstanders

▚ Set the Peer Supporters the challenge of planning a week long campaign which educates their peers, parents/carers and staff about what a bystander/upstander is, the importance of being an upstander (merge) to bullying to help reduce it and how someone can be a bystander/upstander to bullying. Share some of the 'Bright Ideas' below with the group to help them.

Bright Ideas for Peer Supporters

▚ Using the list of direct and indirect actions that Peer Supporters created in Session 8, run an assembly or do a display on the actions that students can take to be upstanders to bullying, both offline and online.

▚ Create a pledge which students sign if they commit to being an upstander. You could make this into a video, create a wall of upstanders, put it in reception for parents/carers and visitors to sign.

▚ Ask students to share examples of when they were upstanders to bullying either inside or outside of school and create a display. Make sure the names in their example remain anonymous.

Social experiment

▚ Run a small-scale social experiment in the school to make students think about, and reflect on, what they do when they see bullying happening or see somebody in a vulnerable situation. The idea of this is to encourage a culture of support in the school. Students are then told about the social experiment e.g. in assembly, school meetings, school newsletter, and are asked to think about what they did when they saw it happening. Those who helped or were upstanders receive a kindness slip/certificate. Social experiment examples could include:

▪ someone sits on his/her own at lunch looking upset; see if anyone goes and sits by them or asks if they're ok.

▪ a teacher drops his/her papers in the corridor; do any students help pick them up?

▪ in a controlled environment, mock up somebody pushing someone over in the lunch queue or on the way to class and see who steps in. Only do this with the permission of staff and the students involved.

Bright Ideas for Staff Peer Support Lead

▚ Ask staff if they feel they have the knowledge, skills and confidence to be upstanders to bullying in the classroom and effectively deal with incidents of behaviour and bullying.

▚ Encourage all staff members to sign the upstander (merge) pledge.

Bright Ideas Involving Parents/Carers

▚ Ask staff to set students a challenge of going home and asking their parents/carers a) when someone stuck up for them in a tricky situation, b) when they have been an upstander to bullying or stuck up for someone else.

▚ Send a copy of the upstander pledge home to parents/carers, explaining the background behind it. If the Peer Supporters have put it in reception, encourage parents/carers to sign it.

Links to other materials and resources
ENABLE SEL Lesson: Lesson 8 – Stealth and tactics
ENABLE Multi-Modular Activities Sheet

We recognise students' contribution to the school community

Estimated time: 1 hour with follow on activities.

Session overview

Peer Supporters will celebrate and reflect on what they have achieved over the last nine sessions and look at the impact they have had in the school. They will review what they have learnt about the school and identify any areas around bullying and behaviour that they still need to work on.

Aims of the session

➜ Peer Supporters recognise the skills, qualities and knowledge they have gained over the last 9 sessions.

➜ Highlight the impact Peer Supporters have had on the school and areas they still need to work on.

➜ Put together a plan for meetings and for the work that the Peer Supporters will do over the next two months.

Materials and preparation

➜ Level 2 certificates for Peer Supporters.

➜ Flip chart paper and pens.

Introduction (5 minutes)

Introduce the session and explain the objectives of the session.

Activity One (20 minutes) Reflecting on the Peer Supporter sessions

◤ Explain to the group that this is the last session but that their work as a Peer Supporter will continue after this.

◤ Sit the Peer Supporter group in a circle. Ask them to go around the group and give one example of how they have helped someone in their role as a Peer Supporter, one skill or piece of knowledge they have gained in their role and what they feel is the most successful thing the Peer Supporters have run so far. The Staff Peer Support Lead can add to these too.

◤ Ask the Peer Supporters to have a discussion about: A) What they have found out about the school during their nine sessions, B) What they have achieved as a team. Create two separate lists on two pieces of flip chart paper.

Activity Two (30 minutes) Planning ahead

◤ Share the check list below with the Peer Supporters and ask them to put a tick or cross by the statements they agree with:

❶ Peer Supporters, students and parents understand what bullying is and the impact it can have on a person.

❷ Peer Supporters are role models to other students.

❸ Students, staff and parents/carers know who the Peer Supporters are and what their role is at the school.

❹ Peer Supporters and staff understand students' experience of school in relation to bullying and behaviour.

❺ Peer Supporters have provided effective solutions to student issues around bullying and behaviour.

❻ Students are encouraged to speak out about bullying and know who to talk to if they have a problem.

❼ Peer Supporters understand what to do when a student reports bullying to them.

❽ The school encourages students to be proud of who they are and respect each other's differences.

❾ Peer Supporters and other students understand when and how they can be upstanders to bullying.

❿ Students, staff and parents/carers understand the type of behaviour that is expected in the school and understand that bullying is not tolerated.

➤ Explain that it is not essential for the Peer Supporters to agree with all of the statements at this stage as they are only in the early stages of their role. Highlight the statements that they haven't ticked and plan what they can do in the future to work towards these.

➤ If you haven't already, give the Peer Supporters the ENABLE campaign material provided and ask them to select any campaigns they think would be beneficial to the school.

➤ Ask the Peer Supporters to work together to create a timeline for the next 6 months and pinpoint key activities or campaigns they want to run on their timeline. At the end of the timeline, ask them to make a list of key things they hoped to have achieved by then.

Activity Three (5 minutes) Celebrating the Peer Supporters

➤ Present the Peer Supporters with their Level 2 Peer Supporters certificate.

Bright Ideas for Peer Supporters

➤ Celebrate what the Peer Supporters have achieved through creating a timeline of their activities on a display in the school. Add pictures to the timeline.

➤ Do a survey to find out what impact the Peer Supporters have had on the school so far.

➤ Recognise kind students in the school by handing out kindness awards in assembly.

➤ Introduce kindness slips into every classroom so teachers can reward kind students.

Bright Ideas for Staff Peer Support Lead

➤ Recognise the Peer Supporters' hard work by formally presenting them with their certificate in a whole school meeting. You could invite their parents/carers along too.

➤ Boost the Peer Supporters' confidence and help continue to motivate them with their work by giving them feedback from staff on the impact they've had.

Links to other materials and resources
ENABLE campaign material

ENABLE Peer Supporters' Campaign Material Pack
Getting the whole school involved

Think about why people get bullied. Most of the reasons you are thinking of can be summed up in one word – difference. The main reason people get bullied is because they are different. Now imagine a world where we all looked the same, had the same interests, had the same background, the same family, the same abilities, loved the same people etc. I'm sure you agree that it would be a pretty boring place where people lacked an identity! Your job as Peer Supporters is to help others understand this and realise that it is not acceptable to bully someone. As Peer Supporters you will help people be proud of what makes them different and encourage students in your school to celebrate and respect each others' differences, both online and offline. This ENABLE Campaign Material Pack has been tried and tested by students like you and will provide you with lots of ideas of activities and campaigns you can run in your school, just pick the ones that you think would work best in your school.

Understanding bullying

> *"Kind words are short and easy to speak, but their echoes are truly endless"*
>
> Mother Teresa

In order for your Peer Supporter Campaign to be a success, it is really important that students in your school understand what bullying is, the impact it has on people and why it is important to prevent it happening.

Definition of Bullying Race
▶ Find the Peer Supporters' and school's definition of bullying and print off 10 copies on colourful card. Cut each of the words from the definition out and stick each word on a balloon and give each word a different number. Hang the balloons up around the school. Set students a challenge to be the first one to collect all of the words and form the definition of bullying.

Anti-Bullying Quiz ▶ Hold an
anti-bullying quiz at the school to find out how much students and staff know about bullying. You could give them different scenarios and ask them to label whether or not they think it is bullying to see if they understand what bullying is.

Have You Ever? ▶ In a whole school meeting ask students a series of questions to get them to think about whether they have ever bullied someone e.g. have you ever passed on a nasty rumour about someone, shared a post which makes fun of someone on social media, left somebody out of a group repeatedly, made fun of one person on more than one occasion? Explain that all the questions you have just asked are examples of bullying and that we each have a part to reduce bullying and should think about our actions.

If Our Class Won the Lottery ▶ Hold a whole school competition. Tell each class to enter an idea of how they would reduce bullying if they won the lottery e.g. a design for an anti-bullying app.

The Toothpaste Challenge

▶ You could run this activity in every class to help students understand the impact of their words. Select two students from the class and give them each a small tube of toothpaste. Ask them to squeeze the toothpaste out as quickly as possible. Once they have done that, ask them to put the toothpaste back into the tube (they won't be able to). Explain to the class that like the toothpaste, words can't be taken back once you've said them and they should think about the impact of their words.

Anti-Bullying Logo and Slogan

▶ Run a competition in the school to design an anti-bullying logo and slogan for the Peer Supporters to help students feel a part of the Peer Supporters' campaign.

Anti-Bullying Scenarios

▶ Act out different bullying scenarios in a whole school or year group meeting. Ask the audience questions about how they think the characters in the scenarios may be feeling. You could also freeze frame some of the scenarios and ask the audience how they would intervene in the scenario to make them think about how they could be an upstander to bullying.

Personal Stories

▶ Show a video in a whole school meeting of someone who has been bullied who talks about the impact it has had on them.

Run activities in your school which help students to find out about each other's similarities, differences and backgrounds and display to the whole school that despite these differences everyone should be treated equally.

Across the World ▶ Hold an event to celebrate different countries and cultures from across the world and invite parents/carers, students and staff. Each class or year group should spend a week researching a particular country. At the end of the week, every class will then have a stall at the event with things that represent that country or culture e.g. food, music, pictures of famous people, facts. Everyone who attends the event is given a pretend passport and writes in their passport what they learnt about each country/culture from each stall.

A Face of Faces Give students a phone and get them to take a selfie of one of their facial features e.g. eyes, mouth etc. Do this until you have lots of different pictures of different student's facial features. Fit these together to make one face made up of the different parts of student's faces. Stick this up in your school to show that, despite people looking different, deep down we are all the same and should be treated equally.

Celebrating difference

"No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they learn to hate, they can be taught to love, for love comes more naturally to the human heart than it's opposite"

Nelson Mandela

Feel Good Selfie ▶ Give each student a piece of paper. Ask them to draw around the outline of their head and shoulders and write their name in the inside of the drawing. Asks students to then pass their piece of paper around the class and encourage other students to write compliments about them around the outside of the outline. The student then puts their head back on the piece of paper and takes a selfie. Around the outline of their head should be all of the compliments from the other students. Create a display of the Feel Good Selfies.
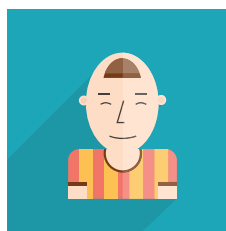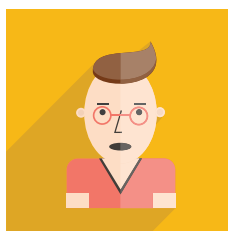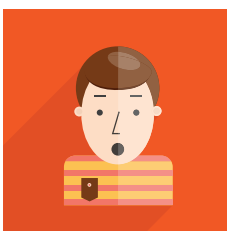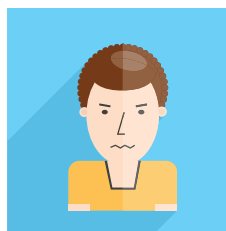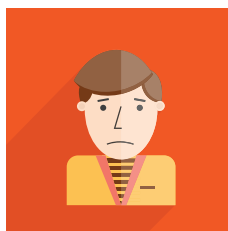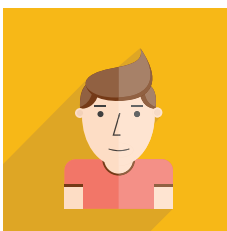
Proud to Be Me Video ▶ Go around the school and film students, staff and parents/carers talking about the one thing they are proud of which makes them who they are e.g. play a sport, are from another country etc. Share this video on the school website and on the school's social media channels.

Celebrity Backgrounds ▶ Create a display in your school which looks at well known celebrities and lists facts about what makes them different that people didn't know e.g. their background, interests at schools etc.

Diversity Quilt ▶ Give each student in the school or year group a small piece of square card. Ask each student to decorate the card with words and pictures which describe them and to write their name somewhere on the card. Ask each class to stick/staple their pieces of card together side by side to create a square if possible. Collect all of the squares and stick/staple them together to create a huge diversity quilt. Hang this up in a main area of the school so staff, students and parents/carers can learn about the similarities and differences of people in the school.

Compliment Day ▶ Dedicate a whole day to students and staff members giving each other compliments. The students could wear white t-shirts and write compliments on each other's t-shirts.

Befriending Week ▶ Set the whole school a challenge of finding a new friend or talking to someone new that week. At the end of the week stick up a large blank piece of paper in the school and ask people to write on it something new that they found out about the person they'd befriended.

Ability vs Disability ▶ Invite an inspirational person who has a disability to come and talk in a whole school meeting about their experiences. You could ask teachers if they will set a homework task for students to research someone who has a disability who inspires them.

Inclusive School ▶ Ask students to create a wall in the school which represents what they think an inclusive school should look like. You could use graffiti, photos, maps, drawings etc. Look at whether the school is inclusive for everyone, especially those with disabilities.

Challenging Language ▶ Create posters and speak in a whole school meeting about the type of language that is and isn't acceptable in the school e.g. using racist, disablist or homophobic language.

The Online World

> *"Be kind whenever possible. It is always possible"*
>
> Dalai Lama

Defining Online Bullying ▶
Teach students about what online bullying is and the impact it can have on a person.

Screensavers ▶
Hold a whole school competition to design the best screensaver which encourages people to be kind and gives them tips on how to stay safe online. The winning entry could be put on the school's computers.

Online Safety ▶
Run a workshop with parents/carers and staff which tells them about the type of apps and social media sites young people use, what they can do on these sites and apps and how to keep them safe online. You could also run a workshop with students about what they can do if they have problems online.

Stay Safe in Cyberspace ▶
Print off cut outs of mobile phones and in the phone write questions which will make students think about how they act online e.g. if they trust all of their friends online, if they would be happy for their grandma to see the pictures they post etc. Stick these up in the main areas in the school.

It is really important that students understand that we should behave online as we would offline. We wouldn't say something unkind to someone's face so we shouldn't do it just because we are behind a screen.

◀ 1 Truth   2 Lies ▶

Do this activity in each class. Ask the class to come up with three questions and ask a volunteer to come up to the front and answer the questions. Two answers should be truths and one should be a lie. The class has to guess which one is the lie. Ask the class how they knew which one was the lie and if they did the same activity online with someone they didn't know very well, would they be able to tell the lie? Make sure you tell the class that, online, they should only be friends with people they know and shouldn't always trust the information that people online tell them.

*Be Kind Online ▶ Encourage students to send each other a Sweet Tweet or a Friendly Facebook to promote positive behaviour online. You could design a hashtag which people could use to help you track the campaign.

Netiquette Pledge ▶ Ask each class to contribute a line of how they would like to be treated online. Use student's suggestions to create a Netiquette Pledge which outlines how the school expects students to treat each other online. Stick this up in a main place of the school.

Online Safety Quiz ▶ Run a quiz with students and staff to test whether they know what to do if they have a problem online e.g. what can you do on Facebook if someone has put a picture up of you that you don't like?

*Peer Supporters Online ▶ Why not create a Facebook page and Twitter account for your Peer Supporter group so they can post advice to students online, showcase their work, celebrate kind students and tell students where they can talk to someone if they need to.
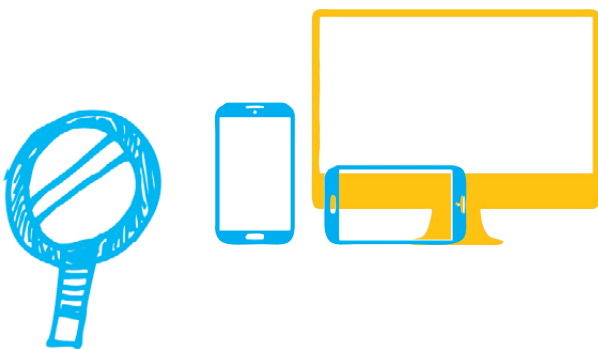
* Activity suitable for students aged 13+.

Support Network ▶ Peer Supporters can visit each class to do this activity. Ask students to draw around both of their hands. On one hand ask them to write down three people in school and two people outside of school they could talk to if they had a problem in school. On the other hand ask them to do the same, but thinking about who they could talk to if they had a problem online.

Definitions

Homophobia

▶ The irrational hatred, intolerance, and fear of lesbian, gay and bisexual and transgender (LGBT+) people – Stonewall.

Transphobia

▶ Treating transsexual or transgender people differently and with a negative attitude because of their gender identity.

Tackling Homophobic Bullying

"Everyone deserves to be treated equally in the eyes of the law and in the eyes of our society"

Barack Obama

Why is it important to prevent homophobic bullying?

▶ It creates negative stereotypes

▶ It can make people feel like they are not accepted and can lead to low self-esteem and self-acceptance

▶ It is discrimination

▶ Homophobic bullying can have an impact on people's mental health and well-being

▶ Using homophobic language e.g. using the word 'gay' in a negative way can lead people to think that being gay is bad and gay people shouldn't be treated equally

Bright Ideas to prevent homophobic bullying

▶ **Help students to understand** what we mean by homophobic and transphobic language.

▶ **Talk about homophobia and transphobia** in a whole school meeting. You could talk about examples, or show videos of LGBT+ celebrities who have been victims of homophobic and transphobic bullying to help students understand the impact of this type bullying and challenge any stereotypes students have of LGBT+ people. It may also be good to show some statistics on homophobic and transphobic bullying in schools.

▶ **Create posters** and put them in every classroom to show that your school doesn't tolerate homophobic or transphobic language. You could run a whole school poster competition and choose the best design.

▶ **Hold your own LGBT**+ Pride March or Diversity Day in the playground and encourage students to design their own plaques to hold up which encourage celebrating difference.

▶ **Run a campaign around using the word gay in a negative way.** You could create a display which shows what the word really means, do a play in a whole school meeting or ask students whether they would ever use other words which describe people, in a negative way e.g. rather than saying 'my homework is so gay', say 'my homework is so 'white/Asian/Christian/disabled' etc. Ensure that all staff and students correct people when they hear gay being used in a wrong way.

▶ **Make sure** that any policies or pledges in your school reference homophobia and transphobia.

▶ **Design a wristband or logo** which can be used across the school to show that the school celebrates diversity and individuality and encourages students to be proud of who they are.

▶ **Ask LGBT**+ students in your school to volunteer to be filmed about their experience as an LGBT+ person.

Peer Reflection Activities

One of the key ways to make students be kinder to each other is to help them reflect on their own behaviour. Sometimes we don't recognise that how we are feeling inside, affects how we behave with others. The activities below provide fun ways of helping students to recognise the different emotions they feel, and think about how these affect the way they interact with others both online and offline.

Positive posts ▶ Write out different
examples of tweets, posts on Facebook, posts on Instagram etc. on separate cards. Ask students to sort the cards into two piles depending on whether they think they are positive or negative posts. Go through a few of the examples of the posts and ask students how they would feel if they received these.

My online personality ▶ Ask students to work
in pairs with a friend. Get them to look at each other's activity on social media and make a list of all of the positive and negative words they have used in their posts and on their comments. Ask students to think about whether they are happy with their behaviour, or if there is anything they would want to change about their online behaviour.

Guess what I'm feeling
▶ Write on sticky labels different emotion words e.g. angry, happy, upset, frustrated, lonely. Ask a member of the group to come up to the front and stick a label on his/her forehead without seeing what's on it. The class then have to think about what they look like when they experience that emotion and just use their face to act the emotion out. The person with the sticky label then has to guess the emotion their peers are acting out.
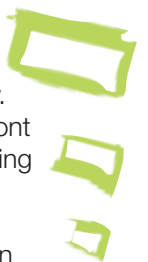
In the manner of
▶ Select one person from the group to be the Leader, this could be the teacher. Without showing the rest of the group, the Leader has to write down a list of emotions using the list of emotions in the table below. The Leader then selects two volunteers from the group and whispers one of the emotions to them. The rest of the group then ask the two volunteers to act out different activities in the manner of that emotion e.g. make a cup of tea in the manner of. The person who can guess the emotion gets a point. Take it in turns to have a go at acting out different emotions.

A day in the life of ▶ Give all students a large piece
of paper and ask them to draw the columns below. In the 'Activity' column ask them to list all of the main activities they do in a normal school day, from when they get up to when they go to bed. In the next column ask them to write how that activity makes them feel and then put a tick or cross in the next column to show whether they like feeling like this. In the final column ask them to write why they feel like this. For any feelings that have an X by them, ask them to write how they could move from this feeling to a more positive feeling.

| Activity (go to football practice, journey to school, go on social media etc.)	This makes me feel… (happy, sad, frustrated, excited etc.)	I like/dislike this feeling	Reflecting on my feelings Why do I feel like this? What can I do to change this feeling?

My school week ▶

Diaries – For one week ask students to note down things that happen in the school which trigger an obvious emotion. Ask them to write down the emotion and what happened to trigger this emotion; make sure they don't include any student's name. At the end of the week bring students back together to review their diaries.

Ask them to create a list of the emotions that appeared most in their diaries. Circle the emotions they like to feel and put a square around the emotions they don't like to feel. Pair up the students and get them to discuss what they can do when they are feeling the emotions in the squares.

Emotions table ▶
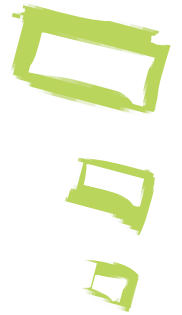
enraged • panicked
stressed • jittery • shocked
livid • furious • frustrated
tense • stunned • fuming • frightened • angry
nervous • restless • anxious • apprehensive
worried • irritated • annoyed • repulsed
troubled • concerned • uneasy • peeved

surprised
upbeat • festive
exhilarated • ecstatic
hyper • cheerful •
motivated • inspired • elated
energised • lively • enthusiastic
optimistic • excited • pleased •
happy • focussed • proud • thrilled
• pleasant • joyful • hopeful • playful •
blissful

disgusted • glum • disappointed
down • apathetic • pessimistic • morose
discouraged • sad • bored • alienated
miserable • lonely • disheartened • tired
despondent • depressed • sullen • exhausted
fatigued • despair • hopeless • desolate
spent • drained

at ease • easy-going
content • loving
fulfilled • calm • secure
satisfied • grateful • touched • relaxed
chill • restful • blessed • balanced • mellow
thoughtful • peaceful • comfy • carefree
sleepy • complacent
tranquil • cosy • serene

Anti-bullying Parents/Carers Pack

Welcome to the ENABLE anti-bullying pack for parents and carers. Your child's school is taking part in this exciting project and this handbook will help you to understand what bullying is and be able to discuss it with your child.

The pack:

- ▶ Gives an overview of the ENABLE project
- ▶ Explains what bullying is
- ▶ Helps you to spot signs that might mean your child is involved in bullying
- ▶ Provides tips about what to do if your child is being bullied
- ▶ Offers tips about how to help your child stay safe online
- ▶ Includes some great ideas about building your child's social and emotional skills
- ▶ Advises how you can get involved in the ENABLE project in your child's school

Everyone has a role to play in helping young people to be safe and happy at school. As a parent, one of the most important things you can do is to maintain a close and open relationship with your children so that they feel able to talk to you about any concerns. We hope that this handbook provides you with lots of tips and tools to do this.

What is the ENABLE project?

Your child's school is taking part in the ENABLE (European Network Against Bullying in Learning and Leisure Environments) project. ENABLE is a two year anti-bullying project, taking place in five countries (Belgium, Croatia, Denmark, Greece and the UK).

The project aims to reduce bullying; empower and inform young people; enhance relationships between students, teachers and parents; and promote a more positive climate in schools where students feel safe.

For your child's school, taking part in the ENABLE project means:

▶ Setting up a Peer Support scheme which involves students running campaigns and activities which help to prevent bullying, encourage positive behaviour and support vulnerable students

▶ Reviewing policies and procedures related to bullying and behaviour, making sure they are student friendly, read and used by the whole school community

▶ Promoting a supportive culture in school, where students treat each other with kindness and respect

▶ Implementing a set of lessons which encourage students to reflect on their behaviour and increase their social and emotional skills

What is bullying?

Bullying is any action which hurts somebody physically, psychologically or emotionally. It is repetitive, intentional and can be towards one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is not a normal part of growing up and should not be accepted. Everyone has the right to feel safe all the time and be treated equally.

▶ Young people who are bullied can feel very distressed and powerless to put a stop to it.

▶ Young people who are bullied are more at risk of developing mental health problems, including depression and anxiety.

▶ At worst, bullying may drive young people to self-harm and even suicide.

▶ Bullying can impact how well your child does at school, their ability to make friends and can have an effect on them for many years and into adulthood.

Bullying can happen anywhere, at any time. It can happen face-to-face or online. It can take many forms, including physical violence, threats, mocking, name-calling, and saying unkind or untrue things.

Online bullying or cyberbullying is any bullying behaviour that takes place 'virtually' via mobile devices like phones and tablets. It can take place through online social networks and is also common on gaming sites. It might include inappropriate text messaging, e-mailing or blogging, sending offensive or degrading images, excluding individuals from group chat, posting content on social media, or creating false personas to mock or humiliate others. Online bullying can often be worse than offline bullying because it can happen 24 hours a day; it can be very public and very isolating.
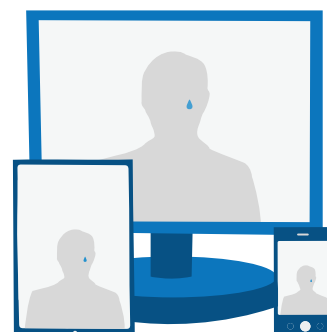
How can I tell if my child is involved in bullying?

You may be unsure if your child is involved in bullying. He or she could be acting as a bully, being bullied or upset because s/he has seen others behaving badly. There is not always a clear distinction between a person being a bully or a victim. Often people who bully have also been bullied.

Look out for these signs

- unexplained bruises or marks on the body
- broken or missing possessions
- becoming withdrawn
- changes in behaviour such as becoming aggressive at home or changes in eating habits
- a lack of energy
- problems sleeping
- suddenly doing less well at school
- less willing to talk about their day and becoming defensive when asked about it
- avoiding school, making excuses or claiming they are unwell
- talking less about friends and seeing them less than usual
- being protective over their phone, laptop or tablet and spending more time than usual on them

There could be other reasons for these signs, so try to avoid jumping to conclusions

- Is there anything else bothering my child?
- Have there been changes at home like a new baby, or divorce or separation?

Conversation starters

Some children may find it hard to talk about bullying and may not respond well to direct questioning. You could ask

- open questions about their day
- about who their friends are and what they like about them
- what lunchtime is like at school - who do they sit/play/hang around with?
- what parents should do to help stop bullying in schools
- 'If you had one wish, what would you change and why?'
- show a programme or video which includes bullying and ask your children what they think about it.

If your child has difficulties in explaining what is happening to him/her and/or communication difficulties, you may need to use different ways to communicate with him/her, such as through drawings or games.

What should I do if my child is being bullied?

- Maintain an open and trusting relationship so your child feels confident to share concerns with you.

- If your child discloses that s/he is being bullied, speak calmly and reassuringly to him/her.

- Thank your child for telling you and reassure him/her that things will get better. For a lot of people, telling someone that they are being bullied takes a lot of courage.

- Many children do not tell their parents about bullying because they are frightened that they will approach the school about it and make things worse. Always ask your child what they think could be done to stop the bullying and decide on the next steps together.

- Depending on your child's age and development, you could alert school staff to your concerns. Ask them to keep a discrete eye on your child.

- Encourage your child not to retaliate as a bully is often looking for a reaction.

- Encourage your child to develop friendships outside school and to take part in activities that build confidence and resilience (e.g. drama and dance, martial arts, team sports, local youth groups).

- Encourage your child not to spend too much time on social networks and to have a healthy attitude to relationships online.

- Reiterate to your child that you are always there if s/he wants to talk about a problem.

Possible next steps:

Talk through the pros and cons of these possible next steps with your child and let him/her decide what s/he wants to do:

- Walk away from the situation and avoid the bullies

- Firmly ask the bully to stop (for example: "I don't like that name, it makes me upset – please don't do it again.")

- Write a note asking the bully to stop

- Ask a witness/friend to ask them to stop

- Report the bullying to a teacher, staff member or Peer Supporter

- Make a formal written complaint to the head teacher

- It may be helpful to create an action plan with your child of the steps you are going to take to address the bullying and improve the situation.

What if my child is bullying someone?

There can be many reasons why a child is bullying someone: ▶ it may not be straightforward. You may feel disappointed or upset that your child has been bullying others. Try to stay calm and take some time to think about next steps:

- ▶ Calmly explain that what s/he is doing is unacceptable.
- ▶ Your child may not even be aware that this is bullying, so it's important to explore what has been happening. Discuss the definitions on page 77 and explore with your child how s/he would feel if someone was behaving like this towards him/her.
- ▶ Explain what you'll do next, such as talking to the school, and what you expect the child to do (for example apologising or writing a letter to the person being bullied).
- ▶ Give the child time and space to ask any questions about why his/her actions need to change.
- ▶ Be careful to explain that it is the behaviour, not the child, that is wrong and needs to change.

How can I get involved with anti-bullying work in my child's school?

There are lots of ways you can get involved:

- ▶ Find out more about what the Peer Supporters are focusing on (they may have written an action plan) and see whether there are particular things that parents/carers could get involved with e.g. running campaigns, helping to review the school's policies and procedures around bullying.
- ▶ Ask to see school documents such as the bullying and behaviour policies and find out about how they are put into practice.
- ▶ Talk to your child about support networks in school and who children can go to if they have a problem.
- ▶ Come along to a class session or whole school meeting focusing on anti-bullying to show your support and learn more about the Peer Supporters' work.
- ▶ Think about how you can use your skills to get involved - could you help students with making a video to raise awareness for example, or run a session around public speaking?
- ▶ If the school has a parent council or other forum for parents/carers to raise concerns and discuss issues, talk about bullying and encourage parents to think about how they could get involved in anti-bullying work. Use this opportunity to work with the Peer Supporter group to educate other parents/carers around bullying and how to keep their child safe online.

How can I help my child to stay safe online?

Children can often be under pressure to join the latest social networking sites, apps and have the newest technology. Go through these points with your children to make sure they stay safe online while having fun:

▶ They should behave online as they would offline.

▶ Only make friends with people online that they know and trust and never meet up with someone that they don't know.

▶ Make sure you know what websites your children use and ask them to teach you about social networks and instant messaging so that you are more aware about what they are doing online.

▶ Encourage them to act responsibly online and talk to them about the dangers of the internet and being careful about the information they post online. For example never share any personal details such as phone numbers or home address.

▶ Check privacy settings on their social media sites and apps - these determine who sees the information they share and who can contact them.

▶ Encourage them not to share their passwords, change them regularly and not to have the same one for every account.

▶ Help them to understand that everyone has a digital footprint and that any information they post online can be used and saved by other people.

▶ Talk about what they can do if they have a problem online such as knowing how to block or report someone.

▶ Make sure they know that they can speak to you or someone in their support network if they are ever being bullied.

If your child is experiencing online bullying:

- Help him/her to keep evidence by saving or copying any texts or conversations received so the necessary people can investigate the bullying
- Block abusive users
- Follow procedures for reporting abusive content on social networks
- Let your child's school know: online and offline bullying are often linked and so the bullying may also be happening at school
- In cases of threats of violence or sexualised content, contact the police
- Don't retaliate to the bullying.

How can I help my child to develop his/her social-emotional skills?

Social and emotional skills include self-awareness and acceptance; empathy (being able to see and feel things from another point of view); being able to manage emotions; and being able to manage relationships.

How we manage our emotions can really impact on our quality of life and how we behave towards others. Helping our children to have a good 'emotional intelligence quotient' will help them in their current and future relationships, dealing with stressful situations and in having resilience when things are difficult, such as if they are being bullied.

Managing emotions starts with you: what your children see you do is what they will do. Think about how you respond to stressful situations and how you can model good emotional intelligence.

Actively listen to your children's feelings. Help them to understand that it's ok to feel sad, angry or upset sometimes. Once they have accepted and dealt with the feelings, they can think about what caused the emotions and how to deal with the problem.

Teach your children to act in a caring way towards others, get along with fellow students, manage angry feelings and be assertive without being aggressive when standing up for themselves and others.

Increase their self-awareness and build self-esteem by talking about:

- ▶ their good qualities
- ▶ what the best thing is about your family
- ▶ their goals and ambitions
- ▶ the traits they admire in others

Help them to talk about difficult things. ▶ All children have things they find it hard to discuss and this is where they most need your support. Having a regular time when they can bring up things that may be bothering them can really help.

Encourage them to reflect on their feelings and behaviours in different situations. For example, ask them to think about how they feel when they see somebody being unkind to someone else.

Help them to understand how a positive mindset can influence their responses and feelings: they have the power to change their emotional response to situations.

Acknowledgements

The ENABLE team wishes to express its appreciation to the many people, organisations and institutions that have assisted in the development of the ENABLE approach and resource materials. Without the co-funding of DG Justice of the European Commission, and the goodwill and great ideas of each of the ENABLE partners, this project would never have seen the light of day.

The input from the 12 members of ENABLE's international Think Tank has been invaluable in ensuring that ENABLE offers an innovative approach, solidly grounded in research and shaped by the on- and offline practices of young people. We would also like to thank Marc Brackett at Yale University and the Greater Good team at Berkeley University, who have generously shared their resources, upon which some of the activities in this publication are based. We wish to express our appreciation to the ENABLE ambassadors too, as these teachers, social workers and school psychologists from the five core countries of the network have not only helped create these materials, but are also rolling them out to youth, their parents and teachers in their own countries and way beyond.

ENABLE is fortunate to have the support of associate partners, most of whom are from the very industries that have created the platforms most frequented by the young people who are the target group of this project. Through the eyes of industry, we are able to gain deeper insights into online activities of young people, better understand the impact of the "media on the message", and also reach the more vulnerable teens and facilitate their interaction with peers and others who can support them.

The material contained in this publication as well as further information and supporting activities are available in 5 language versions (Croatian, Danish, Flemish, French and Greek) at http://enable.eun.org. If you wish to have all or part of the resources in your national language, please contact *info-enable@eun.org*.

Content created by SWGfL and The Diana Award, edited by European Schoolnet.

The emojis in this publication are reproduced with the kind permission of Vodafone within the BeStrong campaign; find more emojis at *www.vodafone.com/BeStrong*

enable

empower children. eliminate bullying.

Changing the behaviour of a whole school community seems a daunting task; there are so many different views, opinions, characters and motivations. And yet behaviour management is a key component of effective teaching; it's what many school staff do best. Every day school staff support, manage, shape and underpin children's thinking, reactions and engagement; it's part of the job. Yet, even in the most robust school communities, behavioural issues and bullying still occur at some level.

Whilst dealing effectively with the impact of these issues as they occur is part of a school's duty of care, it is not the sole solution. ENABLE has been designed as a preventative approach to develop the social and emotional skills of students and school community to create a positive behavioural climate which will improve academic standards whilst reducing truancy and bullying occurrences.

Discover more about ENABLE's partners and resources at **http://enable.eun.org**.

The ENABLE resource pack for students, teachers, parents and campaigners

Empowering young people, eliminating bullying

Diana Award, United Kingdom
http://diana-award.org.uk

South West Grid for Learning (SWGfL), United Kingdom
http://www.swgfl.org.uk/

European Schoolnet, Belgium
www.eun.org

For Adolescent Health
www. youth-life.gr

Centre for Digital Youth Care (CfDP), Denmark
http://cfdp.dk

Partners in Learning, Croatia
http://ucitelji.hr