



Make Bullying Unacceptable Activity Pack

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BeatBullying, Registered Charity number 1097631



Introduction

Bullying is a problem that affects millions of children as they grow up. As many as one in three of all young people in the UK suffer from some form of bullying – and the long-term effects can be devastating. Even for the very young, it can lead to depression, self-harm and, in the most extreme cases, suicide. Statistically, this means that some of the young people you work with may have suffered in the past – or may be suffering right now.

As a Section Leader, you are in an important position to help. BeatBullying, the UK's leading bullying prevention charity, has partnered with The Scout Association to help reach more young people with crucial anti-bullying information and advice, and encourage them to band together.

As part of this partnership, BeatBullying has developed this special activity pack, designed to enable you to run one or two fun and interactive sessions with your young people: teaching them how to spot unkind behaviour, how to stay safe online, and what they can do to be better friends themselves.

BeatBullying has found that bullying and online safety are terms often misunderstood and misused by many younger children. With the Beaver Scout age group, instead of talking about bullying, it is better to talk about friendship and unkind behaviour; letting them know that we all have moments when we are unkind, but when any person or group is always unkind, it is something that needs to be shared with an adult; and, instead of talking explicitly about online safety, encourage the young people to think about avoiding strangers and not giving out information to people they don't know. So, while this pack DOES relate to bullying and online safety, the language has been amended to reflect Beaver Scouts' understanding.



How to use the pack

In the pack you will find games, activities and resources to help you run sessions based around the following themes:

- The importance of friendship
- Online safety

Feel free to use both session outlines (we recommend that you run them in the order they are presented), but they are designed so you can run them independently, and if you only have time to run one, that's not a problem.

Each session outline includes games and activities to introduce the themes, and provoke discussion around them, as well as a closing exercise to help your Beaver Scouts think about what they can do to promote what they have learned.

Sessions are planned to last about two hours, with a break in the middle, and will culminate in an activity that shows your Section's commitment to sharing the importance of friendship and staying safe online.

You will have the opportunity to write a friendship code (an age-appropriate version of your anti-bullying code) that your Section will abide by, or create a "pledge wall" where all your Beaver Scouts will be able to write down the action(s) they will take in relation to the themes (the template for this wall – your BeatBullying Champions Park poster – is included). Once completed, you and your Section will become BeatBullying Champions.

At the end of the session, take a picture of your refreshed code, or your pledge wall, and send it to us (address below). When we have received your picture, we will send you an exclusive BeatBullying Champions' certificate – to be displayed with pride in your meeting place!



Celebrate what you are doing

It's important that any friendship/anti-bullying session you run isn't forgotten! The creation of your friendship code or pledge wall, or your Section's recognition as BeatBullying Champions, should be celebrated.

During [Anti-Bullying Week 2013 \(18 – 22 November\)](#), thousands of schools and organisations will be celebrating what they are doing to share the importance of banding together. If you complete any of the sessions in this pack, then you should join the celebrations too.

Additional information

In preparation for running the sessions, we recommend that you re-read 'Let's Stamp Out Bullying Together. The Scouting Guide to Taking Action' to refresh your knowledge.

As some of the activities may prompt your young people to share or disclose their own experiences, please ensure that all Leaders and helpers are reminded of safeguarding policies and procedures and feel comfortable with the subject. If any disclosures are made by young people, this should be reported as per the procedure on the yellow card.

Remember, this is your chance to take positive action to spread the knowledge of how important friendship is and band together; to tackle one of the biggest issues facing young people today – and help them to take it on themselves.

Go to www.beatbullying.org to find out more about BeatBullying and more about our partnership with The Scout Association at archive.beatbullying.org/scouts/

The importance of friendship

Friendship and bullying are sometimes different sides of the same coin. There is a common misconception that friends cannot bully one another and that being unkind is rude but harmless. However, this can turn into bullying and can have long-lasting consequences.

Encouraging young people to be kind to each other and to stop or report repeated unkind behaviour by individuals or groups, can be helpful in reducing bullying.

These resources have been produced to help your young people become more aware of how being unkind can affect people in different ways and to think about what action they can take against unkind behaviour.

Aims:

- To understand the importance of friendship
- To recognise that we must all be kind to each other

Resources:

- Friendship Bingo cards (included in activity pack)
- Pens/pencils
- Plain paper
- Scavenger hunt stories (included in activity pack)
- Scavenger hunt strips (included in activity pack)
- True / False cards (included in activity pack)
- Rope or tape to divide the room (optional)
- List of Qualities of a Good Friend (included in activity pack)
- BeatBullying Champions Park poster (included in this pack)
- 1 x avatar per young person (template included in this pack)

Introductory game

Friendship Bingo

A fun game where the Beaver Scouts find others who have something they are looking for.

Hand each Beaver Scout a card and a pen/pencil, then invite them to go around the group looking for people who match the qualities in the boxes. For example, if you meet a person who plays with others, get them to sign that square. The goal is to get a different person's signature on each square of the card. If you meet someone who matches two of the boxes, they can only sign one.

Give them about 10 minutes to fill as many boxes as they can.

The winner is the first person to fill all the boxes, or the person with the most boxes filled at the end of the time.

At the end of the game use these questions to start the discussion on friendship:

Tip: The idea is to draw out what friendship is, i.e. what a good friend looks like.

The Beaver Scouts will know a lot of the qualities that make a friend but will not always think about how these are shown by themselves or those around them.

- What is friendship?

Tip: Generally we think about friendship as being around for someone when they need you. The Beaver Scouts will recognise this as being helpful, being kind, generous, sharing things, being happy; making someone laugh.

- Who are we friends with at home? In school?

Tip: At home we can be friendly with brothers, sisters, mother, father, grandparents, cousins, nieces, nephews, neighbours. At school we can be friendly with teachers, head teacher, supervisors, lollipop lady/man, classmates, peers in our year group. It is important to make a distinction between being friendly with someone and being friends with someone - a friend is someone of any age that we know well and get on with, whereas we are friendly with people we see everyday, but don't really know a lot about.

- Do we always get along and agree with everything our friends say and do? (If not) Is it OK to not agree on everything? Why?

Tip: We are all different: we think differently, we like different things, so will not always agree. It is good to be different and disagreeing can help us understand each other and learn from each other.

Help them to understand that we can all be unkind sometimes by asking them:

- Who has ever been unkind to someone? (Examples include saying something horrible or unkind when you're in a bad mood; being cross with someone just because you're tired; shouting at a friend because you are upset about something else.)
- What can we do to make sure that we stay friends with someone after we argue or disagree about something?

Tip: Say sorry, get an adult to help sort it out, write them a card, invite them to play a game, smile at them.

Discussion activity

These activities will get the young people to discuss friendship, relationships and choices, letting them share what they currently know with the rest of the group and think about what they can do to encourage friendship and kindness.

Tip: Be aware that some of the young people may want to share their own experiences with the group as a result of this activity.

Qualities of a Good Friend: True or False

Divide the room into two sides with tape or a rope placed across the floor. Name one side of the room 'True' and the other 'False'. Read out from the list each quality of a good friend and, after each one, get the young people to move to the side of the room that they think is correct. Get them to discuss the reasons between each quality, especially if there are disagreements between where they place themselves in the room.

Think about: Helping them to understand that we are all good friends by asking them:

- Who has one, or more, of the qualities that make a good friend?

Remind them that we all said we are unkind sometimes too, so that means we can, sometimes, be bad friends too. It's good to try and remember this when we are tired, upset or cross and when other people are unkind to us.

Story -

Scavenger Hunt

This is a competitive game where the Beaver Scouts have to work individually to find and collate information about a number of different situations, matching the information to the situation.

Below, in the Scavenger Hunt resource, are four different scenarios in tables.

Note: The scenarios are related to friendship, peer pressure and doing the right thing.

Print out the scenarios.

Cut out each line of the possible answers and hide around the room for the Beaver Scouts to find.

Read out a story and give them one minute to collect as many answers as they can.

Now read out the next story and repeat.

When all the stories have been shared, find out who collected the most information.

Now look at the complete scenarios altogether and use the questions next to the 'Tips' section of each scenario to generate discussions about friendship, peer pressure and doing the right thing.

Take Action

Tip: You can choose to do one or both of these activities.

As a group, write or review your friendship code.

Tip: The Friendship code is similar to an anti-bullying code and helps the Beaver Scouts think about the positive behaviour they should display to keep Beaver Scouts a fun place to be.

If you have a friendship or anti-bullying code, think about everything you've talked about today and what changes or additions you could make. If you don't have one yet, use what you've talked about today to create one. Try to include:

- How you can be friends to each other
- A definition of friendship
(based on the True or False game)
- What to do if you see someone who is often being unkind
- What you expect from each other

Put it up on the wall with your BeatBullying Champions Poster as a reminder to everyone who comes in.

Take the Pledge

Think about what you can do as an individual...

Give each Beaver Scout an avatar and ask them to think about and write down on the avatar what they are going to do from now on to be a good friend to others - their pledge. (It should be something they will do if they know someone is upset, alone or scared.) Once they have completed their pledge, they can colour-in their avatar. Get everyone together and ask them one at a time to share their pledge and stick it on the BeatBullying Champions Park poster. You can then put this up on the wall alongside your friendship code.

What to do now

Send us a photograph of your pledge wall or your friendship code to Samantha Marks, Safeguarding, The Scout Association, FREEPOST SW205, London, E4 7BR or email samantha.marks@scouts.org.uk in order to receive your exclusive BeatBullying Champions' certificate!

Friendship Bingo



Find someone who...

HAS A BEST FRIEND	PLAYS WITH OTHERS	SHARES A SMILE EVERY DAY
HAS A FRIEND AT HOME	HELPS PEOPLE	LISTENS TO OTHERS
MAKES PEOPLE LAUGH	SHARES THEIR THINGS	LETS SOMEONE CHOOSE THE GAME TO PLAY
HAS FRIENDS IN BEAVER SCOUTS	HAS A FRIEND WHO MAKES THEM LAUGH	INVITES FRIENDS HOME TO PLAY

Scavenger Hunt cards

New classmate Imagine someone new has started in your class and the teacher has asked you to sit next to them. What will you do to make friends with them?

Tip: How might they feel if you don't speak to them or try to be their friend?



New classmate Say hello.



New classmate Stick out your tongue and call them names.



New classmate Sit with them at lunch time.



New classmate Show them where they need to go.



New classmate Ask them if they want to play together during break.



New classmate Ask if they need help.



Sweet shop

Imagine that you are with your friends and they ask you to steal some sweets from the sweet shop for them... What should you do?

Tip:

Why, what could happen if you said yes? And who could be hurt as a consequence? What could happen if you did steal the sweets?



Sweet shop

Run away even though your friends will laugh at you.



Sweet shop

Say no, it is wrong.



Sweet shop

Find some new friends.



Sweet shop

Tell the shopkeeper.



Sweet shop

Go home and tell mum or dad.



Sweet shop

Steal the sweets and enjoy eating them with your friends.



Falling over

Imagine your friend tripped and fell over in the playground, hurt their knee and then everyone started to laugh at them because they thought it was funny. What should you do?

Tips:

Why do you need to be kind to them afterwards?
How might they be feeling?
There are lots of actions people do to show they are a friend. These are usually positive or uplifting actions. Some examples are: help you read, play with you, share with you, say nice things, etc.

Falling over

Help them get up and ask them if they need your help.

Falling over

Tell everyone to stop laughing.

Falling over

Join in laughing at them with everyone else.

Falling over

Pick them up and carry on playing.

Falling over

Tell them not to worry.

Falling over

Take them to the teacher.



New game to play Imagine your good friend is very upset with you because you wanted to play a different game at break time without them. What will you do after to show them you are still their friend?

Tips: Why do you need to show that person you are still their friend after you have finished playing without them? Friends are important for many reasons: they help us when we are down, they make us feel better when we are upset, they play with us when we are alone.



New game to play Ask them to play with you next time.



New game to play Tell them you still want to be their friend.



New game to play Find them and say sorry.



New game to play Tell them they are silly and you won't play with them.



New game to play Smile at them next time you see them.



New game to play Give them a hug.



Qualities of a good friend cards

Being honest

Lives in a big house

Is a good listener

Does whatever I say

Has lots of toys and computer games

Wears the best clothes

Is always kind

Only talks to me

Has other friends

Is forgiving

Is interested in other people

Has lots of money

Cares about other people

Does the right thing

Always agrees with what I say

Brings me presents all the time

TRUE

FALSE

Online safety

Children - even the very young - use technology in many areas of their lives, and there is a need for them to have the skills to be safe and to know how to support themselves and others using these resources. They also need to be aware that while technology, such as mobile phones, social networking sites and games consoles, can be very helpful for many things, it can also mean that people can be unkind to others (i.e. cyberbully them), at home, even in the privacy of their bedroom.

These resources have been produced to help your young people become more aware of online safety, and think about what action they can take to stay safe themselves.

Tip: Online safety and Cyberbullying are difficult subjects for 6-8-year-olds to understand. We use the idea of stranger danger, a subject they are already familiar with, to help them understand how they can be safe online. Understanding that the person on the other computer is not always what we expect is an important part of learning how to stay safe, and how to behave online, and this leads to an understanding of what information we should be sharing and what we should not be sharing.

Aims

- To recognise how to stay safe online
- To understand that the person on the other computer may not be who we think they are
- To understand that they shouldn't give out personal information
- To identify what to do if they see something upsetting or they don't like online

Resources:

- Picture cards (included in the pack)
- Blu-Tak
- Profile cards (included in the pack)
- Scenarios (included in the pack)
- 1 x avatar per young person (template included in this pack)
- BeatBullying Champions Park (included in this pack)

Recap

If you have completed the friendship session, start this session by asking the Beaver Scouts to report back on the progress of their pledges from last week.

Introductory game

A team activity where children choose a picture to match a profile.

Preparation:

Print out a set of picture cards for each team.
Make sure you have a space for the profiles and pictures to be stuck on the wall or the floor.

Rules:

Split the Section into teams of five and give each team a set of picture cards.

Read the profiles one at a time and ask each team to choose the picture they think matches the profile.
Stick the profiles to the wall or floor.

One person from each team brings their team's picture to the wall and sticks it around the profile they think it matches.

Tip: Ask the teams to say why they think the picture matches.

When all the profiles have been read, share the correct answers and use these tips and questions to start the discussion on online safety:

- Was it easy to find the right picture - Why? Why not?

Tip: It's not always easy to match someone from what they say, especially when some people say the same thing, i.e. two of the characters talked about wearing glasses.

- Did all the pictures match up?
(No - profile number 3 has no matching image)
- What was this person doing?

Tip: In this activity one of the people is actively lying, something we all try hard not to do. But sometimes it may just be something we don't expect, i.e. a girl writing that they want to be a professional racing car driver and collect football cards - we might think this is a boy, but it's not.

Discussion activity

There are three scenarios which will be read out to the Beaver Scouts. After each scenario there will be a couple of questions to ask the Beaver Scouts and a specific activity relating to the scenario. The scenarios should be read out in the order they are presented.

We want the Beaver Scouts to see how their behaviour online can affect others and their feelings. We also want them to understand what they can do in case they receive any nasty messages in the future.

Tip: The stories for this activity suggest several different games and sites that the Beaver Scouts might use. Please choose or insert the sites and games that you know they like or use.

Tip: Be aware that some of the young people may want to share their own experiences with the group as a result of this activity.

Take action

Tip: You can choose to do one or both of these activities.

As a group, write or review your friendship code.

Tip: The Friendship code is similar to an anti-bullying code and helps the Beaver Scouts think about the positive behaviour they should display to keep Beaver Scouts a fun place to be. If you have a friendship or anti-bullying code, think about everything you've talked about today and what changes or additions need to be made regarding online safety. If you don't have one yet, use what you've talked about today to create an online safety-focused code. Try to include:

- How to stay safe online
- What to do if you see someone who is often being unkind online
- What you expect from each other online

Stick it up on the wall with your BeatBullying Champions Poster as a reminder to everyone who comes in.

Take the Pledge

Think about what you can do as an individual... Give each young person an avatar and ask them to think about and write down on the avatar what they are going to do from now on to stay safe online and do the same for others - their pledge. (It should be something they will do if they know or see something that is not safe online) Once they have completed their pledge, they can colour-in their avatar. Get everyone together and ask them one at a time to share their pledge and stick it on the BeatBullying Champions Park poster. You can then put this up on the wall alongside your friendship code.

What to do now:

Send us a photograph of your pledge wall or your friendship code to Samantha Marks, Safeguarding, The Scout Association FREEPOST SW205, LONDON, E4 7BR or email samantha.marks@scouts.org.uk in order to receive your exclusive BeatBullying Champions' certificate!

Profiles

One

I have freckles and a cheeky grin. Some people laugh at my freckles but mum says that the prettiest people have freckles.



Two

Hi. I hate Brussels sprouts and cheese. I have blue eyes and brown hair and play the guitar. I want to start my own band.



Three

I have curly, blonde hair and like to make people laugh. People make fun of me because of my glasses.



Four

I have short, dark hair and love football. My favourite team is Liverpool.



Five

I am the tallest in my year. I have green eyes and I don't like sport.



Six

I am really brainy. Everyone knows I am really clever because I wear glasses. My favourite subject is history.



Seven

I have curly, black hair and love to make people laugh. I like to play on Sims 2, and I love drawing pictures. I want to be a fashion designer when I grow up.



Eight

I have brown eyes and really enjoy Little Mix. My friends say I have a big nose, but so does my dad! I spend lots of time playing games on MiniClip.

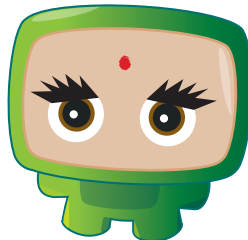
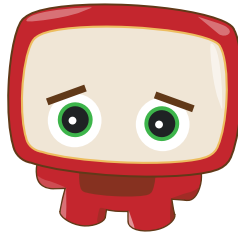
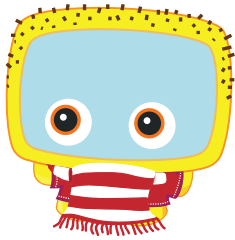
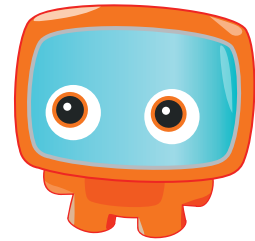
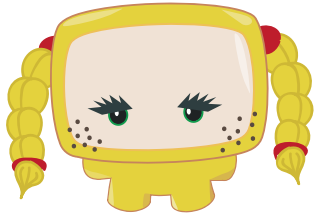


Nine

I have a younger sister who is SOO annoying! I have a pet on Moshi Monsters and enjoy playing racing games with my friends – especially when I win! I want to be a racing car driver.



Profile Pictures



Profile answer sheet

 <p>One</p>	 <p>Two</p>	 <p>Three</p>
 <p>Four</p>	 <p>Five</p>	 <p>Six</p>
 <p>Seven</p>	 <p>Eight</p>	 <p>Nine</p>

Scenarios

Scenario 1

Genevieve is a 12-year-old girl. She spends lots and lots of time online, playing games and talking to many people. She spends time on the computer on sites like Club Penguin, Miniclip, BinWeevils and Moshi Monsters. She also plays games online on Xbox and speaks to people all over the world. William is a six-year-old boy. He doesn't spend so much time online and he likes to play outside with friends or spend time with all his Beaver Scout pals. However, he does sometimes play on Club Penguin and on the Xbox. One day, Genevieve played a game with William on Xbox and lost. She didn't like this, so she sent him a very nasty message. It read "You're a cheat and a liar. I don't ever want to play with you, you're horrible and rubbish".

Questions:

- How do you think William felt?
- How would you feel?

Activity:

Ask the young people the questions above.

When asking the children to talk about feelings, encourage them to act out those emotions. If someone says they would feel sad, for example, encourage the group to all pull a sad face. Try to encourage the group to think of other feelings, including sad, angry, confused and lonely. Elicit as many answers as you can.

Tip: This first activity starts the Beaver Scouts thinking about how it feels to receive any kind of nasty message online or offline.

Think about: When people send nasty messages online or through other sources of technology, often there is a delayed response. There is no immediate impact, whereas if you say something horrible to someone's face, you often see how you have affected them immediately.

Scenario 2

Lilly is a girl who is celebrating her eighth birthday and she spends a bit more time online than William. She is friends with Genevieve on Moshi Monsters. Lilly was having a great birthday and lots of people on Moshi Monsters were celebrating with her. Towards the end of the day Lilly was about to log off when she received another message. It was from Genevieve. It read "You're SOOO old and lonely. You don't deserve a birthday, you meanie!".

Questions:

- What should Lilly do?
- What would you do?

Activity:

Ask the young people the questions above and encourage brief discussion about how to stay safe from these messages and who you can/would speak to. Once you're happy, encourage the group to get into pairs, give them five minutes to come up with as many ideas or tips for online safety as they can. They can either write them down and present back to the group, or get each pair to say what they thought would be the best thing to do.

Think about: The strategies and actions to deal with unkind messages are the same as those for dealing with cyberbullying.

Report it: For this age group we recommend telling an adult as the first action. Most sites will have a button or function to report negative behaviour or nasty comments to moderators or administrators.



CEOP - the Child Exploitation and Online Protection Unit is linked with the police and can be accessed online to report cyberbullying or more serious online issues such as grooming. Find out more at www.ceop.police.uk/

Block it: Social networking sites, email and games consoles all have the option to remove or block a person so that they cannot contact you. Apps are becoming available to allow you to do similar things on mobile phones too.

Save it: Asking an adult to save the messages, comments, photographs etc. means that there is evidence to prove what has been said or done, if it comes to dealing with parents, schools or the police.

Think about your own behaviour: If we all spend a little time thinking about the messages we send and the way we talk to each other online, we could start a wave of change across the internet!

Scenario 3

Joel is Lilly's brother. Joel is 11, and spends lots of time online, just like Genevieve. He regularly plays games with Genevieve online and she told him what she has been doing. She told him about all the nasty messages she has been sending to people, including William and Lilly. Joel told Genevieve that sending these sorts of message isn't very nice and that William and Lilly are very upset. Genevieve didn't realise that these messages would hurt peoples' feelings and make people upset so she said sorry to both William and Lilly.

Questions:

- How do you think William and Lilly feel now?
- How would you feel if someone said sorry after a nasty message?
- How does Genevieve feel?

Activity:

Ask the young people the questions above. There aren't really any wrong answers. This is more about recognising that nasty messages have a very big impact on people. The third scenario is more of a conclusion to the story and almost a happy ending. The interesting thing is seeing if the young people agree.

Tip: The first scenario pointed out the reduced impact due to not being able to see the immediate response. This may be why Genevieve would say more nasty comments because she hasn't seen the immediate impact; therefore she's unaware that she would be hurting peoples' feelings.



Avatar Template

