KS3/KS4 Action Pack

Comisiynydd
Plant Cymru

Children's
Commissioner
for Wales

Actions and Activities

In this pack you will find **five actions** and **five activities**. They can be done in any order and can be changed to suit whatever works for your group:

Actions

These are actions that the group can do to help raise awareness about online bullying and help improve how it is dealt with. Teachers and youth workers should also support you to do these actions, listen to any ideas for change and to think about how changes can be made.

- Meeting and making a plan
- An app guide for parents
- Share your knowledge
- Top Tips for parents
- Menu for change

Activities

Use these to run group sessions or lessons. Teachers or youth workers should help to set up these sessions but involve you in leading or co-leading. These sessions are designed to get people talking about online bullying as well as thinking about solutions and how they might improve things in their school or community.

- Drama workshop
- Stop/Start activity
- Sam's Shoes
- Dominoes
- Bullying vs banter lesson plan

Children's Rights

Children's rights are the things that children and young people need to grow up happy, healthy and safe. Everybody under the age of 18 has children's rights, no matter who they are, where they live or what they believe in. These rights are set out in a document called the United Nations Convention on the Rights of the Child (UNCRC), you can find out about all of the 42 rights you have [here](#).

Rights cannot be taken away from you as they are essential for your survival and development. However, children and young people sometimes cannot access their rights due to something in their lives stopping them. When a child or young person is bullied, they are denied access to some of their rights, such as:

- Article 2 – You should not be treated differently because of who you are, where you're from or what you think
- Article 6 – You have the right to survive and develop
- Article 8 – You have the right to an identity
- Article 12 – You have the right to say what you think about anything affecting you
- Article 15 – You have the right to meet other children and young people and join groups
- Article 19 – You have the right to protection from any physical or mental abuse
- Article 28 – You have the right to education
- Article 29 – You should be helped to develop your skills and talents

It's important that all children and young people in Wales have access to all of their rights.

The Children's Commissioner for Wales' job is to make sure that this happens and support any child or young person who needs help to do to access their rights.

At the back of this pack, you will find information on how we can help and other places that you can go to for support.

Actions

Action 1: Meet and Make a Plan

Young people told us working with peers is one of the best ways to help tackle online bullying and that they want a safe space to talk about coping strategies.

We want you to create an action group to raise awareness of online bullying/cyberbullying.

Action

1. All young people should have a chance to take part in your group. This is regardless of their identity, ethnicity, what they believe, sexuality, gender or if they have a disability. This also makes sure the group represents the diversity in your school or community and will help it to be stronger and have more impact.

2. Once you've created your group, look through this pack at all the activities and actions. You can also look at the accessible action pack if you prefer.

3. Decide which one you want to complete first and organise when you will meet to start it.

4. You might like to use Action 5 (the Menu for Change) as a way for the group to plan which tasks can happen soon and what they could do in the future.

These are some things to think about when making your group:

- How many people will be in your group?
- Who will be in your group?
  - → You could have an election, you could pull names out of a hat or include everybody who wants to take part.

- If you are in a school, will you include people from every year or just one specific year?
- Would you work with anyone else in the school/youth group?
  - → e.g. school council, PSE teachers, pupil voice leader, youth worker?

- How often will you meet?
- When will you meet?
- Where will you meet?
- How long will the meetings be?
- What will your group be called?
- How will you let people know about your group?

Action 2: App guide for parents

We know that **parents often don't understand children's online lives**, and are not sure what to do about online bullying if it happens. This action is for young people to help create an app guide for parents and carers based on their own knowledge and experiences.

The action group could do this task themselves or involve more young people such as a class or large group.

Things you need

● Pen and paper or a computer to create your guide

Action

1. Divide the group into smaller groups of 3-5 people.

2. Ask each group to pick their favourite app/online game or the one that they use most often – make sure there's a variation of different apps/games across the groups.

3. Ask each group to make some sort of resource about their favourite app e.g. a poster, pamphlet, PowerPoint presentation, video, website.

4. Ask them to explain it as if someone had never used the internet before, making sure they include information on how they stay safe on the app and any specific lingo, like 'Snapchat streak' for example.

5. When all the groups are finished you can make copies of each resource and send them home to parents. Hopefully, this will open up discussion between parents/carers and children about online safety.

There are some good examples here of pamphlets made by the **South West Grid for Learning (SWGfL)**, which could give you some ideas.

Action 3: Share your knowledge

From our work we have found out that younger children are much **more likely to listen to older children** than they are to adults or teachers when discussing online bullying.

We have also found out that young people are the experts on everything to do with online life.

Action

We want you to **lead an activity/workshop with younger children**, all about staying safe online.

This could be younger children in your school or group, or you could visit children in a different setting, for example your feeder schools or a group in the community.

Here are some things to think about:

- Who could you do this activity with?
- When could you do this activity?
- Would you have to go out to the group or is there a day when they could come to you e.g. transition day?
- Could you use one of the activities in our primary school action pack?
- What resources will you need to run the activity e.g. pens and paper?
- Will you need help from any adults to run the activity?
- Where will you run the activity e.g. outside, in a classroom, in a hall?

Once you've met with the group, could you meet with them again later on in the year?

You could check in with them about what they've learned and whether they have any more questions about staying safe online.

Activity 4: Top Tips for parents and carers

We've learned that **young people want more opportunities to talk about** online bullying with their parents and carers. This action is to create 'Top Tips' so that you can share your knowledge with them and show them the work you've done as a group.

Things you need

- Pen and paper or a computer to create your resource

Action

1. Write a letter for all parents or carers in the school or group – alternatively you could do something more creative like a comic strip, a video or a poster.

2. Explain what you have been doing as a group and why having an action group is important in your school or setting.

3. In partners, pick five 'top tips' for how children and young people can stay safe online e.g. only accepting friend requests from people they know, making sure your profiles are private.

4. Ask partners to feed back to the group and then decide all together which are the five most important – lots of people might have the same ideas.

5. Share your work and 'top tips' with parents and carers. You could do this by sending a letter home, posting it on the school Twitter account or holding a presentation evening.

Action 5: Menu for change

We know that children and **young people often feel that they are not listened to** and that online bullying is not dealt with or taken seriously.

This action is so that you can share the work you have done as group with teachers in your school or youth workers in your setting. You can also use this '**Menu for Change**' as a way of planning what work your action group will do.

A menu for change is a list of tasks that are written out like a food menu. Once you've made it, you will need to give this to a teacher or youth worker and discuss your ideas with them.

Things you need

- Pen and paper or a computer to create your menu for change

Action

1. Starters

In this section, make a list of actions that would be quick and easy things to do such as:

- Put up posters around the school or youth centre that tell young people what to do if they think they are being cyberbullied.
- Write the 'Top Tips' for parents
- Your own ideas!

2. Mains:

In this section make a list of actions that will take a bit longer, may need to take place in the future or will involve more people and more help to get done such as:

- Organise to go into local primary schools to talk with Year 5 and Year 6 about how to deal with cyberbullying and keep themselves safe online.
- Run the 'Sam's Shoes' session this term with a year 7 class.
- Your own ideas!

3. **Dessert:**

In this section put your wishes for the future and the changes you'd like to see in your school and community. Add a target date so you can come back and see if anything's changed.

- Share your work somewhere in the community e.g. a library, community centre or another school.
- Do a presentation for parents and carers to show them what you've learned.
- Your own ideas!

Activities

Activity 1: Drama Workshop

This workshop encourages groups to start thinking about what happens in an incident of online bullying and what could be done to help.

Things you need

- A space where the students can move around
- A performance area for groups to show their freeze frame
- Whiteboard or paper (add-on activity)*

Warm up (optional)

You could play a warm up game first to check how well the group is listening.

Ask the group to walk around the room. Call out different instructions as they walk e.g. go, stop, clap, jump.

You could then check if they are really listening by asking them to do the opposite e.g. stop when you say 'go' or jump when you say 'clap'.

Activity

Explain to the pupils that you are going to introduce an imaginary character called Sam. Give them the following information about Sam:

Sam is your age and is a child in your school or group. Sam is being cyber-bullied or is having some bad experiences online. Sam can identify as any gender.

- Divide the group into smaller groups of 4-5 to discuss the following questions:

  ➜ What is happening to Sam?

  ➜ Who is bullying Sam?

  ➜ Why is this happening?

- Ask each small group to show this by creating a freeze-frame. It could show the cyber-bullying itself, or a scene before or after. Set ground rules before they set the frame, e.g. no physical contact.
- Ask one group to show their frame to the rest of the group. Ask everybody else to discuss what could be happening. Then, ask each character to come out of role and explain what was happening.
- Ask the room what advice they would give to Sam in this situation. Make sure everybody is listening.
- Repeat this until every group has shown their frame and everybody has discussed solutions.

At the end of this session make sure everyone knows where to go for help if they need it. There is information in the back of this pack that you can share with other young people. You may also know of a trusted adult in your school or group who could help.

Add-on activity:

You could create a list of solutions which you could add to after each group has performed. Have this on display at the front of the room. You could also talk through these questions:

- Are these in line with your school/group's behavior or anti-bullying policy?
- Are there new ideas that you can share with teachers/head teachers/school council/youth workers?

Activity 2: Stop/Start

Make a statement about the things that need to STOP happening and the things that need to START happening on social media, using this activity.

It has been adapted from AGENDA, a free resource based on gender equality which was created by Professor Emma Renold at Cardiff University alongside the Children's Commissioner for Wales, NSPCC Cymru, Welsh Women's Aid and Welsh Government.
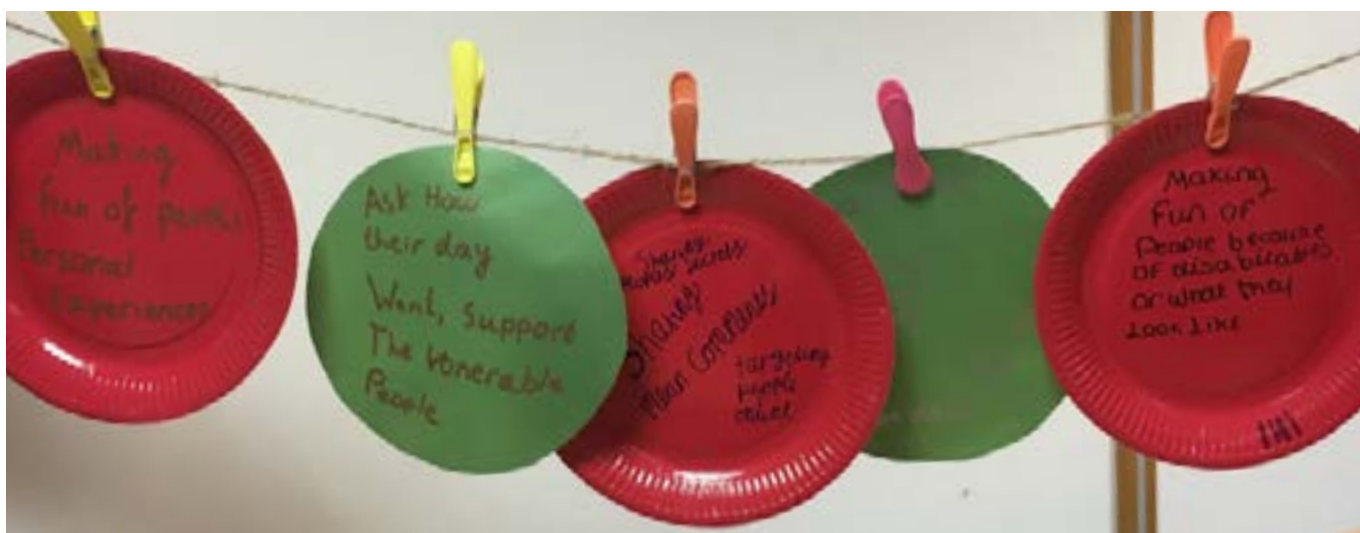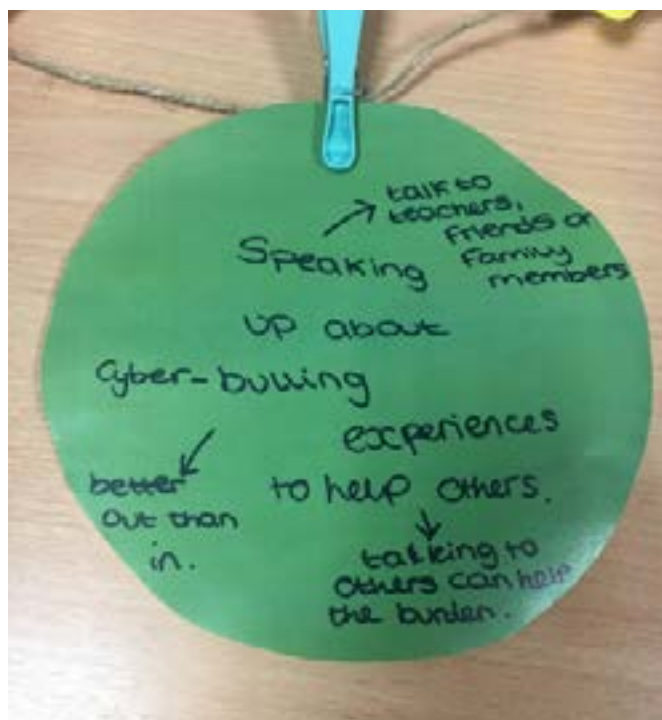
Things you need

- Red and green paper plates or
- Red and green mobile phone templates (appendix)
- Marker pens
- String
- Pegs

Activity

- Give everyone in the group the plates or mobile phone templates. They will need up to three of each colour.
- Ask the group to think of young people's experiences on social media. It could be their own experience or something more general. Ask them to think of something negative or something they don't like about it.
- Ask the group to come up with phrases which describe what they don't like, starting with the word 'STOP', and to write this on their red plate or mobile phone.
  → e.g. STOP having unrealistic expectations of appearances

- Then, ask them to come up with a phrase that describes what they would have liked to have happened instead, beginning with the word 'START'. Get them to write this on their green plate or mobile phone.
  → e.g. START leaving positive comments on people's photos

- Use the pegs to attach the STOP and STARTs to a long piece of string.
- Ask volunteers to read their STOP and STARTs aloud. Now think about how to put your START plans into action.

Add-on activity:

- Create a display of your STOP and STARTs somewhere in your school or setting where other young people can see them. Could others add their own STOP and STARTs?
- Make a list of the START actions and meet with a leader in your school or youth group to talk about how to use these ideas.
- Focus on putting one STOP or START each month into action in your school or group and encourage others to do the same.

Activity 3: Sam's Shoes

This activity helps stimulate discussion about the impacts of online bullying by putting yourself in someone else's shoes.

Things you need

- Shoe template – for individual work (appendix)
- Large sheets of paper – for group work
- Coloured pens or pencils
- Old shoes and art materials (add-on activity)*

This activity can be done individually using the shoe template or in small groups of 3-5 people. Groups could draw a full size body or draw around a volunteer on large sheets of paper. Set some ground rules about physical contact and make sure clothes aren't drawn on.

Activity

Explain to the pupils that you are going to introduce an imaginary character called Sam. Give them the following information about Sam:

> Sam is your age and is a child in your school or group. Sam is being cyber-bullied or is having some bad experiences online. Sam can identify as any gender.

Ask the group to think about putting themselves 'in Sam's shoes'.

- Ask them to think about or discuss what could be happening to Sam. Write down what is happening to Sam, and how this is making Sam feel on the inside of the shoe/body shape.
- Point out that currently the issues and feelings are inside the shoe/body shape –this reflects how often cyberbullying is hidden by young people (kept to themselves) and not shared.
- Ask individuals and groups to share some of the things they've written down. Discuss the impacts of online bullying as a group.
- Around the outside of the shoe/body shape, write down what can be done to help Sam and how Sam might help themselves.
- Ask the groups/individuals to feedback, discuss coping strategies and actions that young people, parents, teachers and youth workers can use. Refer to

school behaviour/anti-bullying policy and how the school records and deals with cyberbullying.

Add-on activity: Create contemporary art inspired by 'Sam's shoes'

Use an old pair of shoes to further develop the themes from this activity, think about the impacts that cyberbullying might have on Sam. You could use the inside of the shoes to explore feelings and the outside of the shoe to think about how everybody could work together to tackle cyberbullying in school and community groups. A whole class/group could create their own individual artwork. Put on art exhibition to show this powerful work and share your messages about how to tackle cyberbullying.

A group of young artists as part of the group 'Criw Celf' explored the idea of putting themselves in 'Sam's shoes'. The group used an old pair of shoes as a starting point for their individual responses, adapting and adding new materials and objects to create their own contemporary 3D art. Here are some fabulous artwork examples:

This young artist used collaged words and labels associated with bullying, they used fiery reds and oranges inside the shoe to convey Sam's angry feelings.

This young artist treated two shoes differently, one was cared for, looked after and treated kindly and therefore the shoe blossomed. The other shoe is ripped and torn from having been treated badly and bullied.

Activity 4: Dominoes

This activity helps young people to think about how bullying can escalate and what could be done to help. The scenario in the story has been developed from workshops with Rhyl High School and young people at the Unity Youth Gender Equality Conference.

The images in the story cards have been illustrated by Frank Duffy.

Things you need

- Story cards (appendix)

Activity

Work in groups of three to play a game of dominoes using the story cards. Divide the cards between the players and work together to place the cards in order.

There are some 'discussion cards' with green borders in the set, when these cards are placed discuss the following questions:

- What is this person doing?
- What could the person/people be feeling?
- What could they do to help?

At the end of the game, the activity leader can hear ideas from the entire class or group.

Add-on activity:

Here are some ideas for taking it further:

- Create a list of everybody's solutions, you could use this to make a poster or tips list to display in your school or setting.
- You could perform or make a video acting out the scenario in the story and show what happens after Sam tells someone.
- You could create your own version of the game using words or images and get other young people to play.

Activity 5: Bullying vs Banter

This is an activity developed by Meic and SchoolBeat which promotes discussion around the differences between 'bullying' and 'banter'. Young people and teachers told us that sometimes the line between the two is blurred.

Meic is a helpline service for children and young people up to the age of 25 in Wales. They are open 8am to midnight, 7 days a week, and can be contacted in English or Welsh. You can contact them by phone, text and instant messaging. Meic is confidential, anonymous, free, and just for you.

SchoolBeat and your School Police Officer can help you understand the harmful effects of bullying and can give strategies that can help you to resolve it. Their website has loads of information and resources to help you.

Things you need

- Large pieces of paper
- Pens
- Videos (available from [Meic YouTube channel](#))
- Screen

Activity

You could use the lesson plan and presentation available on [Hwb](#), or follow the lesson plan below (adapted from Meic/SchoolBeat) and create your own presentation.

Introduction	In this lesson, we'll be looking at one short incident between three friends on their walk to school. We'll see the same incident from each person's point of view to think about how each of them felt and what they could have done differently. While you watch it, try to imagine yourself in their shoes and think about how you would feel.	5 mins
Starter activity	Ask learners to guess how many children and young people have been affected by bullying. Take a few answers. Get three quarters of the room to stand up. Explain that this is the amount of children and young people that either have been or know someone who have been affected by bullying (74% - Meic Cymru)	5 mins

Group work	1. In groups, ask learners to consider the following questions and write down their answers on their paper. Q1) What is 'banter'? Can you come up with a definition? Q2) What is bullying? Can you come up with a definition? Q3) What's the difference between banter and bullying? 2. Share these definitions: Banter noun: 'the playful and friendly exchange of teasing remarks.' "there was much good-natured banter" Synonyms: joke, jest, pun, tease, quip. Bullying verb: 'when someone intentionally hurts, controls, threatens or frightens a person repeatedly over time' "the girl was bullied into helping them" Synonyms: torment, intimidate, harass, persecute. Were any of the groups close? **It is important to note that bullying is deliberately hurtful and is repetitive over a period of time.**	15 mins
Video 1 'Aaron's Story' Available on Meic's YouTube channel	Watch the 'Aaron's Story' video. Ask the learners these questions and ask them to explain their answers and express their opinions: ● Is this bullying? Is it a joke? Why? ● Do you think it has happened before? ● How does Aaron feel? ● Is Chris a bully? ● Is Beth a bully?	5 mins

Video 2 'Beth's Story' Available on [Meic's YouTube channel](#)	Watch the 'Beth's Story' video. Ask the learners the following questions and ask them to explain their answers and express their opinions: ● What did the person see? Is it enough to report/should they tell someone? ● How about now, is Beth a bully? ● What could they have done differently?	5 mins
Video 3 'Chris' Story' Available on [Meic's YouTube channel](#)	Watch the 'Chris' Story' video. Ask the learners the following questions and ask them to explain their answers and express their opinions: ● Is Chris being bullied? ● Is Chris a bully? ● What could he have done differently?	5 mins
Plenary	Ask learners where someone in this situation could get help. Write their answers on a large piece of paper at the front of the room. Add the following as suggestions if they aren't mentioned: ● A parent, carer or sibling ● A friend you trust ● A teacher ● A helpline, such as Meic Cymru ● Your School Police Officer - bullying can be a crime! Remind the learners of the following points: ● The person who is doing the bullying may need help too, so by telling someone you may be helping them to sort out their problem as well. ● It's not worth getting hurt to keep possessions or money. If you feel threatened, give them what they want. Property can be replaced but you can't put a price on your safety. ● Most importantly: Don't blame yourself - remember no-one deserves to be bullied.	15 mins

Help and Support

It's important to remember that anybody struggling with any issues discussed in this pack, or during the activities and actions, know that they can get help.

Remember if you can, tell someone you trust. It could be a friend, parent, carer, teacher or youth worker.

All schools in Wales have anti-bullying and behavior policies which are there to make sure that all bullying online and offline is dealt with properly.

If you don't feel that you have had the right support or that your concerns have not been taken seriously then you can contact the Children's Commissioner for Wales for advice.

Children's Commissioner for Wales

Our office has a team who offer free advice and support for children, young people or the adults who care for them. They are available 9am to 5pm, from Monday to Friday.

Freephone: 0808 801 1000

Text: 80 800 (start your message with COM)

Email: advice@childcomwales.org.uk

Here are some other places you can go for advice and support:

Childline

Childline is a UK charity which is there to help anyone under 19 in the UK. Childline is free, confidential and available any time, day or night.

Website (with online chat option): www.childline.org.uk
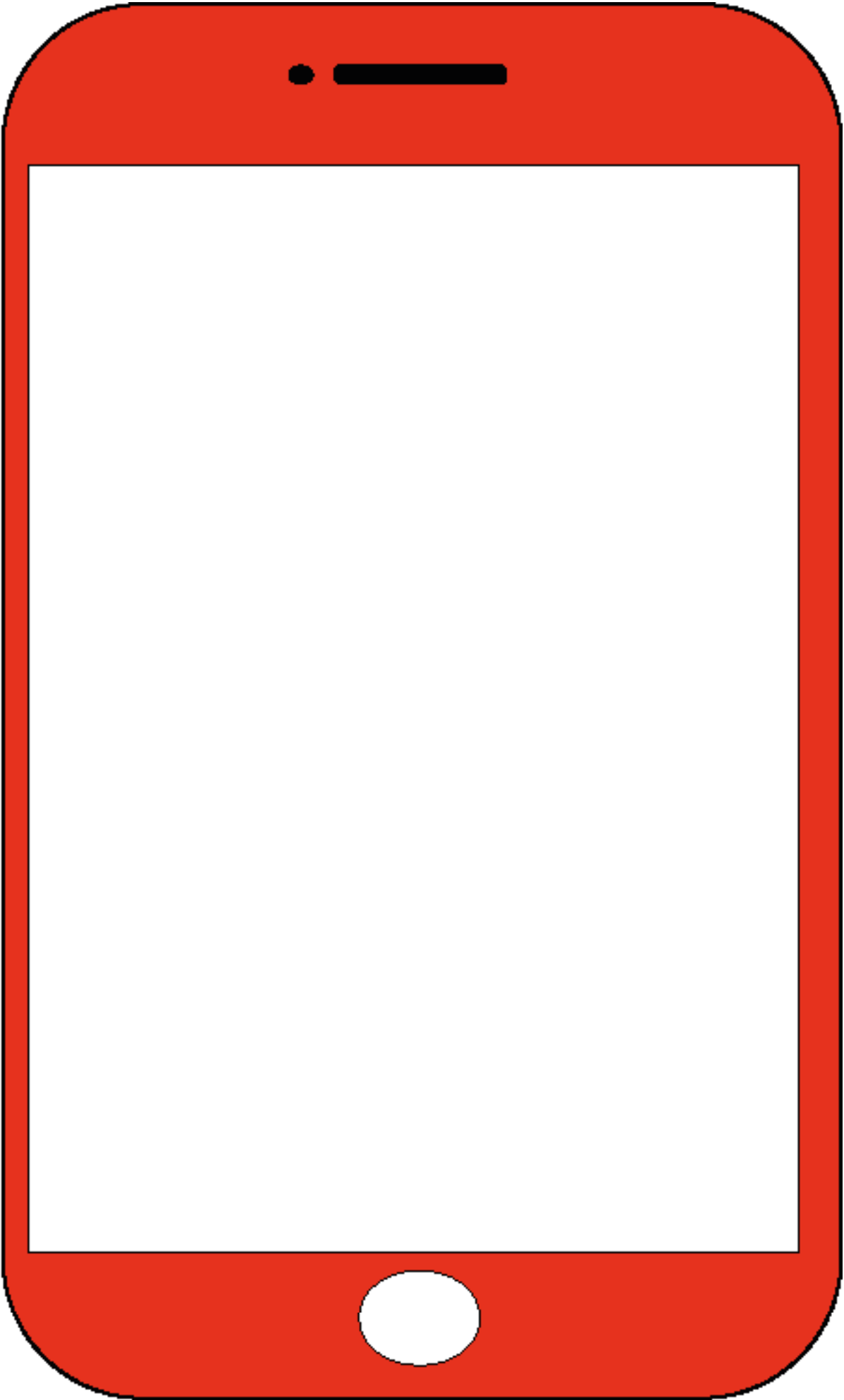
Freephone: 0800 1111

Meic

Meic is a helpline service for children and young people up to the age of 25. They are open 8am to midnight, 7 days a week, and can be contacted in English or Welsh. You can contact them by phone, text and instant messaging. Meic is confidential, anonymous, free, and just for you.
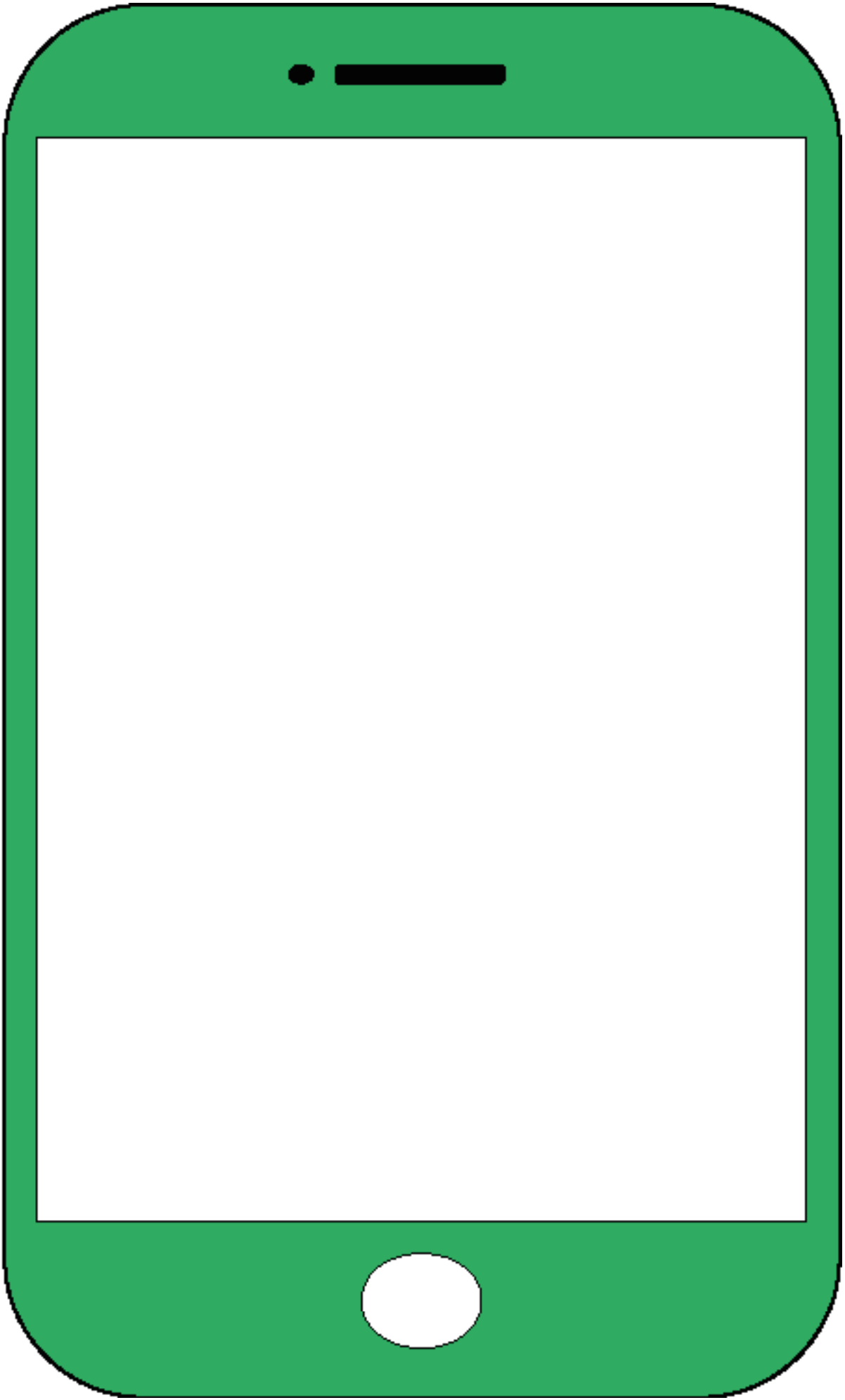
Website (with online chat option): https://www.meiccymru.org/

Freephone: 080880 23456

Text: 84001

Appendix