



Starting point - Respect

Before approaching the teaching point activities, it would be beneficial to ensure that young people are clear on what we mean by respect, how we can be respectful and why respect is important.

Below you will find a bank of questions which can be used to facilitate a discussion with young people in order to ensure a baseline understanding of what is meant by respect. All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions can be used to revisit the concept of respect throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. What does respect mean?

The Oxford Learner's Dictionary defines respect as 'polite behaviour towards or care for somebody/something.'

2. How can you be a respectful person?

Ask the young people to think about their behaviours and actions. Answers could include: using kind language, not swear words; listening to other people's opinions; or being kind and thinking about how our actions make other people feel.

3. Do you think we should respect everyone?

It can be tempting to show disrespect towards: someone that has upset us or made us angry; someone we really disagree with; or someone who is saying horrible and disrespectful things themselves. However, it's always best to behave respectfully to avoid getting yourself in trouble and to avoid further conflict. There are ways of handling situations with disrespectful people without being disrespectful ourselves.

4. What does it mean to respect yourself?

Answers could include: seeing yourself as someone that matters; to be proud of who you are; not speaking badly about yourself; not caring about what others think of you; looking after yourself; etc.

5. What does it mean to be disrespectful?

Ask the young people to think about their behaviours and actions. Answers could include: being unkind about the way someone looks or who they are; using rude language like swear words; making threats; or laughing at someone.

6. Why is respect important?

Answers could include: it makes people feel safe and valued; it lets people freely express themselves; it can help create equality; etc.



Suggested discussion activities



What is 'respect'?

The following activity gives learners the opportunity to further explore their understanding of the word respect.

How to run this activity:

1. Explain to the young people that the word respect can mean different things to different people and can look different in different situations. However, respect offline and online is all about the way we choose to behave and treat others.
2. Give the young people each a copy of **Appendix R1.1**.
3. Explain to the young people that they are going to write their own word ladder using the word 'RESPECT'. Explain to young people that they should think about each letter in the word 'RESPECT' and write a sentence to match with each letter. To help them get started, you could give them an example for R: "Remember to be kind." Alternatively, the young people could write it as an acrostic poem.
4. Give young people time to fill in their word ladders or work together if needed.
5. Once the young people have completed the activity, allow them to verbally share their sentence ideas.

Appendix R1.1 – Word ladder

Write a sentence to match with each letter in the word 'RESPECT'.

R

=

E

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S

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P

=

E

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C

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T

=



Suggested discussion activities cont.

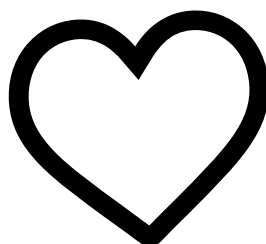
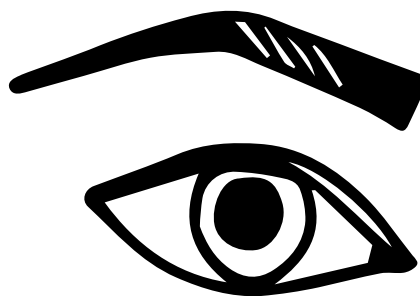


Respect looks like, sounds like, feels like...

The following activity gives learners the opportunity to consolidate their learning by reflecting on the discussion and allowing them time to think about what respect looks, sounds and feels like.

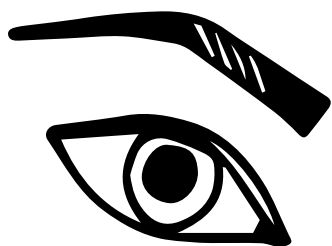
How to run this activity:

1. Explain to the young people that we can see, hear and feel respect in many ways.
2. Give each young person a copy of Appendix **R1.2**.
3. Using the worksheet, ask the young people to come up with their own nine examples of respect: three for 'looks like', three for 'sounds like', and three for 'feels like'. These can include both online and offline examples. They may wish to use real-life examples from their own experiences.
4. To assist the young people, you can use questions like:
 - ★ What might someone do to be respectful?
 - ★ What might someone say to be respectful?
 - ★ What emotions might you feel if someone is respectful towards you?
5. After the young people have completed their worksheets, spend some time asking them to share their examples for each category.
6. Conclude that being a respectful person is a positive thing and that it can make people feel good about themselves and create a nice and supportive atmosphere.
7. To further extend the learning you could ask the young people to act out respectful behaviours from their worksheets or design/write their own examples of respectful social media posts (e.g. positive comments on someone's social media post).



Appendix R1.2 – Sense of respect

What does respect look like, sound like and feel like?



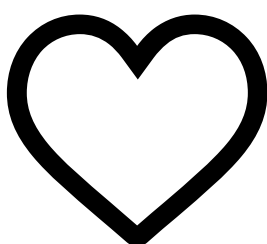
Respect looks like:

- 1.
- 2.
- 3.



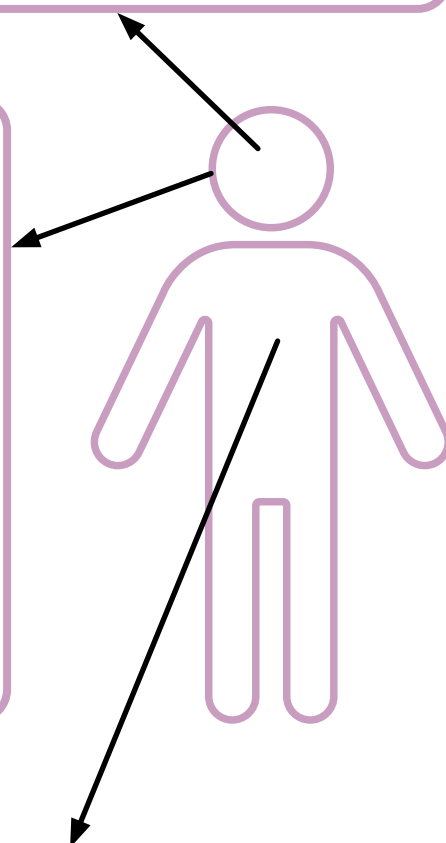
Respect sounds like:

- 1.
- 2.
- 3.



Respect feels like:

- 1.
- 2.
- 3.





Starting point - Respecting difference online

Before approaching the teaching point activities, it would be beneficial to ensure that young people are clear on what we mean by 'respecting difference', how we can 'respect difference' (particularly when online) and why 'respecting difference' is important.

Below you will find a bank of questions which can be used to facilitate a discussion with young people in order to ensure a baseline understanding of what is meant by 'respecting difference.' All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions can be used to revisit the concept of 'respecting difference' throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

Note - Young people may want to answer these questions in the context of the group that they are currently learning with and then consider them more widely. As an educator, you will need to ask all questions and take answers in a sensitive way. Emphasise that none of our differences should be looked at in a negative way.

1. What does it mean to be different?

Being different means 'not the same' as something or someone else.

2. Are most people the same as each other?

You could ask the young people to look at each other within the room to highlight both similarities and differences.

3. In what ways are we all different from each other?

Answers could include: We make different choices (e.g. which sport team to support). We look different (e.g. different hair colour, skin colour, height). We have different families/backgrounds.

4. In what ways are we different when we are online?

Answers could include: what we decide to share online; who/what we decide to follow online; how we express ourselves and our opinions online.

5. Why is it a good thing that we are all different?

Young people are likely to have a variety of perspectives on this. Answers could include: differences make people interesting; different people give us different views of life and the world; differences give us a richer way of understanding ourselves and each other.

6. Does everyone think that it is a good thing that we are all different?

No, some people see difference as a bad thing and may use someone's differences as an excuse to be unkind or to target particular types of people, such as racism or sexism. This is unfair and never justifiable.

7. Has anyone seen someone being disrespectful towards someone else online because of a difference?

Answers could include: abusive comments, photos, posts, messages, etc.

8. What can we do to respect people's differences?

Answers could include: not say mean things to people or post mean comments on their social media because of their differences; talk about something respectfully if there is a disagreement; celebrate differences and the variety they bring, rather than seeing them as a problem; etc.



Suggested discussion activities



Respect or disrespect?

The following activity gives young people the opportunity to look at specific examples and determine whether they are from someone respecting or disrespecting difference online.

How to run this activity:

1. Explain to the young people that they are going to be exploring how to respect difference online in greater detail.
2. Split the young people into six groups and give each group one of the statements from **Appendix R1.3**. Ask them to discuss whether they think this an example of respecting difference online or not.
3. When they have decided, ask each group to read out their statement and explain their decision.

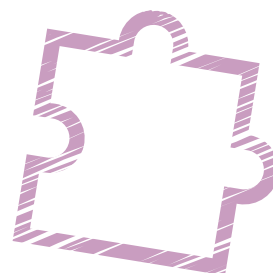
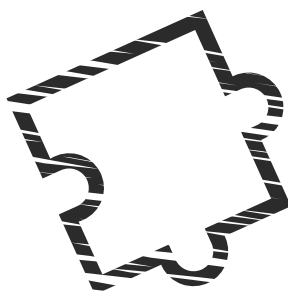
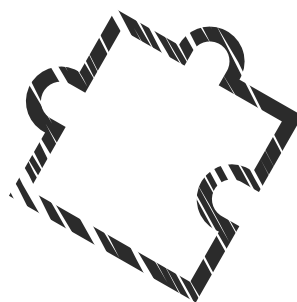


Online Pledge

The following activity gives learners the opportunity to reflect on how they, particularly as young people, can actively respect difference online.

How to run this activity:

1. Discuss with the young people how everyone has a role to play in respecting difference online.
2. As a group, discuss some examples of things you could do. This could include: to report any racist comments online; to respect other people's opinions online even if I disagree with them; to use social media to support other groups of people, etc.
3. Give each young person a copy of **Appendix R1.4**. Using the jigsaw template, ask the young people to write and design their own respecting difference online pledge. You can show them **Appendix R1.5** as an example of what their pledge could look like.
4. To further extend the learning, you could allow the young people to create their pledges on a computer, using colour and images to effectively present them. Once the pledges are designed, they can be joined together as one complete jigsaw and put on display.



Appendix R1.3 – Respecting difference statements

“A girl from school posted an opinion about a TV show that I like, and I didn’t agree with it, so I decided to message her and tell her that she was wrong.”

“I’ve seen some posts on social media lately that are quite mean about people being gay, so I decided to post on my own account that I accept everyone for who they are.”

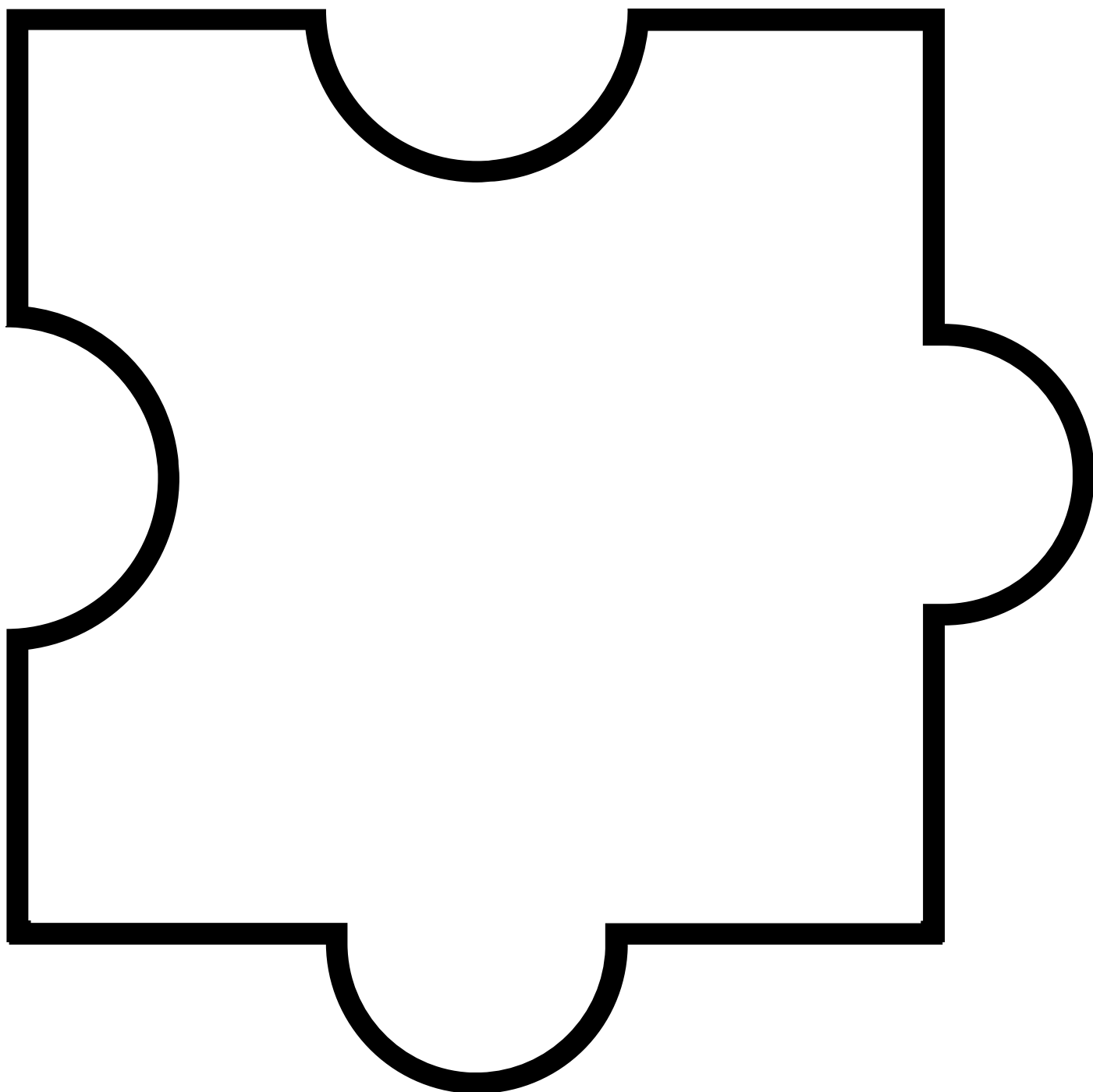
“I saw some people making jokes online about the way a famous footballer looks. I decided to join in.”

“Someone from school posted a selfie online, but I didn’t think what they were wearing suited them. I left a comment explaining this.”

“I saw a nice video online all about treating everyone equally. I liked it and decided to share it with some friends.”

“My friends were unsure about letting the new girl at school join our group chat because she’s new. I explained that this is unfair, as we spend time with her at school and she is nice. Then we did invite her into our chat.”

Appendix R1.4 – Online pledge jigsaw







Starting point - Bullying and Cyberbullying

Before approaching the teaching point activities, it would be beneficial to explore with young people what bullying is, including cyberbullying. You can also explore the difference between so-called 'banter' and 'bullying'. Below you will find a bank of questions and an activity which can be used to facilitate a discussion with young people and ensure they have a baseline understanding of the key language. All or some of the questions can be selected by an educator to suit the needs and level of understanding of the young people they work with.

The questions and activity can also be used to revisit the concept of 'banter' and 'bullying' throughout the teaching point activities if young people would benefit from continued reminders to develop concrete understanding.

1. What is bullying?

The Cambridge dictionary defines bullying as 'the behaviour of a person who hurts or frightens someone smaller or less powerful, often forcing them to do something they do not want to do.'

2. What do we call bullying that happens online?

Online bullying or Cyberbullying.

3. What is cyberbullying?

The Cambridge dictionary defines cyberbullying as 'the activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages' The Oxford Learner's Dictionary defines cyberbullying as 'using messages on social media, emails, text messages, etc. to frighten or upset somebody. Cyberbullying often happens more than once and can happen anywhere online, including in games, on social media, in group chats or on comment threads under videos.'

4. Can you give any examples of cyberbullying?

- Sending messages aiming to upset, abuse or humiliate someone.
- Leaving someone out of something for no reason like a game or group chat.
- Putting an image online of someone without their consent or editing an image of someone.
- Writing unkind comments under someone's post.
- Revealing sensitive or personal information about someone without their consent.

5. How does bullying of any kind make someone feel?

- Worried
- Scared
- Confused
- Upset
- Angry
- Anxious

6. If you or a friend were being bullied online what could you do?

- Report and block the comment or account.
- Take a screenshot to keep as evidence.
- Tell or show a trusted adult.
- Let the friend who is being bullied know that you are there to help them, e.g. send them a private message or let them know in person when you next see them.

7. What shouldn't you do?

- Retaliate or be unkind back as it will often make it worse.
- Ignore it.
- Laugh and join in.
- Share the unkind messages, images or videos with anyone else except a trusted adult they are asking for help.

8. Why might someone not do anything if they see or experience cyberbullying?

- They are worried about what might happen to them.
- They don't know what they can do to help.
- They don't realise something is cyberbullying.

9. What is banter?

Banter is a joke between friends. It is something which everyone sees as a joke and should not make someone feel sad or hurt.

10. Why might someone say something is just banter when they have upset someone else?

- As an excuse.
- Because they haven't realised they have upset someone else.
- Because even though they have upset someone, they didn't mean to.

11. What could someone do if they meant something as banter but have upset someone?

- Say sorry.
- Explain what they meant.
- Ask what has upset the other person and try not to do it again.
- Talk to a trusted adult and ask for their help.

11. How can you make sure you are using banter correctly and avoid upsetting someone by mistake?

- Make jokes with people you and know and trust.
- Try to keep the jokes to things you know the other person will find funny.
- Say sorry straight away if you think you have upset them.
- Ask what has upset them and try not to do it again.



Suggested discussion activity



Banter vs Bullying

This activity is designed to get young people thinking about the difference between banter and bullying online. It also allows the young people to see that everyone has different opinions within the group.

How to run this activity:

1. Display the '**Banter vs Bullying**' PPT. Work through each of the examples, asking the young people to vote on whether they think the example is banter or bullying. A scale of 1-5 has been provided: 1=Banter, 5=Bullying. Young people could vote by holding up the number of fingers which match their chosen ranking on the scale. You could also vote by pointing or by moving around to different parts of the room.
2. After each vote, ask some of the young people to share why they ranked the example in the way they did. Discuss any differences in the way the young people interpreted the examples.
3. Once they have heard other people's thoughts you could ask them to vote again and see if anyone decided to change their mind.
4. Finish the activity by reminding the group that everyone has different thoughts and opinions, and will respond to things they see online in different ways. What is funny or banter to one person might not be to another. If they are ever unsure if someone might be upset by something posted online, it's better not to share it.
5. Alternatively, this activity can be done using **Appendix R1.6**. Hand out a sheet to each young person and ask them to decide if they think each example is banter or bullying by circling the number which best matches where they would place it on the scale.



Appendix R1.6 – Banter vs Bullying examples

Look at each example and decide if you think it is banter, bullying or somewhere in between. Circle your answer on the scale shown.



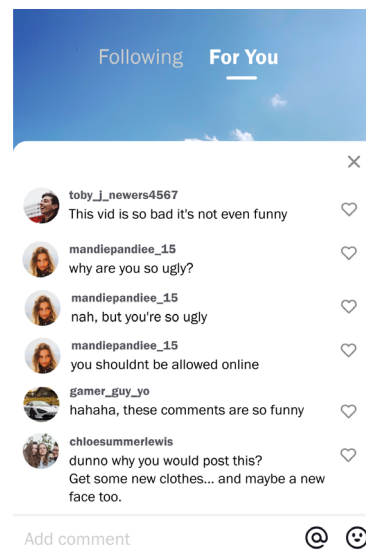
- 1 Banter
- 2
- 3
- 4
- 5 Bullying



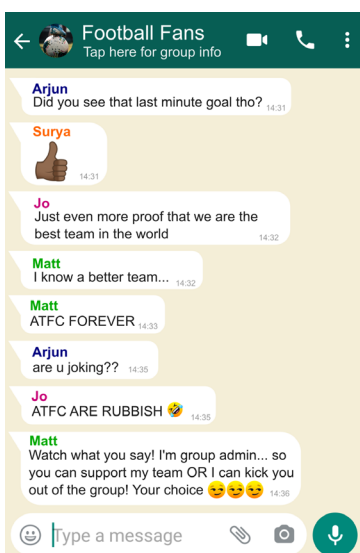
- 1 Banter
- 2
- 3
- 4
- 5 Bullying



- 1 Banter
- 2
- 3
- 4
- 5 Bullying



- 1 Banter
- 2
- 3
- 4
- 5 Bullying



- 1 Banter
- 2
- 3
- 4
- 5 Bullying