

Session 9: How do children manage relationships?

Activity: Paul and Gemma's stories: Bullying and peer pressure

Family activity at home:

1. Explain the purpose of the home activity to your children including why it is important to:
 - understand relationships
 - understand the difference between bullying and peer pressure
 - understand the importance of being able to talk to someone in order to stop bullying
2. Read **Paul's story** provided and discuss the What do you think? questions encouraging them to explain their opinion:
 - Explain the difference between bullying and peer pressure?
 - Is this story a form of bullying or peer pressure?
 - What kind of bullying is it?
3. Read **Gemma's story** provided and discuss the What do you think? questions encouraging them to explain their opinion:
 - What kind of people are bullies?
 - Do you think anyone is born a bully?
 - What options does Julie have?
 - What do you think the solution is?
 - Who should be involved in finding a solution?
 - Are the girls committing a crime?
 - Who is the victim?
4. Encourage them to discuss:
 - the effects of bullying and peer pressure
 - how we should address feelings associated with these
 - to whom should they go to for support and advice

You may want to offer any personal experiences to support your discussion.

Visits the following web sites to improve your knowledge and understanding:

<https://www.thinkuknow.co.uk/parents/Listing>

Scotland's Anti-Bullying Service: **<http://respectme.org.uk>**

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Activity: Paul's story – Bullying and peer pressure

Paul's story: Bullying and peer pressure

Alan and Paul, now in P7, have been good friends since nursery school. Both boys enjoy playing football, golf and listening to music. Because of their similar interests, they have always spent a lot of time together, but recently a new pupil, Steven, has joined their class. Alan admires Steven and the way he dresses and speaks so chooses to spend more time with Steven and less with Paul. Alan now makes fun of Paul, in front of others, and, often gives him misleading information about where the boys are going after school. Alan has now started to tease Paul about his choice of music and about his style of dress. Alan and Steven are always chatting and whispering. Paul is very unhappy and feels left out.

What do you think? questions

Explain the difference between bullying and peer pressure?	Explain your response
Is this story a form of bullying or peer pressure?	Explain your response
What kind of bullying is it?	Explain your response

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Activity: Gemma's story: Bullying

Gemma's story: Bullying

Gemma is in P6 and her friend Julie, who is the football team with her, has started to act a bit differently. She has been very short tempered and moody shouting at Gemma over nothing. Gemma waited until they were alone and asked Julie if there was something wrong. Eventually, Julie admitted that some girls from another school were bullying her, on her way home from school every night, and sending her text messages/photos on her Facebook. She didn't want to tell anyone because the bullies had threatened her. Gemma told her that, in P5, she was bullied because of being in the football team.

She explained that she had felt the same way and not wanted to tell anyone at the time, but it was the best decision she ever made when she did. Gemma got support from the school and her parents/carers to deal with it and it stopped. She advised Julie to tell her parents/carers as soon as possible, or someone she can trust as no one can deal with bullies alone. Gemma offered to go with her and support her.

What do you think? Questions	Explain your response
What kind of people are bullies?	
Do you think anyone is born a bully? Yes ☐ No ☐	
What options does Julie have?	
What do you think the solution is?	
Who should be involved in finding a solution?	
Are the girls committing a crime? Yes ☐ No ☐	
Who is the victim?	