



loudmouth
education & training through theatre

**Theatre in Education Tour on
Bullying in
Dudley Primary & Secondary Schools
Academic Year 2014/2015
Dudley MBC (Public Health)**



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Introduction

This summary report covers a theatre in education (T.I.E.) tour in a number of Dudley primary and secondary schools. The tour was delivered by Loudmouth Education & Training, with the aim to educate children about bullying. It used Loudmouth's theatre in education programme Bully 4 U which is a drama performance and interactive workshop on anti-bullying.

The tour was funded by the Office of Public Health, Dudley Metropolitan Borough Council (MBC) and we would like to thank Joy Newey, Emotional Health & Wellbeing Co-ordinator, Healthy Schools Public Health Programme for her support.



Established in 1994, Loudmouth Education & Training is a theatre company that supports schools and other organisations with their Personal, Social, Health and Economic (PSHE) education programmes. Loudmouth's aim is to help children and young people to have healthy, happy and safe relationships. The company uses drama, interaction and discussion to explore issues that affect young people. Loudmouth's education and training programmes are proven to help learners to challenge attitudes, gain new skills and increase knowledge.

"Bully 4 U informs students about different types of bullying and how to deal with it. It keeps schools and organisations informed and updated about bullying." - Teaching Assistant, Summerhill School

Executive Summary

- From June 2014 to February 2015, Loudmouth Education & Training ran an interactive theatre in education tour of 11 primary schools and 10 secondary schools in Dudley. The programme delivered is called Bully 4 U. Bully 4 U is a safe and carefully structured theatre in education programme that helps children and young people to learn about and protect themselves against bullying including cyber bullying. The focus is on gaining a broad understanding of many different forms of bullying, identifying when bullying is happening and knowing what can be done to stop or prevent it.
- Loudmouth delivered a total of 21 sessions in 21 different Dudley schools for Year 4, 5 and 6 pupils (aged 8 – 11) and for Year 7 and 8 pupils (aged 11 – 13). The tour reached a total of 2263 pupils.
- After the sessions 99% of secondary school students said that the Bully 4 U sessions had made them more aware of how bullying can affect people. 96% of staff reported that the programme had 'greatly' or 'considerably increased the groups' understanding of the effects of bullying.
- 99% of secondary school pupils reported that as a result of seeing Bully 4 U they had been made more aware of types of bullying
- 100% of primary school pupils said that after taking part in the programme that they would tell someone if they were being bullied and 98% of pupils said that they would also tell someone they trusted if they saw someone else being bullied. 85% of secondary students stated that they it was likely that they would tell someone if they were being bullied, and 97% of secondary aged students stated that it was important to tell someone if you are being bullied.
- Secondary school students, after taking part in Bully 4 U, said they would advise others if they were being bullied to talk to someone they trust (91%) and to get advice and support (92%).
- As a result of taking part in the Bully 4 U programme 96% of primary school pupils identified the phrase 'Several Times on Purpose (STOP)' as a way to define bullying.
- 92% of teaching staff rated Bully 4 U as 'excellent'. 100% of staff would recommend Bully 4 U to other schools and organisations and 98% of secondary school pupils said that they would recommend Bully 4 U for next year's pupils.
- 96% of staff stated that Bully 4 U had 'greatly' or 'considerably' increased their group's ability to identify strategies to deal with bullying. The primary school children were taught five ways to stay safe online to prevent cyberbullying. 86% of the primary school pupils stated that they would use all five techniques taught, highlighting what they would now do if they or someone they knew was being cyberbullied. After the Bully 4 U sessions the secondary school pupils recorded positive advice on cyberbullying. These are all key messages that Loudmouth promotes throughout the sessions; do not reply to abusive texts or emails (88%), to save abusive texts and emails (90%), to talk to someone you trust (91%) and to get advice and support (92%).
- 92% of staff stated that Bully 4 U had 'greatly' or 'considerably' increased their group's knowledge of what relevant and appropriate services can offer to support children and young people affected by bullying / cyberbullying. The top 3 people and places that are signposted to the children during the primary school session of Bully 4 U came out as the children's top 3 to go to for support about bullying; family, ChildLine and teachers. The secondary aged pupils were asked to list the top 3 organisations to go to for support and advice, again these were the organisations that the Loudmouth staff

signpost to during the anti-bullying sessions; CEOP (Child Exploitation & Online Protection who run a website called Think U Know), ChildLine and Stonewall and other LGBT (Lesbian, Gay, Bi-Sexual and Transgender) support groups.

- 97% of secondary school pupils stated that Bully 4 U was helpful, the same percentage of pupils stated that they felt learning about bullying was important.
- 97% of secondary school pupils after being part of the Bully 4 U programme thought that the drama used in the programme is a good way to learn about bullying / cyberbullying. 72% of secondary school pupils recorded that they would prefer to learn about bullying through an interactive drama and workshop.
- All of the staff evaluated stated that they felt that there had been an increase in their own confidence in delivering work around these issues as a result of being part of the Bully 4 U sessions. 71% of staff stated that Bully 4 U had 'greatly' or 'considerably' increased their confidence in delivering work around the issues.
- Over half the staff wrote that they were aware of follow up work that was going to take place after the Loudmouth sessions however only a quarter of staff had seen Loudmouth's pre and post session online resources.



Conclusions and Recommendations

The tour has proved to be very successful and clearly had a huge impact on the pupils and staff. A total of 2263 children and young people participated in this Bully 4 U tour of Dudley schools, a rise of 1821 pupils from the tour delivered in the previous year.

All of the learning objectives were met (see pages 26 & 27), with the pupils learning key information on bullying and resilience particularly on staying safe online. The evaluation report shows that Bully 4 U greatly increases the knowledge and confidence of the pupils. It also increases staff's confidence in delivering further work on the issues.

The evaluations showed that the pupils understood the importance of telling an adult and learned how to spot if a situation is bullying or not. The report also demonstrates that this approach is a powerful way to communicate key messages about who to go to for support around bullying / cyberbullying.

The report shows that drama is the pupils' preferred method of learning about the subject and they would recommend it to next year's pupils. Similarly all staff rated the programme highly with 100% recommending it to other schools. This clearly highlights that there is strong need for the work to continue.

The long term sustainability of this work may need to be addressed as it is unclear how long Dudley MBC can continue to fully fund tours like this. The next Dudley MBC tour has now been confirmed and booked, and again, as with this tour the schools are not having to contribute anything towards the programme. We recommend that the schools are asked to make a financial contribution if this work is offered to them again. This would mean that Dudley MBC would be able to stretch the funding further so the programme could reach even more pupils in the area and that the schools gradually get used to paying for the work themselves and set the money aside in their budgets. This amount could be gradually increased each year, with the agreement of the schools, to work towards them paying for the programme totally themselves and so towards sustainability of the programme.

There were a few minor issues in the booking of this tour as some schools were slow to respond even though they had been given the funding. The tour Loudmouth is running March – July 2015 of Bully 4 U for Dudley MBC has been easier to book as the schools only got the money to pay Loudmouth for the work once the school had actually booked dates with Loudmouth.

Loudmouth is aware of the need to keep pushing the fact that the schools are provided with free online lesson plans to support the work. Loudmouth has now printed cards to give the staff, that have the log in details and are giving these cards to staff at the Bully 4 U sessions.

One of the main successes of the tour was how well the primary children responded to and remembered the five top tips for staying safe online. This was achieved using a set of short phrases i.e. Zip It, Block It, Flag It, Save It and Cool It. More work could be done to help pupils retain the learning and for schools to reinforce these safety messages. This could be achieved by expanding the programme to include social media campaigns using posters, screen savers or short films to help children retain the learning. This theatre in education tour has been highly successful and extra back up activity opens up opportunities to enhance the learning further with a longer campaign to continue the profile of anti-bullying education in each school. Loudmouth has been running similar campaigns in other areas and would be happy to share ideas on this.

Summary of Activity

The tour commenced in June 2014 and concluded in February 2015. A total of 21 sessions were delivered for children aged 8 - 13 years, in 11 Dudley primary schools and 10 Dudley secondary schools.

A total of 2263 children were reached. The full summary of sessions and gender breakdown is below:

School	No. of Sessions	No. of pupils	No. of females	No. of males
Mount Pleasant Primary School	1	50	25	25
Bromley Hills Primary School	1	44	22	22
Greenfield Primary School	1	80	40	40
Priory Primary School	1	70	35	35
Church of the Ascension Primary School	1	50	25	25
Dudley Wood Primary School	1	60	30	30
Ham Dingle Primary School	1	54	25	29
Rufford Primary School	1	28	14	14
Hurst Green Primary School	1	60	30	30
Sledmere Primary School	1	60	30	30
St Marks C of E Primary School	1	38	19	19
Primary Total	11	594	295	299
Hillcrest School	1	208	104	104
Pedmore Technology College	1	125	60	65
Coseley School	1	150	75	75
Crestwood School	1	120	60	60
Leasowes High School	1	120	60	60
Ridgewood High School	1	136	65	71
Summerhill School	1	200	100	100
Holly Hall Academy	1	120	60	60
Redhill School	1	240	120	120
High Arcal School	1	250	125	125
Secondary Totals	10	1669	829	840
Grand Totals	21	2263	1124	1139

The sessions were run in two formats. Either we worked with a class at a time or with a year group over a half or full day. When working with a year group we ran the performance element for an hour with the whole year and then ran 20-30 minute follow up workshops with each class. Our maximum number in each class group workshop was 35.

"Engaging, fun, useful and aimed at the right level with easy to remember tools." – Teacher, Dudley Wood Primary School

Qualitative Feedback From Pupil Evaluations

Here are a few examples of what the pupils thought of the sessions from their evaluation forms:

"Bully 4 u is a very beneficial programme and I think every school should have the opportunity to experience the workshop."

"The drama performance was better than a book as it explains it in more detail."

"Everyone would benefit from learning this!"

"I really enjoyed the session, it was the best enrichment day ever!"

"I like the way you learn about the important issues in a fun way."

"The drama performance was very detailed and easy to understand. It was also funny but serious."

"I loved the session as it made me more aware of bullying and that you're not alone."

"It is really helpful and I would recommend Loudmouth."

"I like Loudmouth because it's funny, fun and lively!"

"I found this session very interesting and informative."

"It was helpful seeing people face it and how different problems have solutions."

"I think that the drama was a great way to show people that bullying is NOT ok."

"Loudmouth came and taught us but I would love for them to come back next year as it was helpful and enjoyable."

Qualitative Feedback From Staff Evaluations

Here are a few examples of what the **primary school staff** thought of the sessions from their evaluation forms:

"It drew out from the group many of the effects of bullying. The drama involved the children and was fun and inclusive. The activities made pupils think and apply knowledge." - Teaching Assistant, Mount Pleasant Primary School

"Lots of information was given out and the children were engaged. It has also given me teaching ideas that are exciting." - Teacher, Priory Primary School

"Informative and well organised, for the children's levels. It brought to life what can happen and to all people." - Teacher, Bromley Hills Primary School

"It certainly raises awareness of support and gave new information for pupils on how they can tackle bullying and cyber bullying." - Teacher, Mount Pleasant Primary School



"Children were engaged, lots of content and enthusiastic presenters. A brilliant session, thank you!" - Teacher, Priory Primary School

"Very informative for the children, kept the children's interest throughout the entire session. A fun but informative way of getting the point across about bullying." - Teaching Assistant, Rufford Primary School

"Engaging, fun, useful and aimed at the right level with easy to remember tools." - Teacher, Dudley Wood Primary School

"The children were focused and engaged and the messages were made very clear. They were not really aware of cyber bullying or ChildLine or CEOP before the session." - Teacher, Dudley Wood Primary School



"A great way of getting messages across to all the children, through drama and discussion!" - PSHE lead, Mount Pleasant Primary School

"The children were engaged throughout the whole session. It reinforced the messages well and gives steps to take to stop bullying." - Teacher, Bromley Hills Primary School

"Engaging, got the children involved. Excellent leaders who are knowledgeable. Sends out very important messages with places to go to for advice." - Teacher, Sledmere Primary School



Here are a few examples of what the **secondary school staff** thought of the sessions from their evaluation forms:

"Professional, thorough, thought provoking, reassuring, very engaging." – Teacher, Summerhill School

"The children were focused during the whole performance. They were engaged and their deeper thinking was developed. It encouraged the young people to think about bullying and not to be afraid to discuss it." – Teacher, Redhill School

"The drama session at the beginning gave the pupils an insight into different types of bullying, easy for pupils to understand and focus on Loudmouth performance. Strategies discussed with the pupils later and pupils were encouraged to think about how to deal with bullying." – Cover Manager, Leasowes High School



"I have learnt a lot more about bullying and cyber bullying and feel it is good to talk to students about the situation. They should know they are never alone." – Teaching Assistant, Summerhill School

"Good interactive way of learning for pupils, with a variety of different forms of bullying discussed." – Teacher, Ridgewood High School

"Great duo: organised, efficient and connected well with the children! Well done!" – Teacher, Summerhill School

"Our school has done a lot of work on bullying but this has definitely helped to reinforce it." – Teacher, Leasowes High School

"Current information presented in an appealing way, covering areas such as homophobic bullying and domestic abuse." – Teacher, Holly Hall Academy

"It reinforces the anti-bullying ethos of the school and it made the pupils aware of their own behaviours, as well as that of their peers and in situations outside of school." – Teaching Assistant, Summerhill School

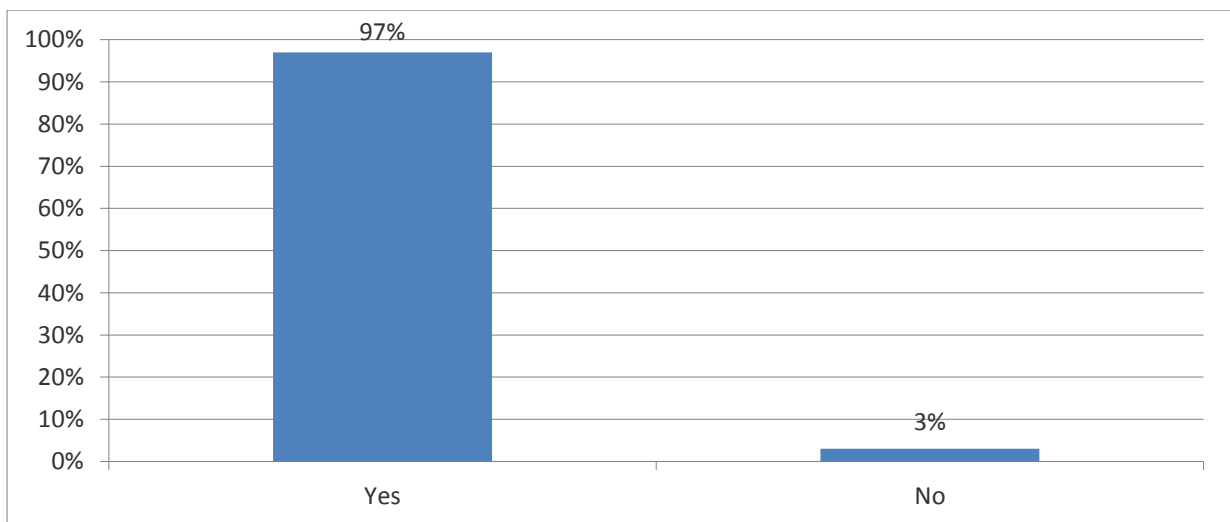
Quantitative Information from Pupil and Staff Evaluation Forms

Each school was asked to evaluate at least one class of pupils who had participated in the Bully 4 U sessions. These forms were given out after the sessions had taken place.

Staff members present at the sessions were also asked to complete an evaluation form at the end of each Bully 4 U session.

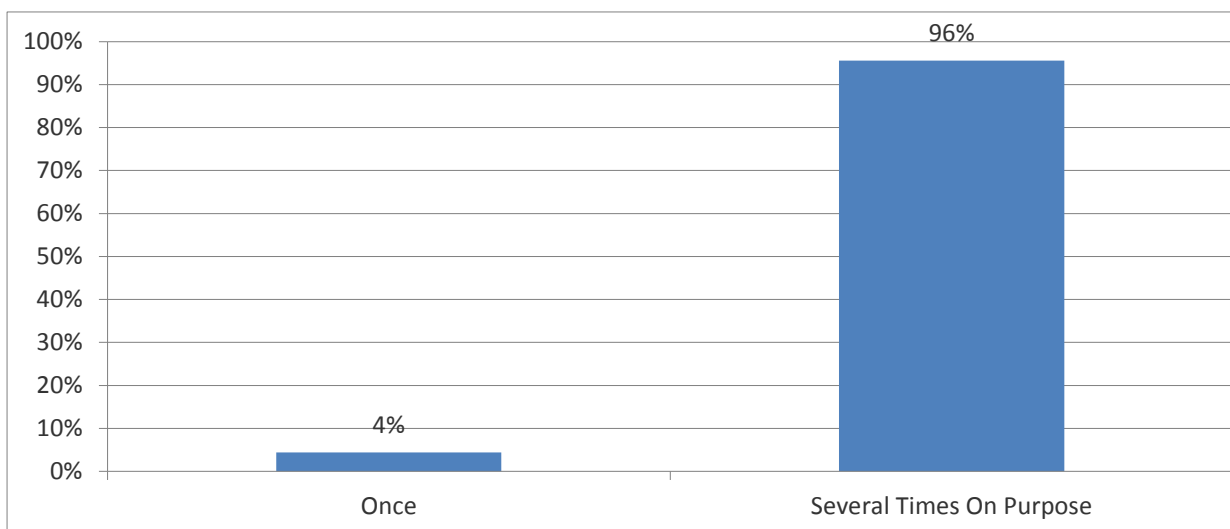
Pupil Evaluation Results (Primary)

1. Do you think drama is a good way to learn about bullying / cyber bullying?



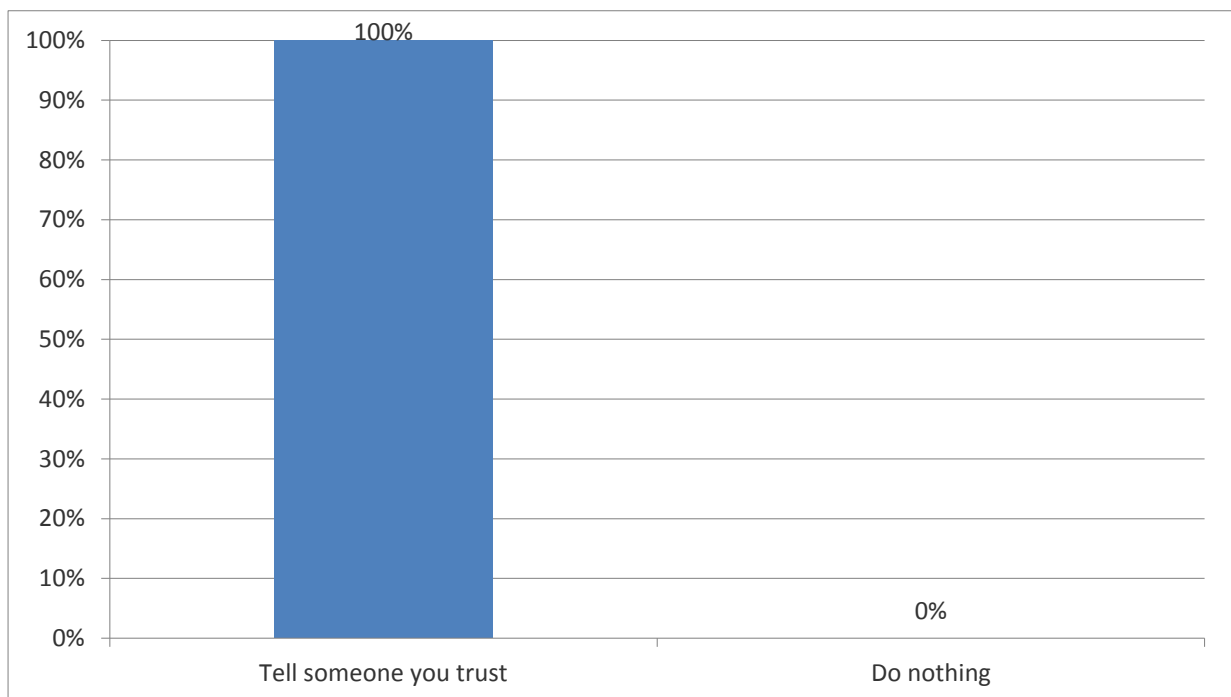
97% of pupils after being part of the Bully 4 U programme thought that the drama used in the programme is a good way to learn about bullying / cyberbullying.

2. Bullying is when someone is nasty and abusive once or several times on purpose?



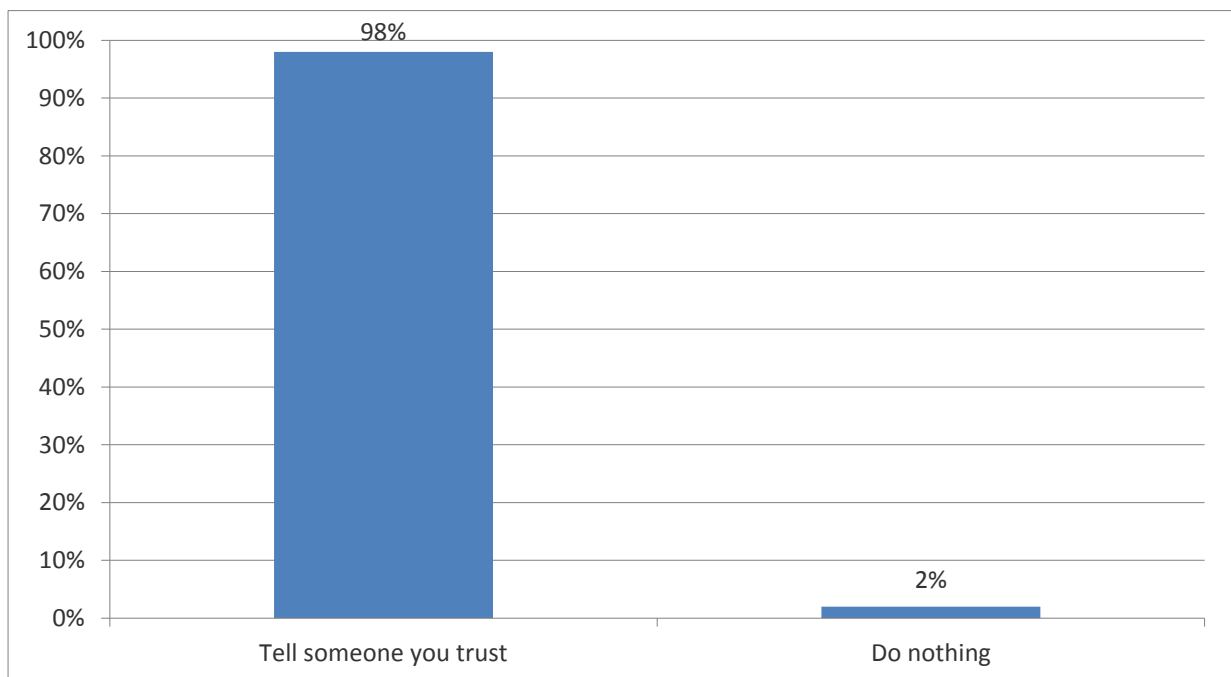
As a result of taking part in the Bully 4 U programme 96% of pupils identified the phrase 'Several Times on Purpose (STOP)' as a way to define bullying. It is a phrase taught in the session to help children spot bullying as acts that are deliberate and repeated.

3. What would you if you were being bullied?



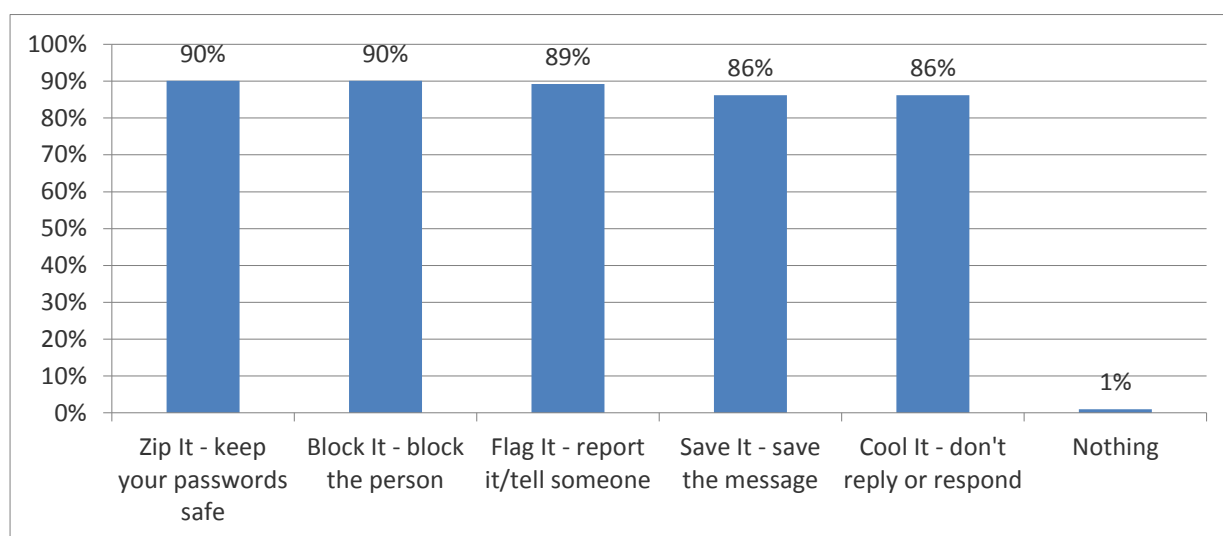
100% of pupils said that after taking part in the programme that they would tell someone they trust if they were being bullied.

4. What would you do if you saw someone else being bullied?



98% of pupils said that they would also tell someone they trusted if they saw someone else being bullied.

5. If you or someone you know is being cyberbullied, what would you do or tell them to do?



A large part of the primary school Bully 4 U session is focussed on a series of techniques that children can use to stay safe online. These are given as a set of phrases – Zip It, Block It, Flag It, Save It and Cool It. After taking part in the Loudmouth programme all of these phrases were marked by at least 86% of pupils highlighting what they would now do if they or someone they knew was being cyberbullied.

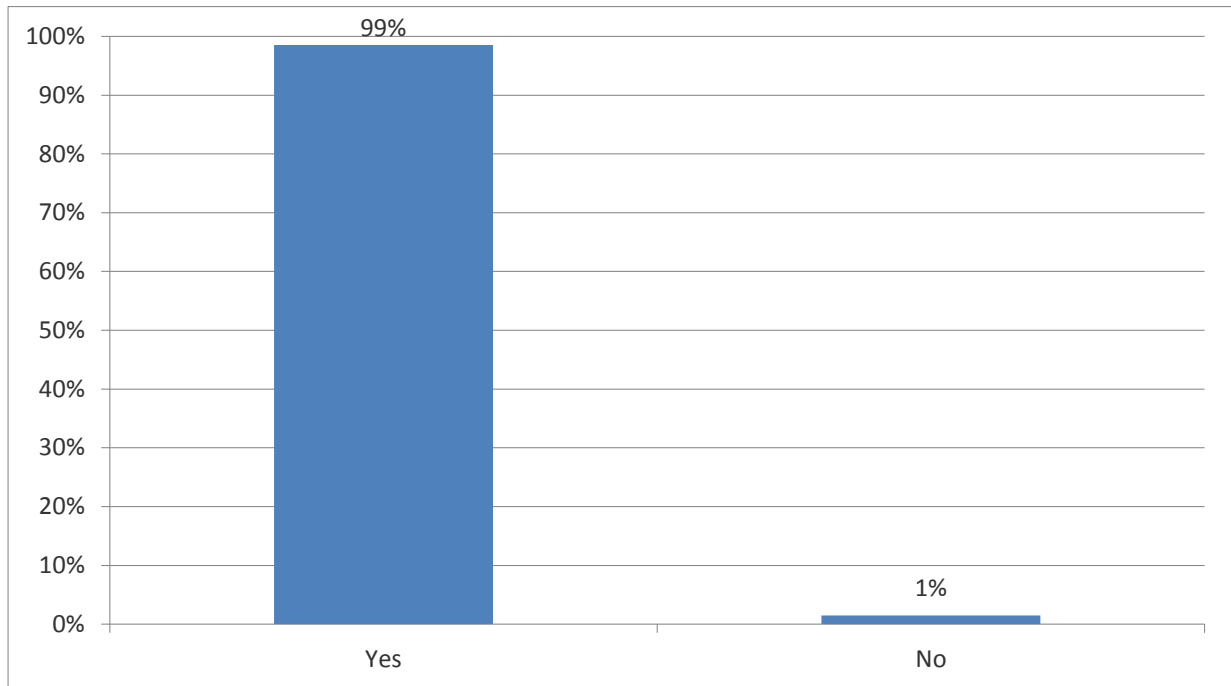
6. List 3 people or places you could go to for support if you were being bullied or cyberbullied?

Where To Go For Support	%
Family	67%
ChildLine	65%
Teacher / School	50%
CEOP	34%
Friends	19%
www.bullying.co.uk	12%

After the sessions the pupils were asked to name three people or places where they could go for advice and information on bullying. The top six answers are shown above. Family and ChildLine (the main service signposted to the pupils in the session) and Teachers were the top three responses from the pupils. A key learning objective was to ensure that pupils knew of services such as ChildLine and that it is important to talk to school staff and their family. The pupils' fourth most popular response is CEOP (Child Exploitation & Online Protection) which is an organisation that is explained in the Bully 4 U sessions. The pupils put the website www.bullying.co.uk as their sixth most popular answer, this is a website Loudmouth highlights during the sessions. The fact that all the people and places that Loudmouth staff signpost the children to during the session are remembered by the children after the session clearly shows that the signposting learning objective of the programme was met.

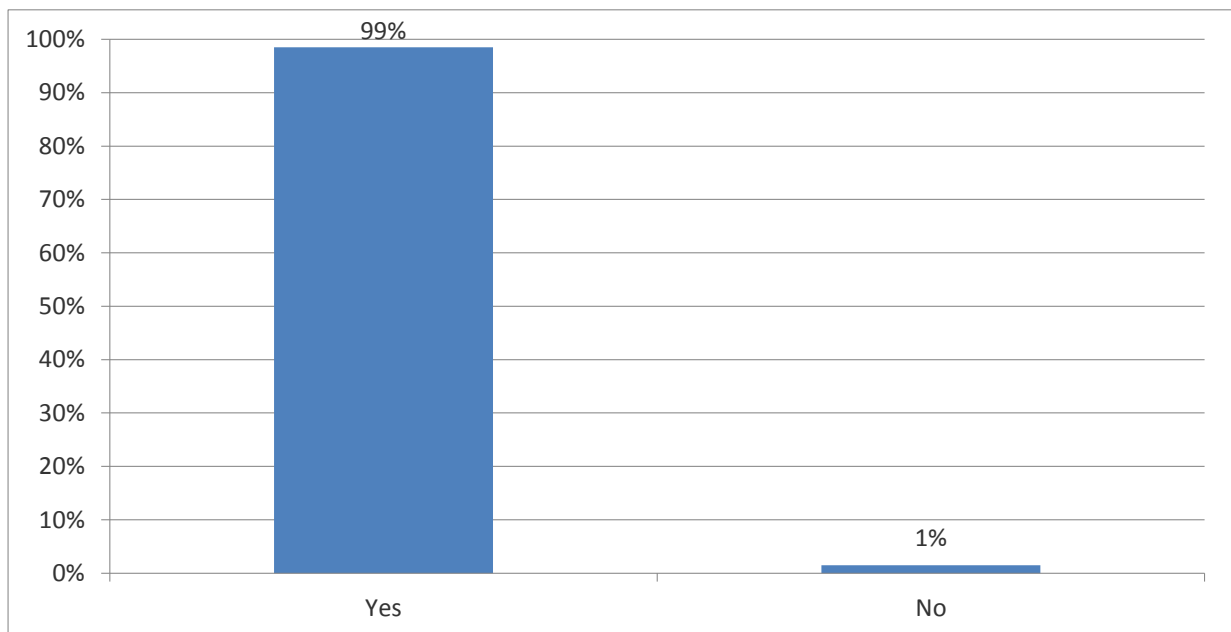
Pupil Evaluation Results (Secondary)

1. Do you think today's session has made you more aware of types of bullying?



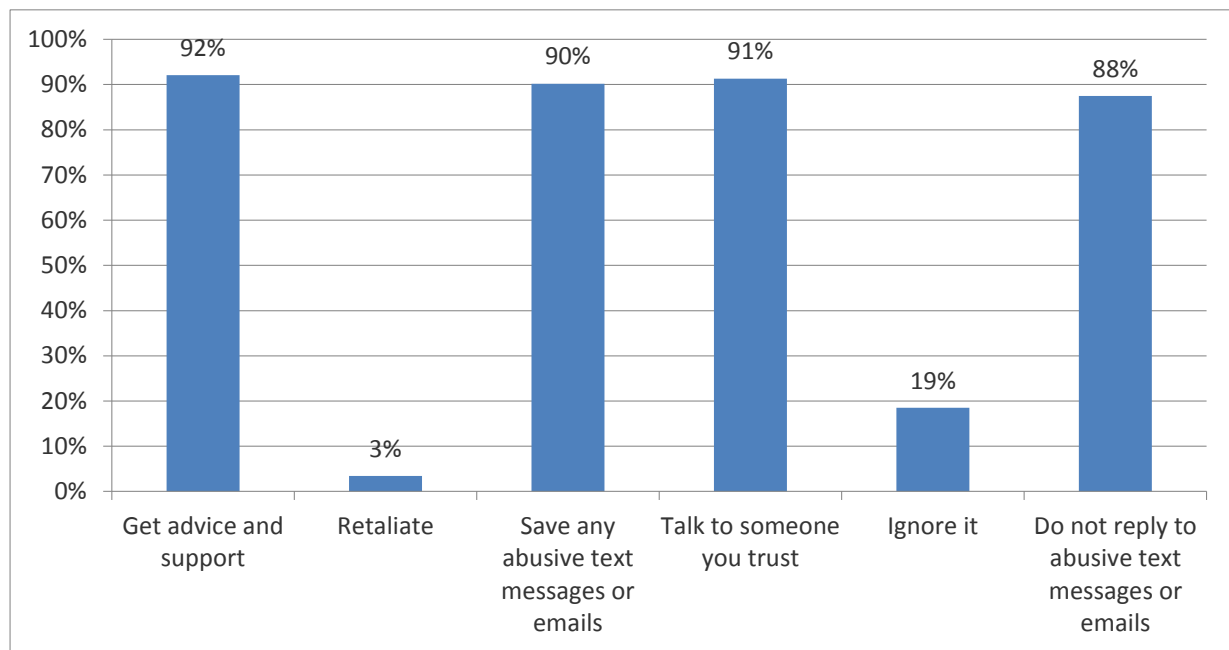
99% of secondary school pupils reported that as a result of seeing Bully 4 U they had been made more aware of types of bullying.

2. Do you think today's session has made you more aware of how bullying can affect people?



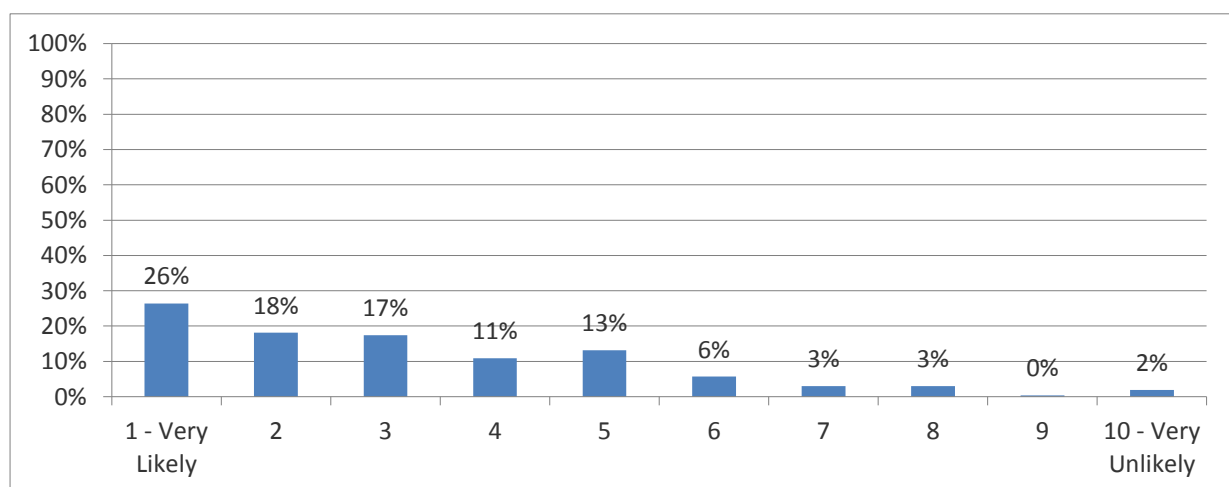
After the sessions 99% of secondary school students said that the Bully 4 U sessions had made them more aware of how bullying can affect people.

3. Now that you have seen Bully 4 U, what advice could help someone who was experiencing bullying or cyberbullying?



After the Bully 4 U sessions a large percentage of secondary school pupils recorded positive advice that they would give to someone being bullied / cyberbullied; do not reply to abusive texts or emails (88%), to save abusive texts and emails (90%), to talk to someone you trust (91%) and to get advice and support (92%). These are all key messages that Loudmouth promotes through the sessions. We also reiterate in the sessions that it is important that you do not retaliate or ignore it if you are experiencing bullying / cyberbullying. Only 3% of secondary school pupils recorded retaliate and 19% said ignore the bullying when it came to advice they would give to others.

4. Now that you have seen Bully 4 U, how likely would you be to tell someone if you were being bullied? This is scored 1 to 10 with 1 being 'very likely' and 10 being 'very unlikely'.



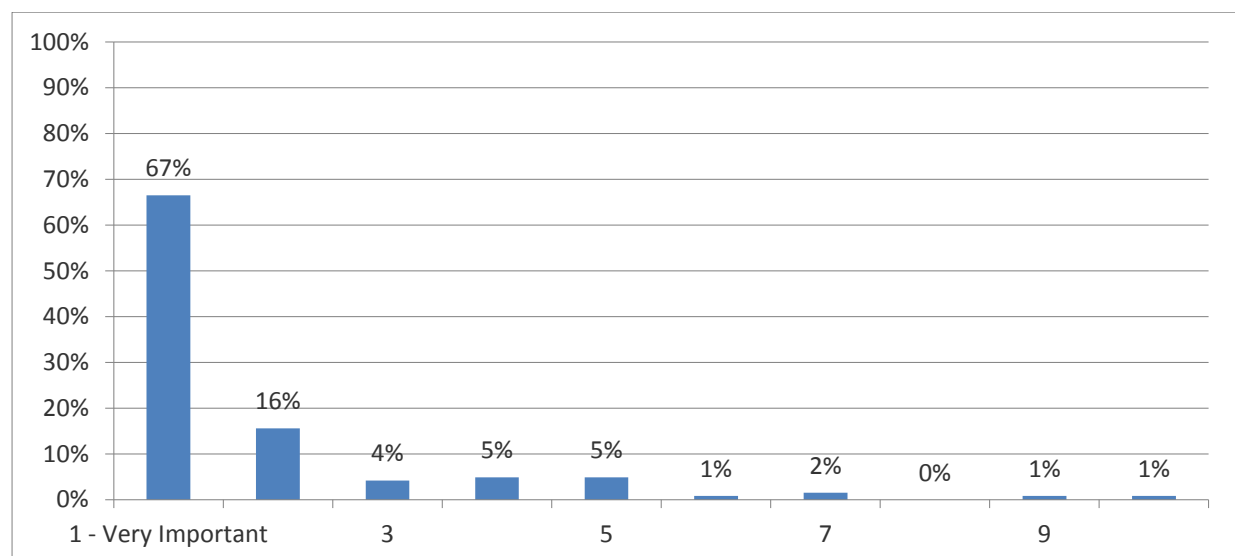
When asked how likely they would be to tell someone if they were being bullied, 85% of secondary students stated they were 1 – 5 on the scale (1 being 'very likely' and 10 being 'very unlikely'). This is very encouraging as telling someone about the bullying is a key message that Loudmouth promotes throughout the Bully 4 U sessions.

5. Now that you have seen Bully 4 U, please list 3 organisations that can offer advice and support on bullying and cyberbullying?

Where To Go For Support	%
CEOP / Think U Know	76%
ChildLine	75%
Stonewall / LGBT support	42%
Loudmouth	21%
www.bullying.co.uk	8%
Tell someone you trust	6%

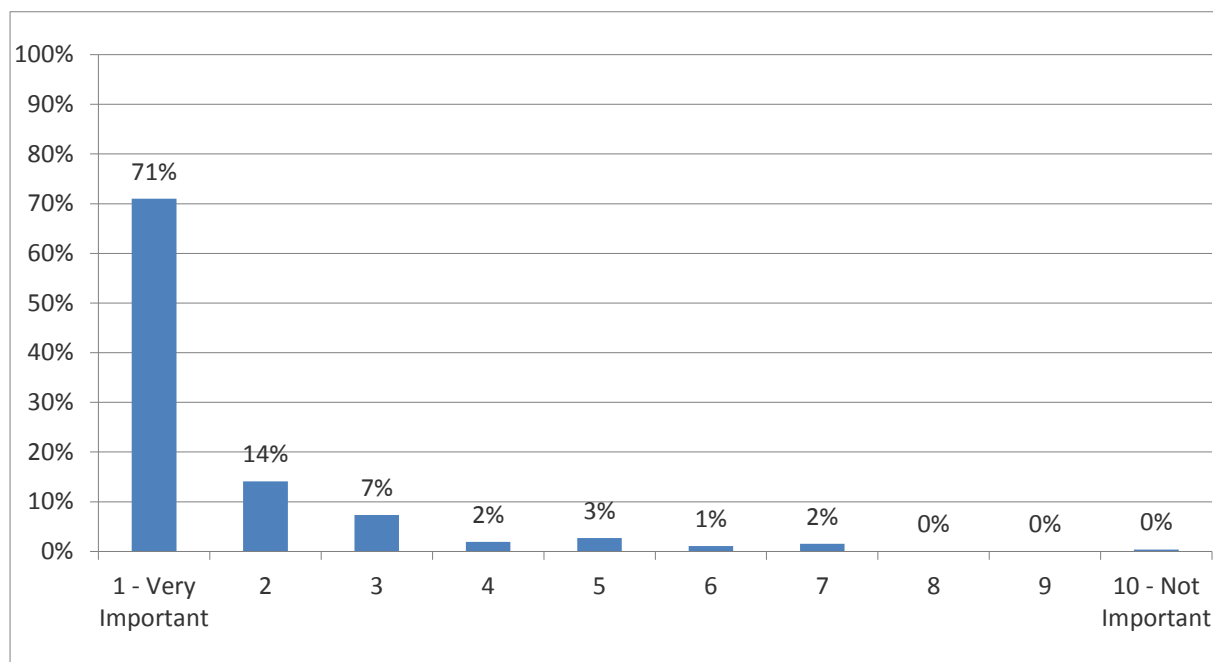
After the sessions the pupils were asked to list three organisations that can offer advice and support on bullying and cyberbullying. The main organisations signposted by a high percentage were CEOP (Child Exploitation & Online Protection who run a website called Think U Know) and ChildLine. These are both organisations that are flagged up during the Bully 4 U sessions. 42% of young people in the secondary school sessions listed Stonewall and other LGBT (Lesbian, Gay, Bi-Sexual and Transgender) support groups. This is really encouraging to see as the Bully 4 U sessions explore issues around homophobia and where young people who are experiencing homophobia can go for support. We are pleased to see Loudmouth on list of where to go for advice and support as we tell the pupils in our sessions about our website that has young people's pages full of support agencies and websites that they can use.

6. Now that you have seen Bully 4 U, how important do you think it is to learn about bullying? This is scored 1 to 10 with 1 being 'very important' and 10 being 'Not important'.



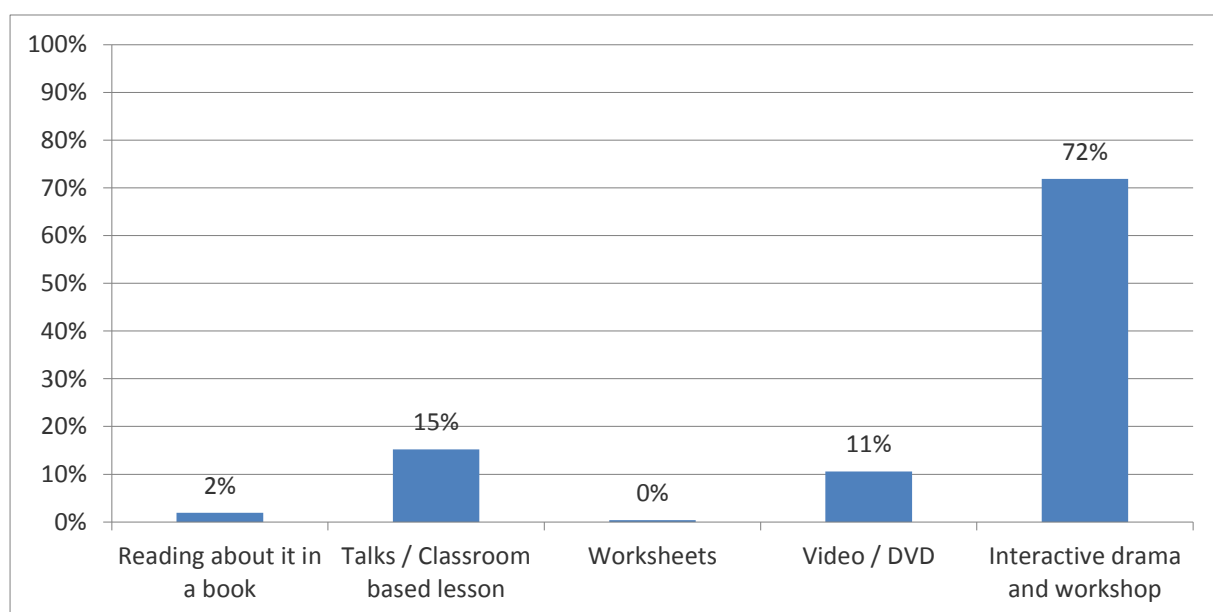
As a result of the Bully 4 U sessions, a total of 96% of the secondary school pupils stated that they felt learning about bullying was important by marking between 1 to 5 on the scale (1 being 'very important' and 10 being 'not important').

7. **Now that you have seen Bully 4 U, how important do you think it is to tell someone if you are being bullied?** This is scored 1 to 10 with 1 being 'very important' and 10 being 'Not important'.



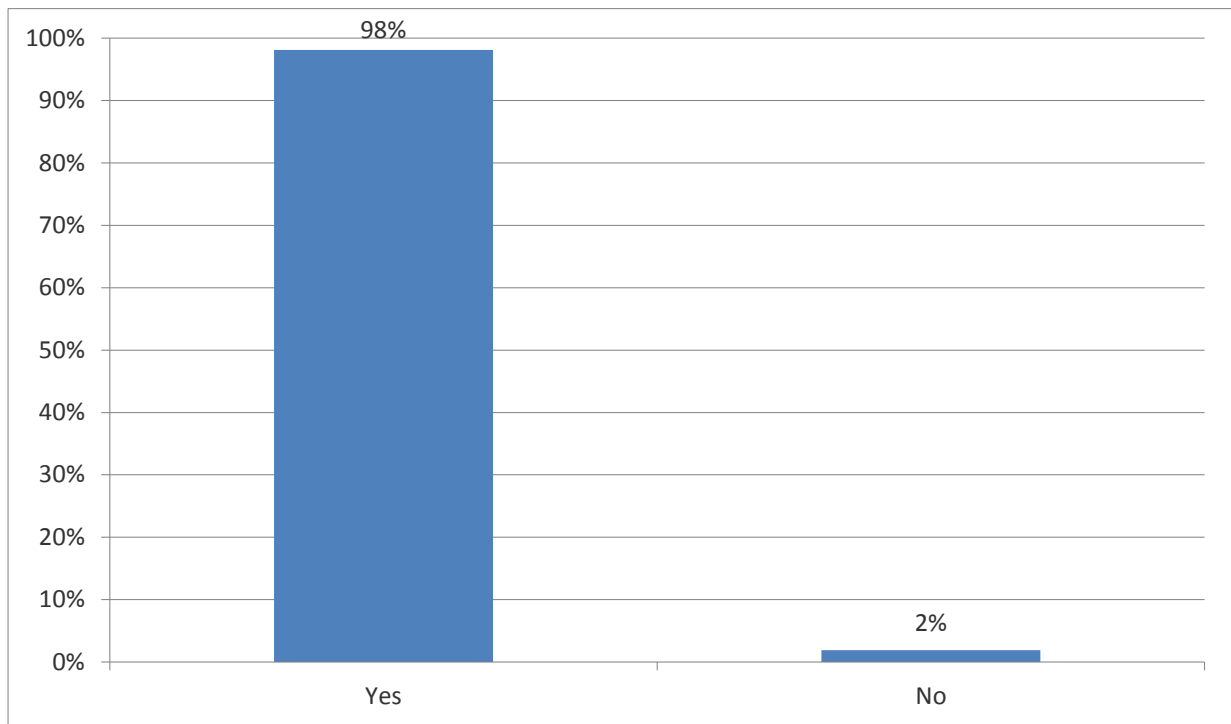
After seeing the Bully 4 U session, a total of 97% of secondary aged students stated that it was important to tell someone if you are being bullied by marking between 1 to 5 on the scale (1 being 'very important' and 10 being 'not important').

8. **There are lots of good ways to learn about bullying. Which method do you prefer?**



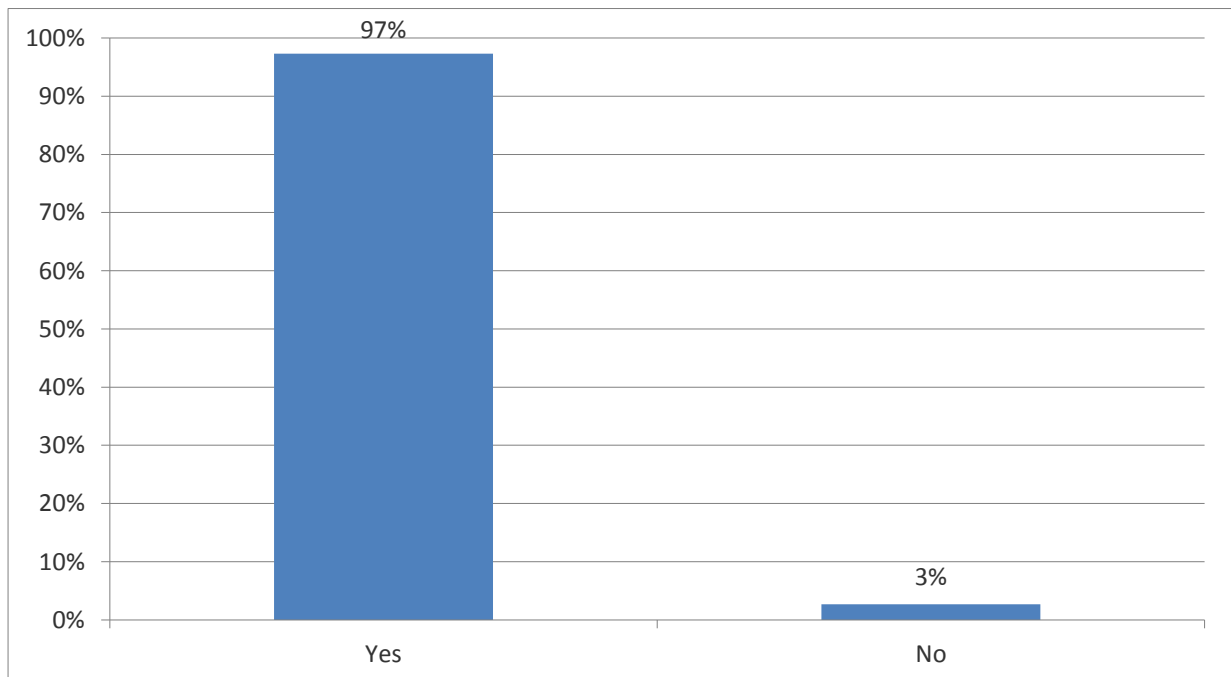
72% of secondary school pupils recorded that they would prefer to learn about bullying through an interactive drama and workshop. The second favourite method was talks and classroom based lessons at 15%.

9. Would you recommend Bully 4 U for next year's pupils?



98% of secondary school pupils said that they would recommend Bully 4 U for next year's pupils.

10. Do you think that the Bully 4 U session was helpful?



97% of secondary school pupils stated that Bully 4 U was helpful.

If yes, then complete the following statement – The Bully 4 U session has helped me to...

The Bully 4 U session has helped me to...

"be aware of different types of bullying and how it can affect people."

"feel more confident to tell someone if I get bullied in the future and made me more aware of how it can happen."

"open up and talk about it as I have been seriously bullied."

"understand how people feel when they are being bullied."

The Bully 4 U session has helped me to...

"understand the impact it has on people's lives and the different support offered."

"realise that bullying is not right and we should treat everyone with respect and people may be different to us but we are all the same inside."

"understand what the victims of bullying go through."

"tell someone about bullying."

The Bully 4 U session has helped me to...

"Improve my confidence to tell a teacher and I know what to do."

"understand how bad people feel when they are being bullied. It's shown me that if you are being bullied then telling someone is essential."

"understand the seriousness of bullying more, while still being entertaining and fun."

"stay safe and what to do if I get bullied."

"understand how bullying has affected different people. See the importance of telling someone and not to retaliate."

The Bully 4 U session has helped me to...

"be aware of bullying and what can be done to prevent it."

"understand bullying, try to help people that are bullied and not bully anyone."

"to realise it doesn't matter who you are you just need to stand up for yourself safely."

"learn that any social media site you go on you should always put it on private."

The Bully 4 U session has helped me to...

"understand what to do when getting bullied or if you see someone getting bullied."

"understand what can be counted as bullying and also just how many different organisations there are to get help and support for people who are being bullied."

"understand that there are many types of bullying and many organisations that can give you advice and support."

The Bully 4 U session has helped me to...

"understand how bullying affects people and to realise that bullying happens at all ages."

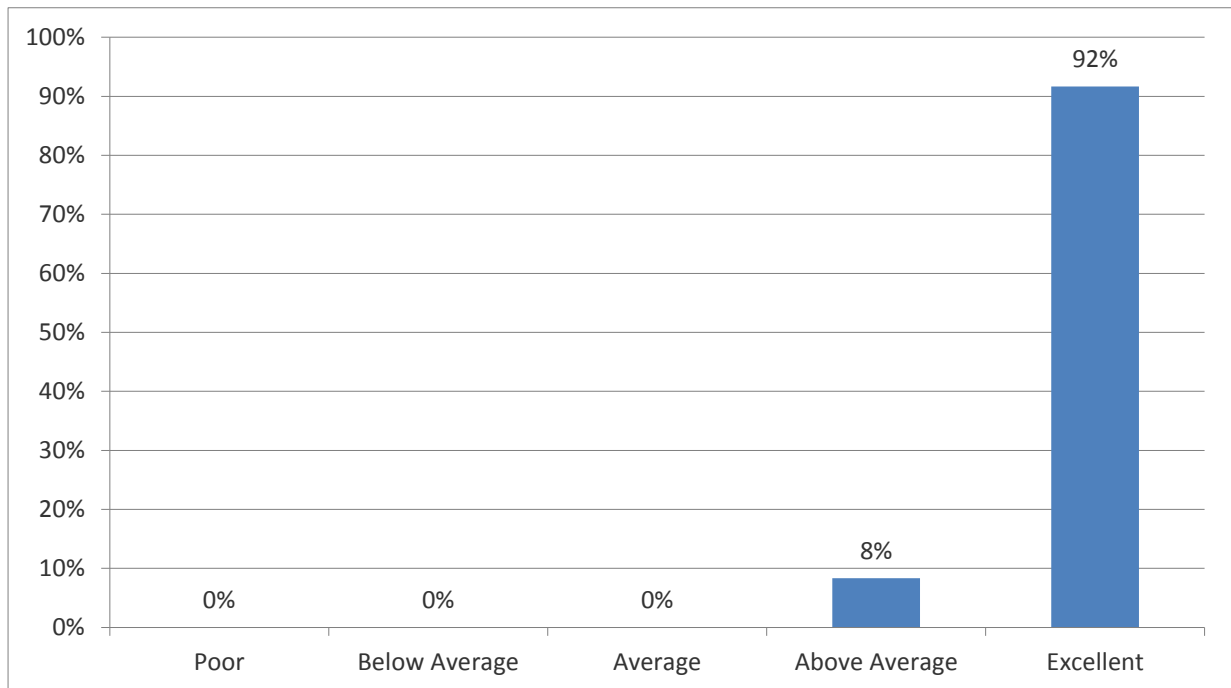
"it helps you not to be ashamed."

"understand more about homophobic bullying."

"understand how important it is to report bullying."

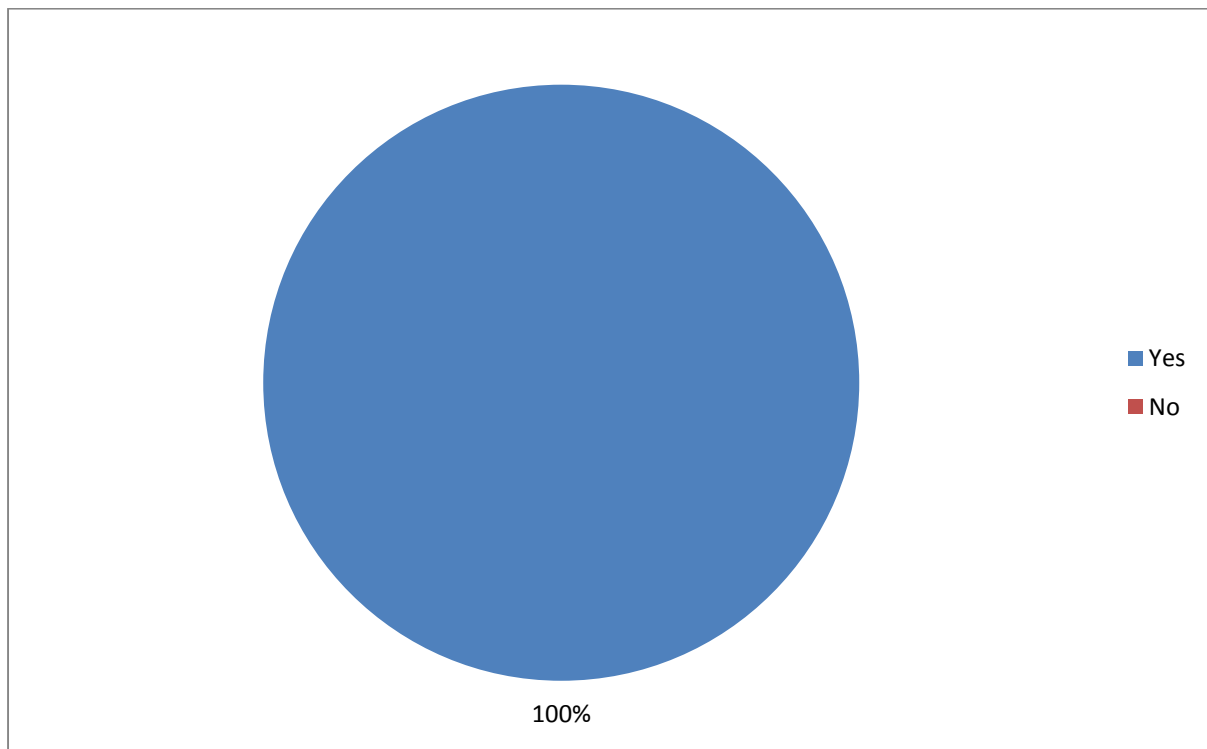
Staff Evaluation Results

1. How would you rate the Bully 4 U session overall?



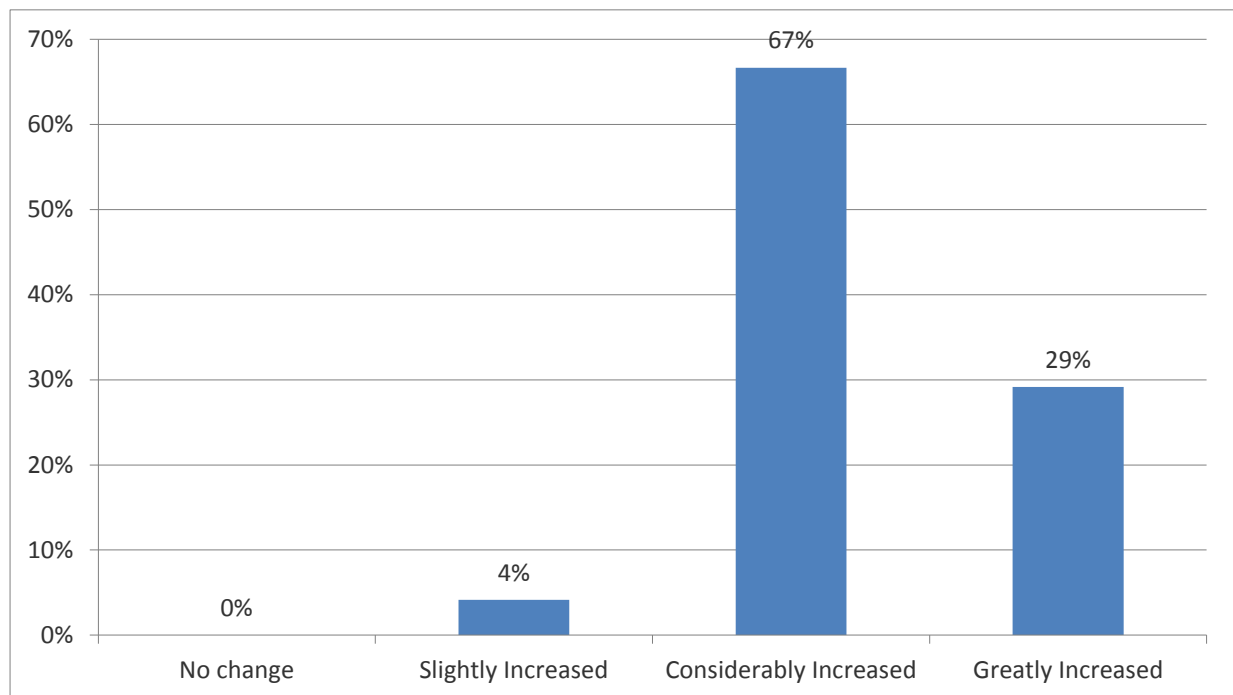
Members of staff were asked how they rate the Bully 4 U session. 92% rated the sessions as 'excellent' and 8% rated the session 'above average'.

2. Would you recommend Bully 4 U to other schools or organisations?



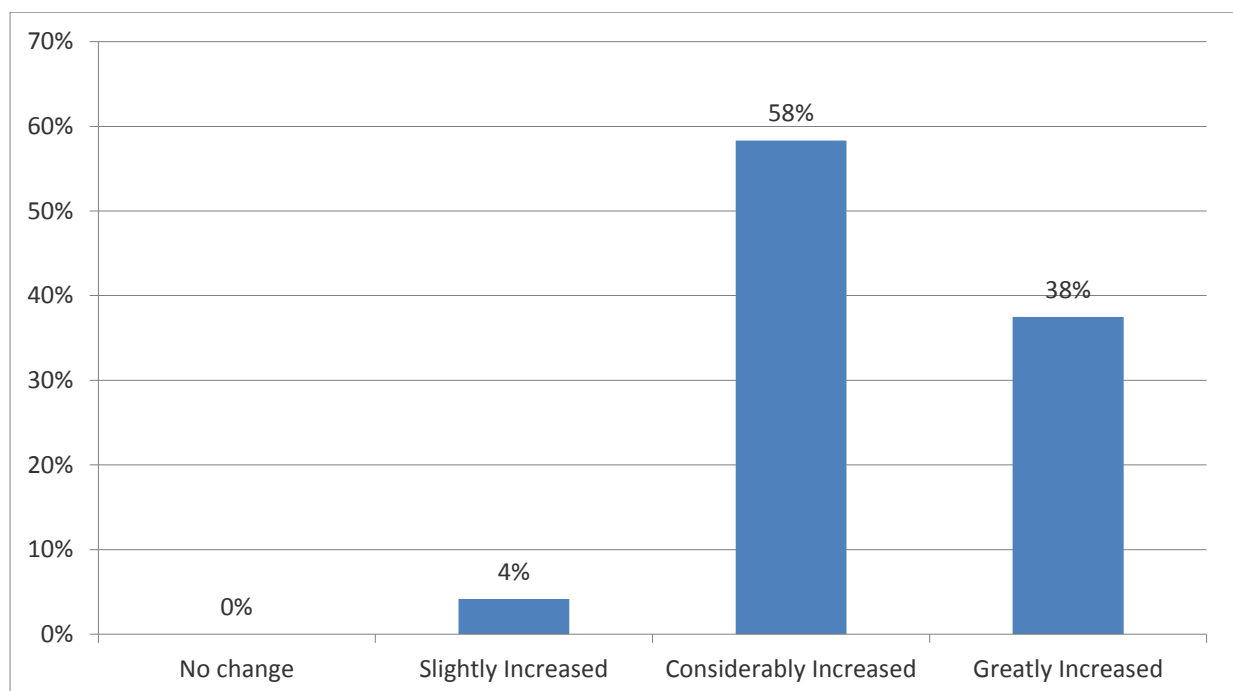
100% of staff would recommend Bully 4 U to other schools and organisations.

3. What impact do you think that Bully 4 U has had on the group's understanding of the effects of bullying /cyber bullying?



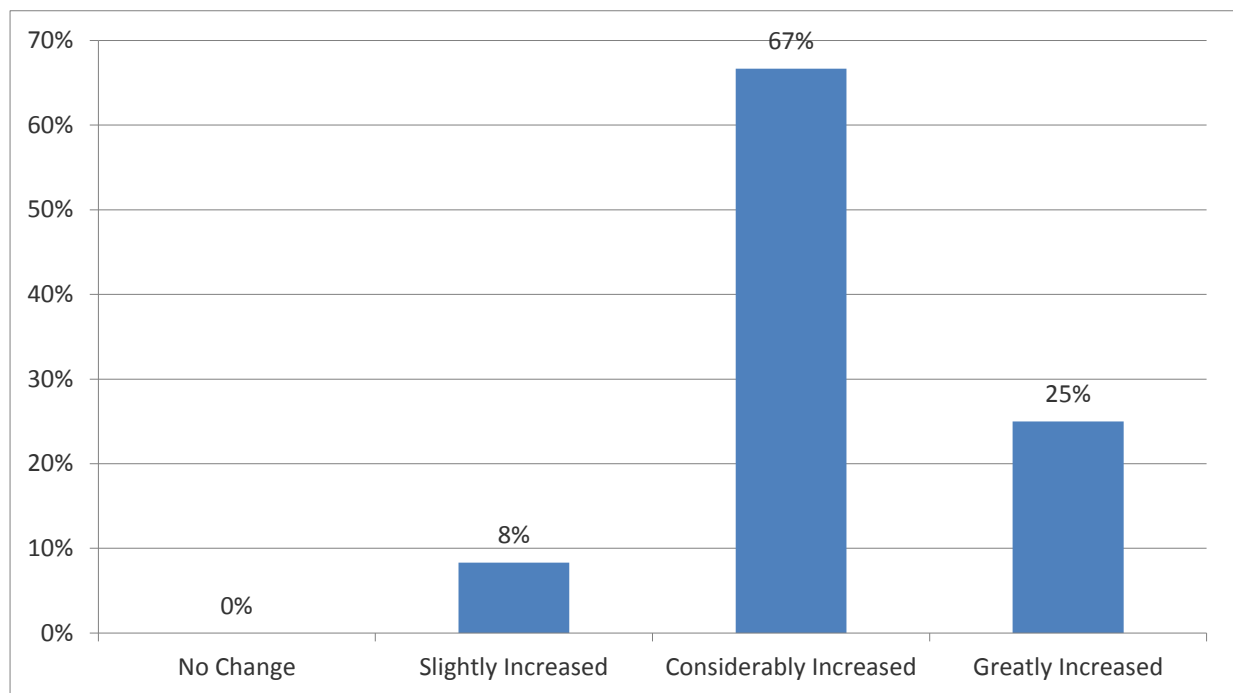
100% of staff felt that Bully 4 U had increased the group's understanding of the effects of bullying. 96% of staff saying the programme had 'greatly' or 'considerably' increased the pupils' understanding.

4. What impact do you think that Bully 4 U has had on the group's ability to identify a range of different strategies in dealing with bullying / cyberbullying?



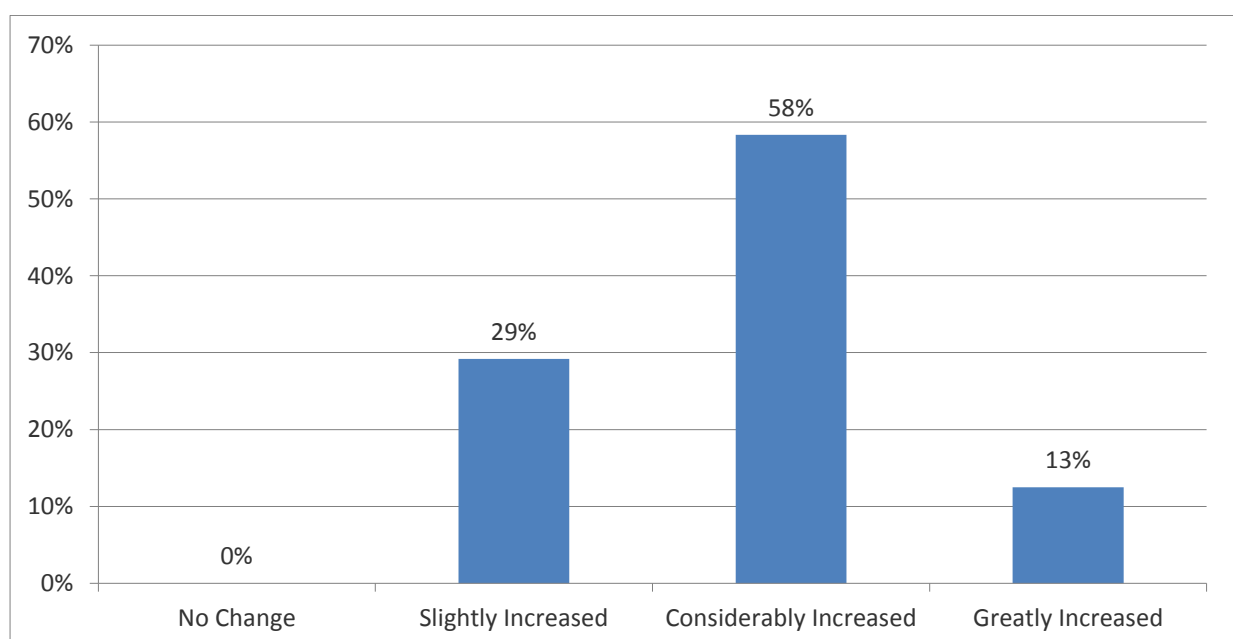
All of the staff evaluated stated that they felt that there had been an increase in the group's ability to identify a range of different strategies in dealing with bullying / cyberbullying. 96% of staff stated that Bully 4 U had 'greatly' or 'considerably' increased their group's ability to identify such strategies.

5. What impact do you think that Bully 4 U has had on the group's knowledge of what relevant and appropriate services can offer to support children and young people affected by bullying / cyberbullying?



All of the staff evaluated stated that they felt that there had been some increase in knowledge of what relevant and appropriate services can offer to support children and young people affected by bullying / cyberbullying. 92% of staff stated that Bully 4 U had 'greatly' or 'considerably' increased their group's knowledge.

6. What impact has Bully 4 U had on your confidence in delivering work around these issues?



All of the staff evaluated stated that they felt that there had been an increase in their own confidence in delivering work around these issues as a result of being part of the Bully 4 U sessions. 71% of staff stated that Bully 4 U had 'greatly' or 'considerably' increased their confidence in delivering work around the issues.

7. Have you seen Loudmouth's pre and post session exercises?

21 staff said 'No' they hadn't seen the pre and post exercises that Loudmouth provides online and 3 staff stated 'Yes' they had. The following question about follow up activity is more hopeful in that a number of staff wrote that they would look the exercises up as a result of the session to run follow up work with their classes.

8. How does the school plan to follow up the Bully 4 U session?

Over half the staff that filled in an evaluation form wrote in this section. A few were unclear about the school plan to follow up Bully 4 U - "Not sure. Will consult Pastoral. Form tutors will be much more informed and able to refer students to relevant helpful sites", "Sadly, no idea. I'll find out.", "Not sure" and "See headteacher".

There was lots of activity recorded that was going to happen to follow up Loudmouth's visit which is very encouraging, including -

"Children are to create school anti-bullying posters linked to the session's key messages. Year 4 to hold anti-bullying assembly for their peers and parents."

"Use website link for lesson plans."

"A scheme of work during Learn to Live sessions."

"Anti-bullying week activities."

"Work to be covered during anti-bullying week including time for discussion and to look at websites."

"We will follow up by spending this afternoon doing work linked to this and we always talk about bullying with children therefore will refer to Bully 4 U."

"We will deliver further PSHE lessons."

"PSHE lesson / circle time."

"Would like to use some lesson plans in form / tutor time."

"Assemblies and school council discussions".

"Follow up activities in class. Will link to Rights Respecting."

Appendix 1

Bully 4 U Learning Objectives – Primary

Attitudes and Values

- Young people have an increased awareness of what makes a good and bad relationship.
- Young people have an increased understanding of different forms of bullying including cyber bullying.
- Young people have an increased awareness of the effects of bullying / cyber bullying.
- Young people have increased empathy for people affected by bullying / cyber bullying.

Skills

- Young people have an increased confidence in seeking help and support about bullying / cyber bullying.
- Young people have increased ability to identify a range of relevant and appropriate services that can support young people affected by bullying.
- Young people have an increased ability to identify a range of effective strategies in dealing with bullying / cyber bullying.

Knowledge

- Young people have increased knowledge of the definitions of bullying (Using S.T.O.P. model / Several Times On Purpose.)
- Young people have increased knowledge of what relevant and appropriate services can offer to support young people affected by bullying / cyber bullying e.g. ChildLine.

Appendix 2

Bully 4 U Learning Objectives - Secondary

Attitudes and Values

- Young people have an increased awareness of what makes a good and bad relationship.
- Young people have an increased understanding of different forms of bullying including cyber bullying, sexual / sexist bullying and teenage partner abuse.
- Young people have an increased awareness of the effects of bullying / cyber bullying.
- Young people have increased empathy for people affected by bullying / cyber bullying.

Skills

- Young people have an increased confidence in seeking help and support about bullying / cyber bullying.
- Young people have increased ability to identify a range of relevant and appropriate services that can support young people affected by bullying.
- Young people have an increased ability to identify a range of effective strategies in dealing with bullying / cyber bullying.

Knowledge

- Young people have increased knowledge of the definitions of bullying (Including the use of S.T.O.P. model / Several Times On Purpose.)
- Young people have increased knowledge of what relevant and appropriate services can offer to support young people affected by bullying / cyber bullying e.g. ChildLine.