

I am disabled,  
but I can live with that.

\* Depressed

\* Scared to leave house

Paranoide

worry

Aggressive

making me hate everyone  
Doing thing I wouldn't normally do.

Holding on the memories

Frightened / Scared

Bitter.

Confused.

frozen anger

Hate yourself

Made me think older teenagers were like that

~~Kindness~~

Don't want to go to school.

Makes you think nobody cares

~~makes you~~

Don't want to go outside.

Dreaded Tuesdays!

**TALK TO SOMEONE**

80% of children with additional  
needs have been bullied.

# I am disabled, but I can live with that.

**Show the image around the whole group.** Remember that these are real statements given by disabled young people sharing their experience.

In groups, take one of the statements below and imagine the scenario which led to the young person feeling that way. Be prepared to act out, or to share in detail, what has led to this person feeling these things:

- ◇ Scared to leave the house
- ◇ Hate myself
- ◇ Nobody cares
- ◇ Don't want to go outside
- ◇ Dreaded Tuesdays
- ◇ Made me feel all teenagers were like that

As each group feeds back, ask the rest of the class what part they could play in making the situation better for the person being bullied .

80% of children with additional needs  
have been bullied.

# Face up to bullying.



80% of children with additional needs have been bullied.



# Be brave

a recognition of how hard it is to face up to bullies

**This image shows the message that the young people wanted to share about the importance of being brave.** During the consultation, disabled young people felt this was the most important issue.

80% of disabled young people say they have been bullied at school.

***Disabled* means all people who have barriers in school because of their physical, learning, communication, medical or social difficulties.**

1. Whole class free think about being 'brave'. What does it mean to you?

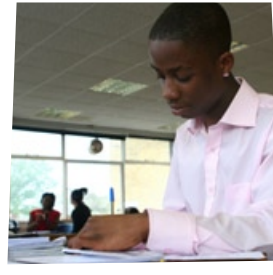
Record the words on a flipchart and make links between self esteem and levels of confidence. Acknowledge how hard it is to be brave when being bullied.

2. **What is bravery?** In groups, discuss personal experience of being brave. Have you ever spoken up for or against something? Have you ever pushed yourself to do something you had not done before?

- ◆ How did you feel?
- ◆ How scared were you?
- ◆ What motivated you to be brave?
- ◆ What part can others have in your bravery?
- ◆ Is it easier to be brave on your own or with support from others?
- ◆ How did you feel after you had been brave?

**80% of children with additional needs have been bullied.**

# Who's the odd one out?



Every disabled child and young person has the right to a full life and to active participation in the community.

Article 23  
United Nations Convention on the Rights of the Child

# Who's the odd one out?

the loneliness of exclusion

**Look at the many images on this poster.**

- ◇ What similarities are there among the young people shown?
- ◇ What differences are there?

In your group, list ten things that you all have in common and identify ten differences.

Choose one person from each group to be the “odd one out”. This person is going to be excluded from your activity.

In groups, draw your own poster to record your message about bullying. Work closely together and don't talk to the excluded person. Rotate to allow someone else to experience sitting on the outside of the “in” crowd.

Using Post-it notes, each young person should choose one word that best describes how they felt being on the outside. Collect and discuss the notes.

Now design a class charter and sign up detailing how you will use what you have learned to work towards preventing bullying of disabled young people in your school.

Every disabled child and young person has the right to a full life and to active participation in the community.

Article 23

United Nations Convention on the Rights of the Child