



Primary Schools Resource Pack



Website:

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Introduction

The Barnardo's Positive Identities Service is funded from 1st April 2015 to 31st March 2019 to work with schools in Yorkshire & The Humber to tackle **homophobic, biphobic and transphobic (HBT) bullying**. A key aim of this work is to make schools a safer place for students, staff, families and visitors who identify as **Lesbian, Gay, Bisexual, Trans or Questioning (LGBTQ)**. This work is funded by the Government Equalities Office (GEO) and supported by the Department for Education (DfE).

We believe that a key element of tackling HBT bullying is to engender in students a respect for diversity from an early age, and an understanding of how their behaviour towards others can have an impact. If students have this understanding we would hope that HBT bullying would be encountered less, as diversity would be valued rather than ridiculed.

As such, our service has worked in both primary and secondary schools to deliver assemblies and lessons to young people, as well as training to staff teams. Our work with students focused on the following themes:

Primary schools:

- **Diversity** – including different families, such as same-sex parents.
- **Respect** – for ourselves and other people.
- **Bullying** – including the use of HBT language, specifically “that’s so gay”.

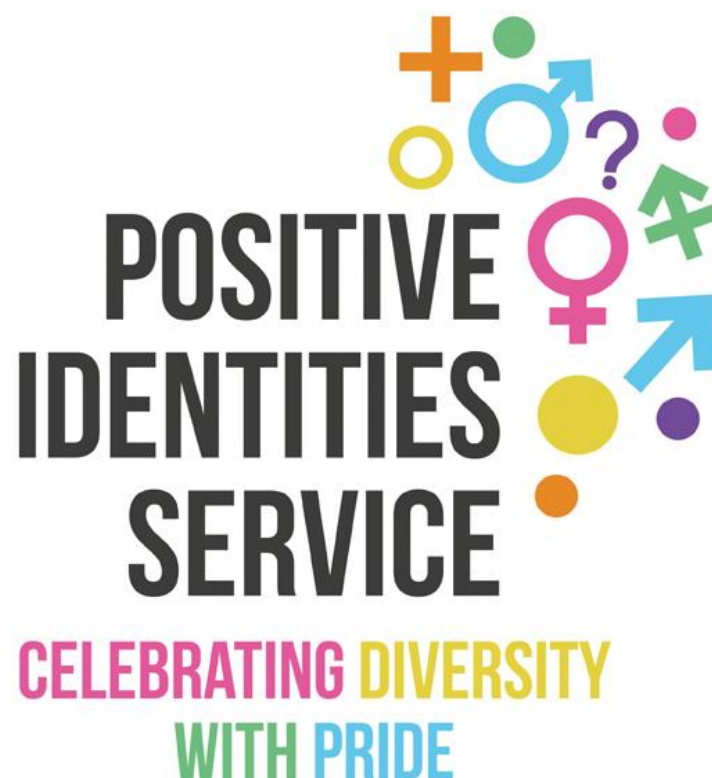
Secondary schools:

- **Terminology** – relating to sexual and gender identities.
- **Coming out** – looking at experiences of people “coming out” i.e. telling people about their sexual or gender identity.
- **Discrimination** – what this is and the effect it can have.
- **Bullying** – including the use of HBT language, specifically “that’s so gay”.

HBT bullying is, unfortunately, still an issue in schools with 84% of students stating that they often hear the word 'gay' being used to mean something stupid*. We hope that you will use the resources in this pack to support students to have respect for diversity, and empathy for others, so that HBT bullying can eventually be eradicated and LGBTQ students, staff, families and visitors will feel safe and respected in all of our schools.

We hope you find the resources useful; we welcome any feedback to positive.identities@barnardos.org.uk

*taken from findings from our baseline survey, June 2015.





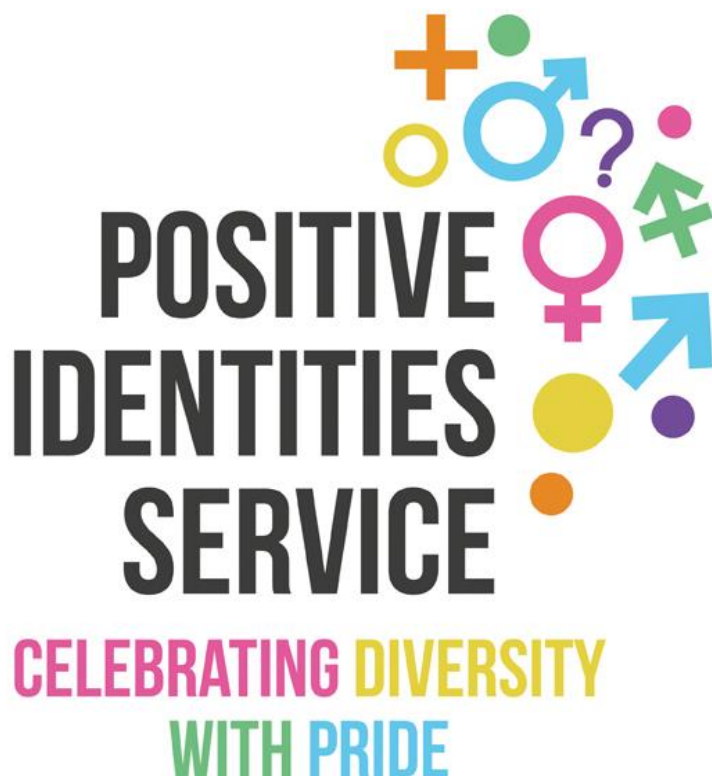
Primary School Resources

Using This Resource

The Assembly and Lesson Plan ideas in this resource pack are ways to get your school started on exploring Diversity and HBT Bullying. You may wish to adapt them to suit the needs of your setting or pupils, or simply use them for ideas.

We recommend that they are included as part of a whole-school approach to teaching about diversity and anti-HBT bullying, sitting within a planned programme for PSHE education.

Please ensure that you read the relevant Teacher's notes for both sections before delivering the Assemblies and Lesson plan activities, to ensure a safe and effective teaching and learning environment for all pupils.





Assemblies

Teacher's notes:

The Assembly ideas included here are flexible and include suggestions for extensions or additional work with smaller groups of students that can be tied in. We recommend thinking about where the assemblies will fit into a wider stream of work around the topic e.g. by encouraging individual class teachers to follow up with teaching about the topic in classrooms.

Assembly Plan 1: Diversity and Bullying

Introduction

- ★ Explain that in today's assembly, you will be talking about **diversity**.
- ★ Ask students to put their hands up if they know what the word "diversity" means. Take some answers.
- ★ Tell students that before you tell them what diversity is, you're going to get them to do some thinking first!

Diversity

- ★ Ask students to put their hands up if they can think of something that makes them **the same** as someone sitting near to them (*prompts could be: wearing school uniform, being the same age, living in the same city, etc*). Take some answers.
- ★ Ask students to put their hands up if they can think of something that makes them **different and unique** from someone sitting near to them (*prompts could be: their name, having an unusual pet, being vegetarian, etc*). Take some answers.
- ★ Give students the definition of diversity: **"Diversity means that there are lots of different kinds of people"**.

- ★ Ask students to imagine what it would be like if we were all the same (e.g. everyone would know/do/like/dislike the same things; we wouldn't discover anything new or different etc.)
- ★ Ask students to suggest some good things about diversity (e.g. we can learn from each other, it makes life more interesting, we can help each other because we know different things)
- ★ Tell students that diversity is a good thing and should be celebrated!

Bullying

- ★ Explain to students that sometimes people who are different might get bullied because of this.
- ★ Tell them that bullying is not just a one-off incident, but something that happens over and over again.
- ★ Ask students to put their hands up if they can think of any feelings that victims of bullying might experience. Take some answers.
- ★ Highlight that there were lots of sad feelings stated (based on an assumption that there will be) and nobody should be made to feel like that because they are different.
- ★ Return to the idea that we should celebrate diversity. On the count of 3 ask students to shout out the word "**celebrate**" as loud as they can. Make them do it again if it wasn't loud enough!
- ★ Thank students for listening and thank the students who contributed their ideas.

Possible classroom/assembly extensions:

Using this assembly as a starting point, challenge the whole school to 'celebrate diversity'. Each class/year group could do a piece of work (art, poem, play etc) to present at a celebration event. The work could be about difference, diversity or how to prevent bullying. The celebration event could be a special assembly or a 'diversity party' that parents/carers are invited to. This event could tie in with Anti-Bullying Week.

Assembly Plan 2: King and King

For this assembly, you will need the following story book:

"King and King" by Linda De Haan and Stern Nijland.

Before the assembly (optional): Work with a group of students, such as the school council, to explore the idea of diversity and why it is important e.g. it means we can discover different things from one another. Read through the story **"King and King"**. Explain that this story will be read out in assembly and ask students if they would like to act out the different parts. Spend some time rehearsing this.

The Assembly:

Introduction

- ★ Explain that in today's assembly, we will be talking about **diversity**.
- ★ Give or remind students of the definition of diversity: **"Diversity means that there are lots of different kinds of people"**.
- ★ Explain that there are lots of differences between people e.g. the way we look, what we like/don't like. Ask students to put their hands up if you they have blonde hair/brown hair, if they had cereal /toast for breakfast, etc. to demonstrate some differences.
- ★ Stress that we need to respect people for their differences.
- ★ Tell students that one thing that is different is the people we care about and love.
- ★ Explain that, with the help of the school council (or another group of students), we will now be having a story about a Prince who is 'different' and that students will be asked at the end if they spotted what the difference was.

King and King

- ★ Story of **"King and King"** to be read out by teacher/read and acted by students
- ★ Ask students if they spotted the difference in the story i.e. that the Prince wanted to marry a prince, not a princess.
- ★ Emphasise that the Prince was **proud and happy** to be himself and that the Queen and wedding guests **loved and respected** the Prince for being himself.

- ★ Explain that unfortunately sometimes people get bullied for being different in relation to who they care about or love, but we hope that at our school, students are like the guests in the story and will **celebrate everyone's differences**.
- ★ Thank students for listening and the school council (or other group of children) for taking part in the story.





Activities to Include in Lessons

Teacher's notes

The following activities are designed to be incorporated into a wider programme of teaching about Diversity, Respect and Bullying. They are not intended as full lesson plans.

The activities can also be tailored to your group's particular needs or learning styles. We feel all activities can be used with both primary Key Stages, but you should adapt certain aspects where you feel these would make them more suitable for a particular age group.

When using these activities in planning your lessons, please ensure that you use the following structure:

- **Create a safe and inclusive environment**

Ground rules

Before teaching any of the lessons, ensure that you have established a set of age-appropriate ground rules that pupils must follow.

Ground rules are best negotiated and agreed with the pupils themselves, and should be re-visited before each lesson.

Examples of ground rules could include:

- Voluntary participation (people don't have to contribute if they don't want to)
- Respect for other people's views and opinions
- Keep what is said in the room
- Listen to each other
- Anonymise personal experiences

Note: There may be moments during the lessons where children wish to discuss specific examples of bullying or personal stories. If the teacher is confident that it will be positive for the group, examples can be shared, but must be kept anonymous and should not relate to anyone identifiable in the room or beyond.

Personal views and assumptions

Remember that pupils will have a range of different backgrounds, cultures, faiths and experiences. Some may be told by parents or carers that a group of people or behaviours are 'bad' or 'wrong'; others may be exploring their own identity. It is important not to make assumptions about any of this. Always encourage children to listen to each other and do not single out individual children to volunteer suggestions as they may not feel comfortable doing so.

Take the time to check the understanding and preconceptions of the group where possible, challenging negative language or behaviours, and emphasising the key messages about celebrating difference.

Signposting support

Signpost age-appropriate sources of further support for pupils if they want to question issues further, or look for help. These could be other members of staff within school, other trusted adults, or more formal sources of support such as national organisations. See attached guidance for some suggestions.

- **Set clear and measurable learning objectives and outcomes**

We have listed some intended outcomes for each activity in relation to the different aspects of learning. There may be others that are appropriate for your lesson as a whole, or that fit with your targets/areas of work within school. These outcomes can be used as a way to measure progression in pupils' learning

- **Make a baseline assessment**

We recommend you build in a way to assess the group's understanding about the topic at the start of any lesson

Examples of baseline assessment might be:

- Ask smaller groups to come up with definitions for a word (e.g. diversity, respect, bullying) and share these with the class.
- Use a 'Draw and write' activity to gauge what an individual pupil understands about a topic (e.g. 'Draw a picture of a diverse community. Around the edge, write what makes it diverse')

- **Assess progression of learning**

It is important to assess pupils' progression in learning against your intended learning objectives for the lesson. This can be used as evidence of understanding, and help you plan for next steps.

Examples of ways to assess progression could be:

- Leave up group definitions of concepts and ask them to add to/change them at the end of the lesson.
- Revisit the 'Draw and write' activity and ask pupils to add to it using a different coloured pen.
- Reflection on learning at the end of a lesson.

- **Differentiate**

Make sure that where relevant activities are differentiated to give support to those who might need it, or challenge those who have a better understanding of the concepts being taught.

Diversity Activities

1. Diversity Bingo:

Resources needed: Bingo Cards (page 22/23)

Outcomes:

- *I can describe differences between people*
- *I can explain what diversity means*

Introduction: Ask if anyone has ever played Bingo. This is like Bingo but with people! It will help us get to know each other better and learn what the things about us that are the same as and different to each other.

Main Activity: Using the bingo cards, students to find someone in the room with something the same and different for each item. Students write the other person's name in the relevant box. The first person to fill their sheet is the winner.

Reflection: Ask students what they noticed from this game. Could they have filled the same person's name in for every box? The answer is no, as we are all so different. Remind students that the definition of diversity is that **"there are lots of different types of people"**.

Stress that diversity is a good thing, and that it should be celebrated.

2. A Day in the Life of....

Resources needed: Clive the Panda and Jess the Little Girl stories (pages 24 – 25)

Outcomes:

- *I can describe ways in which people are different from one another*
- *I can describe why diversity is a positive thing*

Introduction: Introduce the idea that we are all different from each other.

Main Activity:

Students to be split into two groups. One group to be given the story of a day in the life of a panda, the other to be give the story of a human child (Jess). Following the stories:

- Make a list of the variety of things that Clive and Jess had eaten that day.
- Make a list of the variety of activities that Clive and Jess had done that day.
- Compare the lists. Are they different?

Reflection:

- Who had the best and worst days? Why?
- Are you more like Clive or like Jess?
- Why is diversity interesting?

3. Diversity in Families:

Resources needed: 32 Different families cards (pages 26-41)

Outcomes:

- *I can describe ways in which families can be different from one another*
- *I can explain why diversity between families is positive*

Guidance Note:

Care has been taken in the family cards to be inclusive of Looked-After Children as well as other forms of family diversity. It is important to remember to be inclusive with language when delivering this session e.g. not to assume that children live with their parents, or that all children live with parents of the opposite sex.

Introduction: Explain that one aspect of diversity is the families that people come from.

Main Activity: Give each student a family member card (or more than one if there are not many young people in the class). Ask them to draw a face onto their family member/s and decorate their card. Then, ask students to find, and sit with, their 'family' using the clues given on the cards.

Reflection: When students are sat with their 'families', look together, and reflect on, how different all of the 'families' are. Stress that it doesn't matter who is in a family, but that the important thing is that families care for one another, whoever they are.

Additional Discussion Questions/Extensions:

- Drama/role play activity. Give the children 10 minutes to role play their 'family' in character. They can then go and meet other families and introduce themselves.

Respect Activities

1. Respect Definition Game:

Resources needed: *Respect definition (copied and cut up into individual words) (page 42)*

Outcomes:

- *I can explain what 'respect' means*

Introduction:

Explain to students that, linked to celebrating diversity, is having **respect** for diversity.

Main Activity: Students to work together to put words into order to form a definition of respect. The definition is **"to show consideration for other people"**.

Reflection: Stress how important it is to show consideration for other people, and ask pupils to list ways of doing this. Responses could include thinking about the words we use and what we say, and how disrespectful ways of speaking can hurt others.

2. Respect Charades:

Resources needed: *Respect charades cards (page 43)*

Outcomes:

- I can demonstrate ways to show respect to others

Introduction:

Set some ground rules for the game (watch and listen, take turns etc) and explain what will happen. The charades can happen individually or in groups.

Main Activity:

Students to consider the many different ways in which we can show respect to other people. Students to be invited to pick a card that shows how people can show respect to others and act this out for the class to guess.

Reflection: Can the class think of other ways we can be respectful to other people?

Activities on Bullying

1. Is this Bullying?

Resources needed: *Bullying scenarios and "bullying, one-off incident and not sure" cards (pages 44-48)*

Outcomes:

- *I can describe what bullying is*
- *I can demonstrate ways in which not respecting diversity can lead to bullying*

Introduction:

Explain to students that they you are going to think about what can happen when people don't respect others or celebrate their differences, and the fact that this can lead to bullying.

Main Activity:

Ask students to get into groups and categorise scenarios as 'Bullying', 'One-off incident' or 'not sure' and place them on the cards with these headings. Look at some answers as a whole class and explore why students have placed them in which categories.

Reflection:

Ask students how they would define bullying. Explain that it is **"the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power"** (note: this definition may need to be simplified depending on your class).

2. Different types of bullying

Resources needed:

4 Types of Bullying cards and Different Groups Who Get Bullied cards (pages 49 - 57)

Outcomes:

- *I can describe different forms of bullying*
- *I can explain that some people may be bullied because they are 'different'*

Introduction:

Explain that there are 4 main types of bullying but don't say what they are.

Main Activity:

Hold up the picture cards one by one and ask students to guess the type of bullying from the picture held up (*they are: Physical, Verbal, Emotional and Cyber*).

Explain to students that bullying can also be targeted at anyone and for any reason. People who experience bullying are often those who are perceived by others to be "different".

Hold up the picture cards one by one and ask students to guess the reason that someone might get bullied that is connected to the picture. For each reason take time to explain words and check understanding.

Guide to type of bullying in pictures:

- 1.** Being a boy who loves other boys (homophobic/biphobic)
- 2.** Being a girl who does something that is seen as a 'boy thing' (gender-based/transphobic)
- 3.** Having a religion (religious discrimination)
- 4.** Being a boy who likes to wear 'girls' clothes (gender based/transphobic)
- 5.** Having a disability (disablist)
- 6.** Having a different skin colour (racist)
- 7.** Being a girl (sexist)

Reflection:

Has anyone ever seen or heard anyone be bullied for these reasons?

(Remind them not to name names). What could we do if we saw this happening in school? What are some positive and respectful ways to behave to someone that is different to you?

3. Verbal Bullying

Resources needed: Feelings/Reactions template (page 57)

Ask students to think of examples of verbal bullying, including things they may have seen or heard. Note answers on flipchart/smart board. Add example of **'that's so gay/ you're so gay'** if not suggested.

Ask students if they know what the word 'gay' means. Explain to them if they don't. (e.g. *'gay' means when someone loves someone who is the same gender as them; when a man loves another man or a woman loves another woman*).

Stress that 'gay' is not a bad word and does not mean 'bad'. Therefore, using the word 'gay' to mean something bad does not make sense. Explain that some children might have a gay family member or grow up to be gay themselves. Ask for suggestions about how it might make someone feel to hear the word 'gay' used as a negative word.

Ask students to split into groups or pairs to do one of the following activities of their choosing. Be aware that some children may not feel comfortable with both activities:

- **Role Play** – Give each group an object (e.g. pencil, chair, football). One person in the group to 'call' the object 'gay' (e.g. "That pencil is so gay"). Other people in the group practice challenging the person and explaining why they shouldn't use the word in that way/suggest alternatives. *Note: it is important to get across that the word 'gay' itself is not bad, only when used in a negative way.*
- **Feelings/reactions drawings** – groups to use the templates to think about how bullying would a) make the victim's body react e.g. shaking, sweating, racing heart, and b) what feelings the victim would be experiencing.

Work to be presented back to the whole class. Emphasise the impact bullying has on the victim and their life, as detailed through the emotions shared. Encourage students to reflect how bullying someone because they are different might make someone feel.

At the end of the lesson

- Leave an appropriate amount of time for students to ask any questions they might have. Provide an anonymous question box that is always available, for those who do not feel comfortable asking questions in front of the class.
- Explain to students that there are lots of organisations that offer further information and/or support around the topics covered in the lesson (see our information pack). Encourage students to speak to the lesson leader individually if they need any further information or support.



Resources

The following pages contain the resources to use in conjunction with Lesson Activities.

BINGO



Someone
who has a
sister

.....

Someone
who hasn't
got a sister

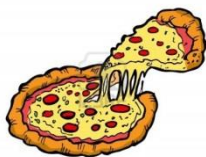
.....

Someone
who likes
pizza

.....

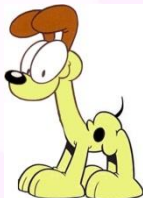
Someone
who
doesn't like
pizza

.....



Someone
who has a
dog

.....



Someone
who hasn't
got a dog

.....



Someone
who likes
football

.....

Someone
who
doesn't like
football

.....

Someone who has blue eyes 	Someone who likes maths 	Someone who has brown hair 	
Someone who doesn't have blue eyes 	Someone who doesn't like maths 	Someone who hasn't got brown hair 	Someone who plays an instrument Someone who doesn't play an instrument

A day in the life of Clive the panda

Once upon a time, there was a panda named Clive. He lived in Edinburgh Zoo. Every morning, the grumpy zoo-keeper, Keith, would arrive to give Clive his breakfast of bamboo. After breakfast, Clive would wander around his garden and smile nicely at all of the people who came to see him. At lunchtime,



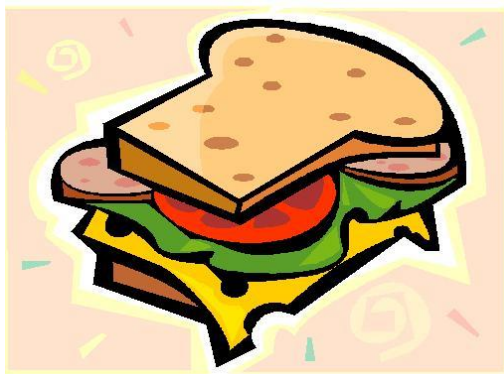
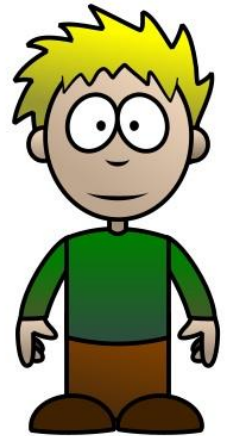
Keith would come back with more bamboo for Clive's lunch. Clive went over to say hello to Keith, but Keith didn't want to talk and walked away. After lunch, Clive wandered around his garden

again and smiled at more visitors. Keith came back at 5pm to give Clive yet more bamboo for his tea. He had bamboo again for supper at 8pm then went to bed, where he dreamed of the bamboo he would be having in the morning for breakfast.



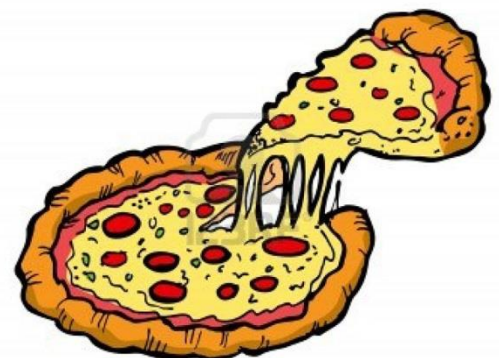
A day in the life of a girl named Jess

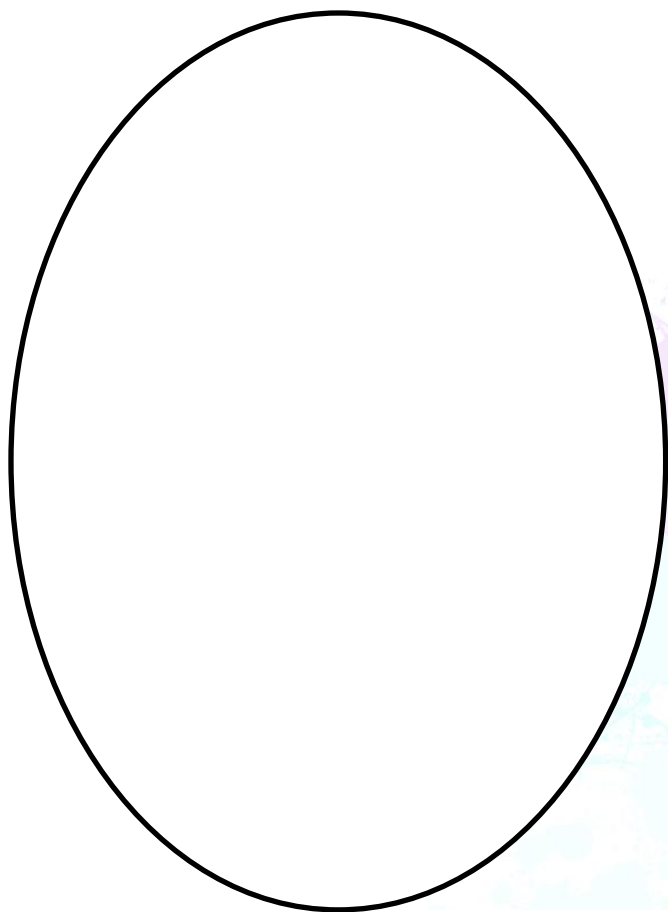
Once upon a time there was a girl named Jess. She was 8 years old. One day, in the school holidays, Jess got up and had cornflakes for breakfast. They were her favourite! After breakfast, Jess went outside to play with her friends. They had lots of fun playing football and riding their bikes. At lunchtime, Jess went inside and had a sandwich, a packet of crisps and an apple. After lunch, Jess's big



brother took her to the park, where she enjoyed playing on the swings and slides. When she got home, Jess had her favourite tea ever.....pizza! After

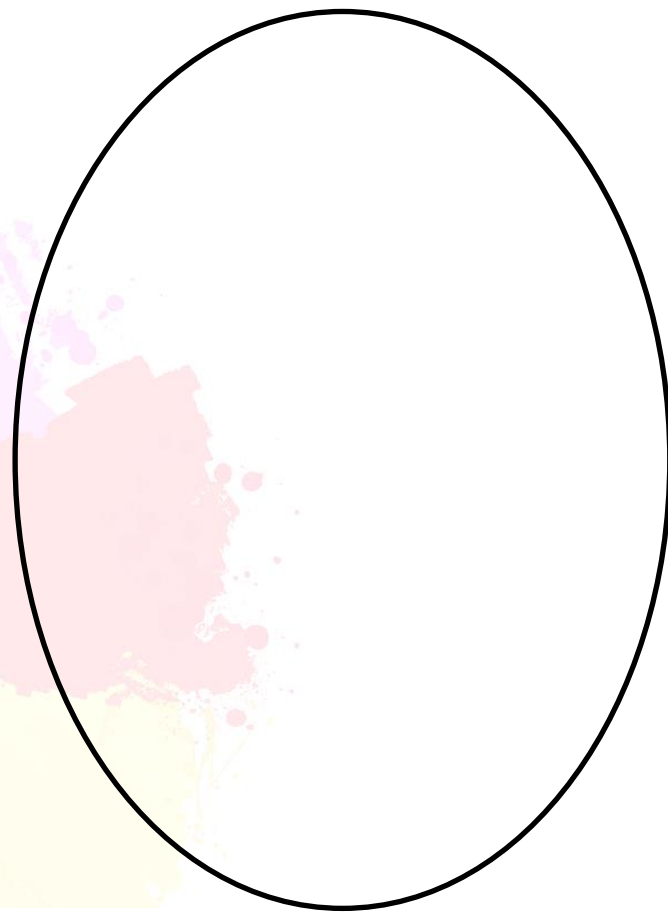
tea, Jess played on her computer for a while then watched TV with her family. She had a banana and a glass of milk for her supper at 8pm then went to bed, where she dreamed of all the exciting things she would do tomorrow.





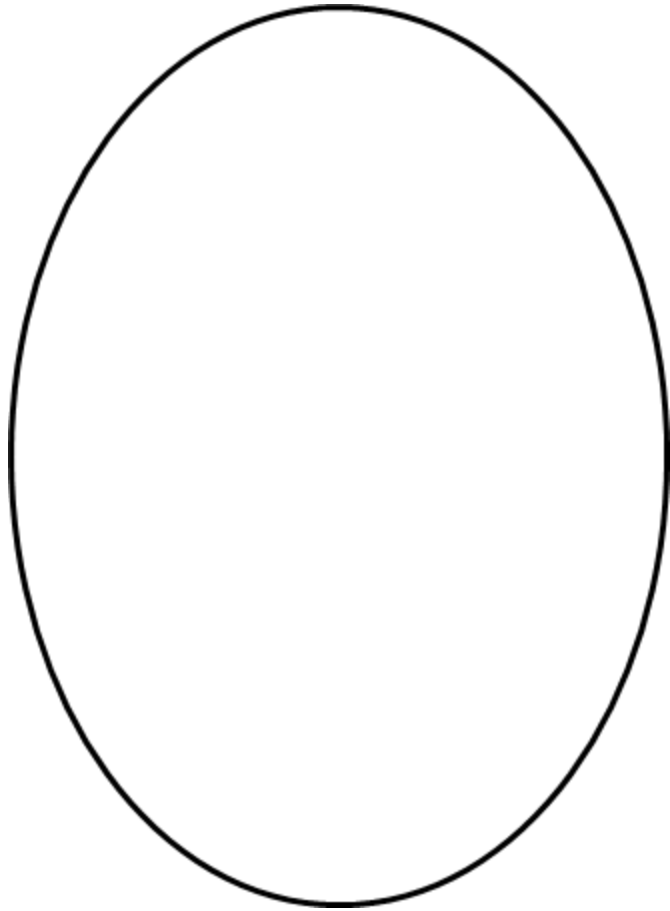
Jane

- My partner's name is Fred.
- My son's name is Jack.



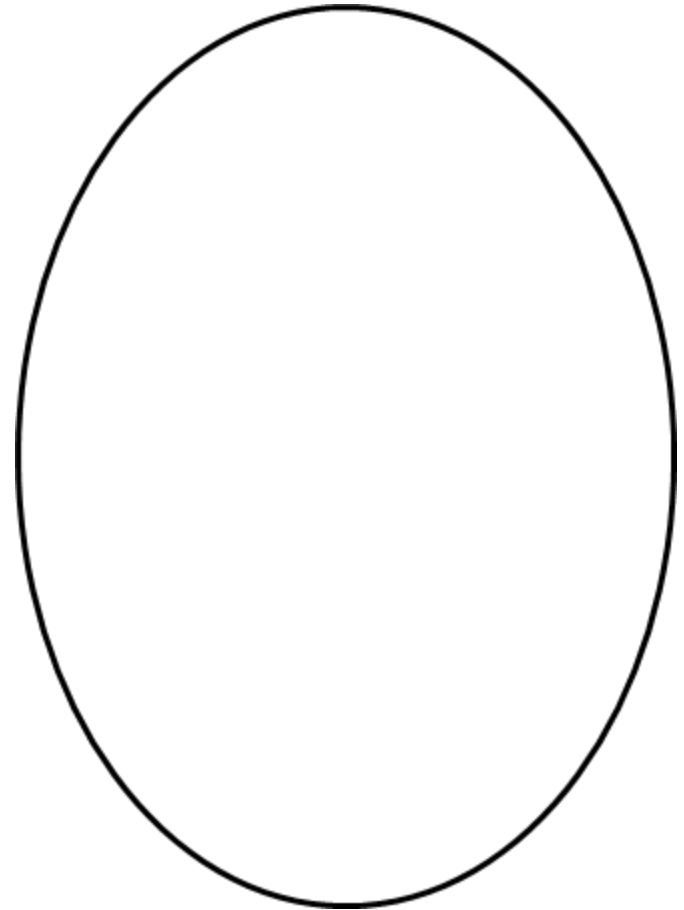
Fred

- My partner's name is Jane.
- My son's name is Jack



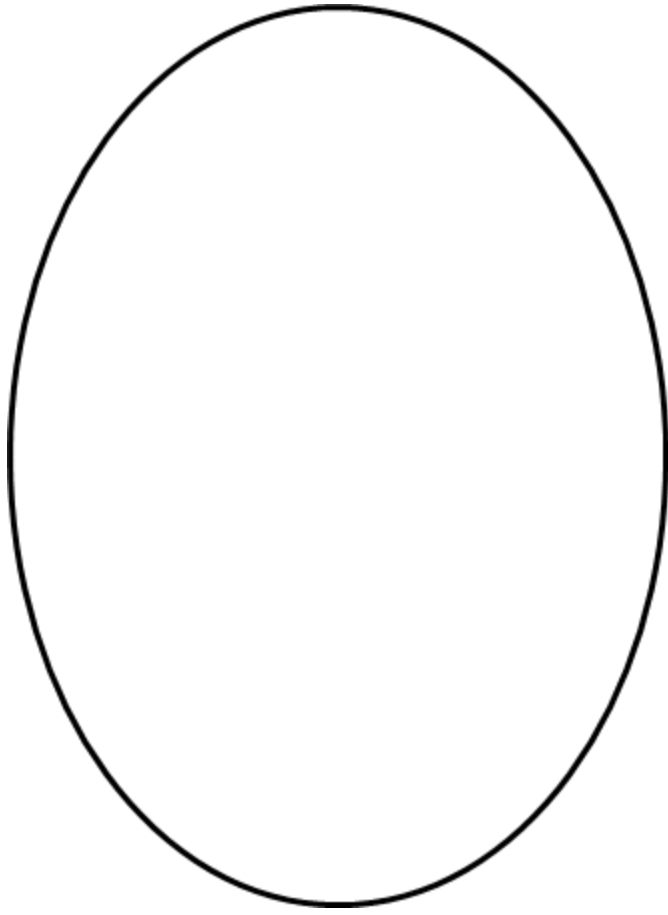
Jack

- My mum's name is Jane.
- My dad's name is Fred.



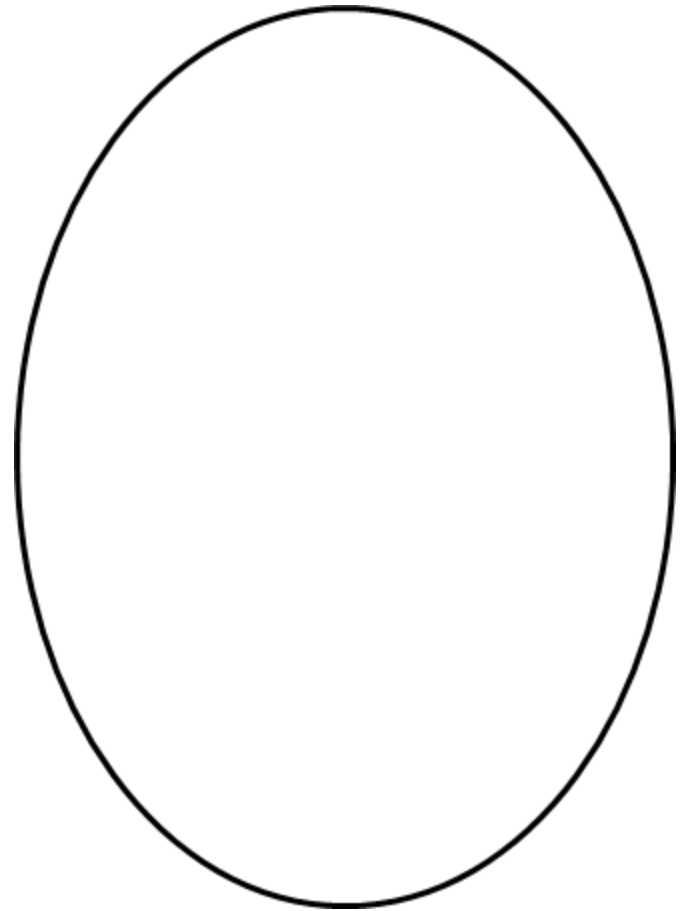
Daniel

- My partner's name is John.
- My son's name is Sam.
- My daughter's name is Daisy.



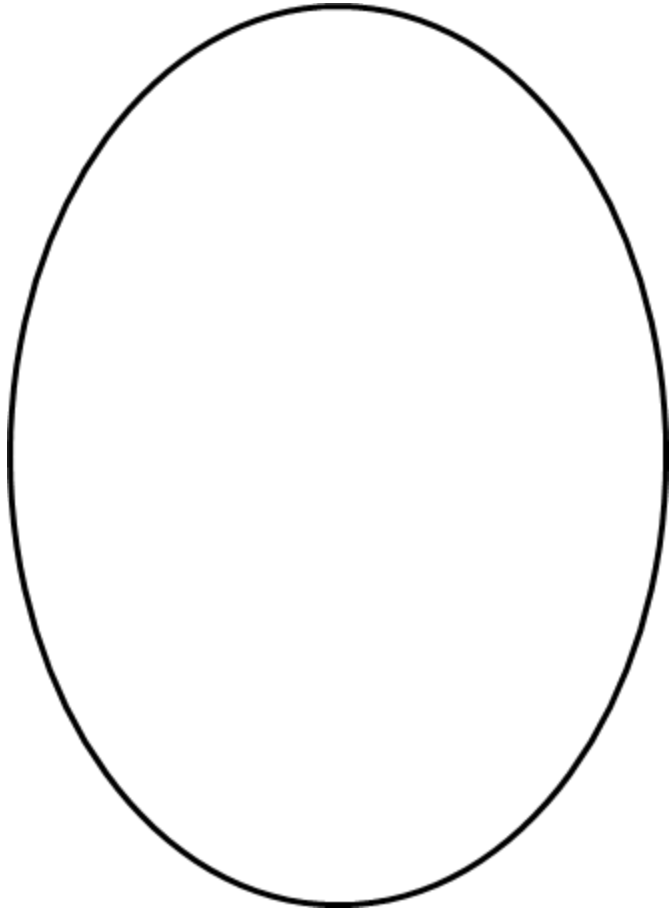
John

- My partner's name is Daniel.
- My son's name is Sam.
- My daughter's name is Daisy.



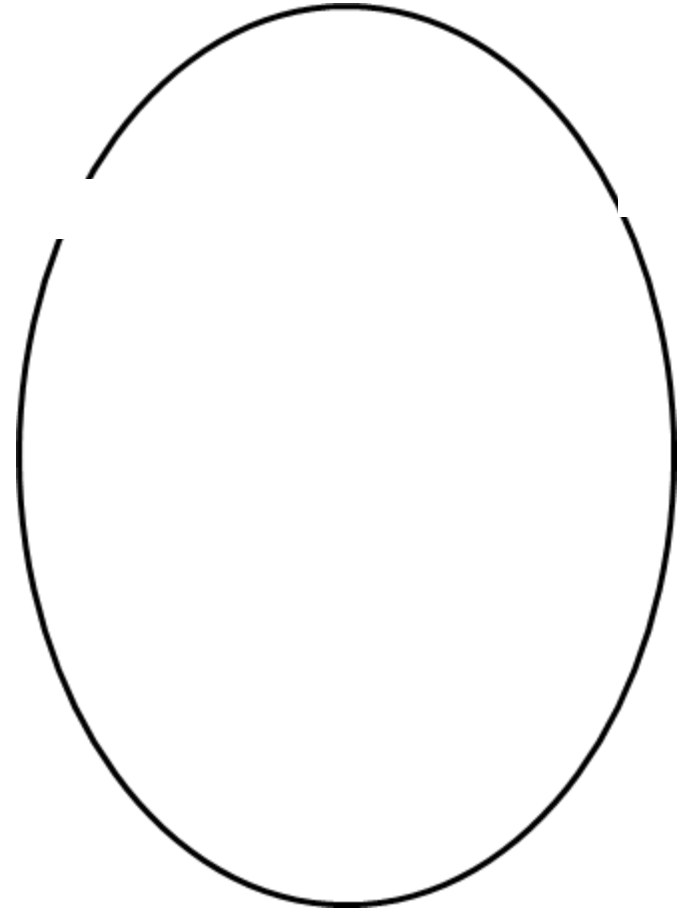
Sam

- My dads' names are Daniel and John.
- My sister's name is Daisy.



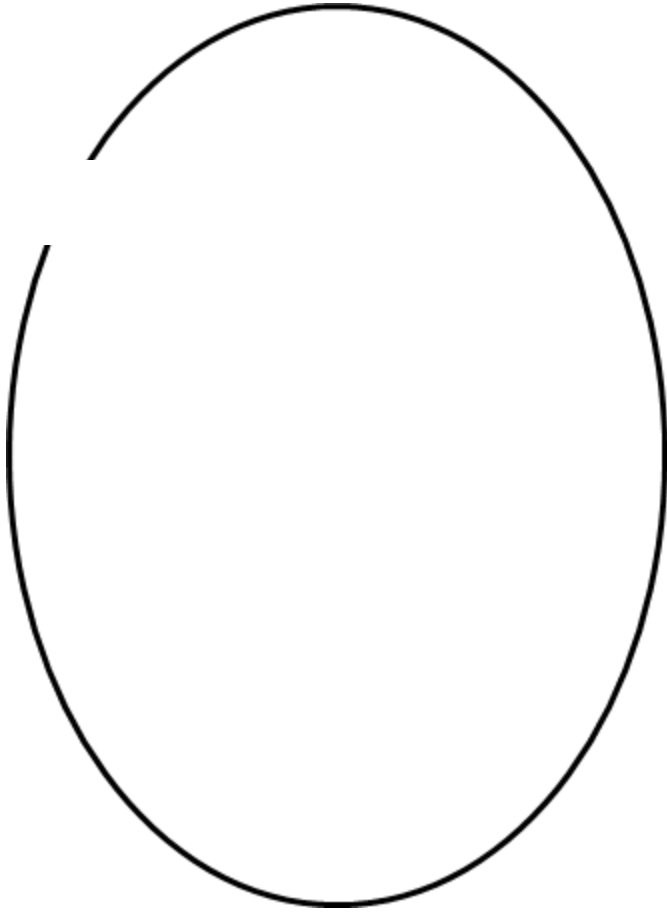
Daisy

- My dads' names are Daniel and John.
- My brother's name is Sam.



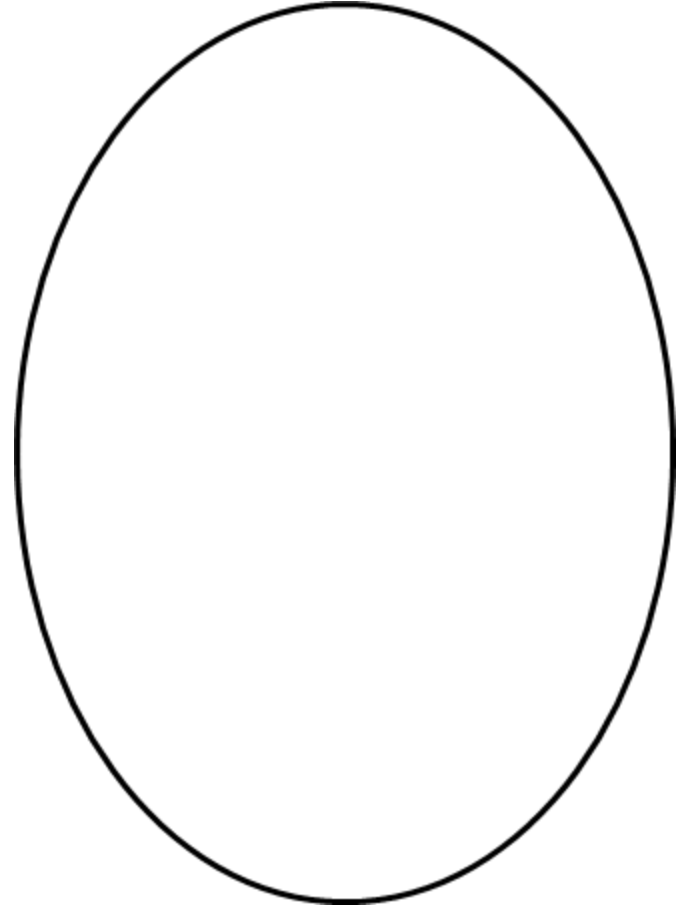
Yasmeen

- My husband's name is Hasan.
- My granddaughters' names are Maryam and Ifrah.



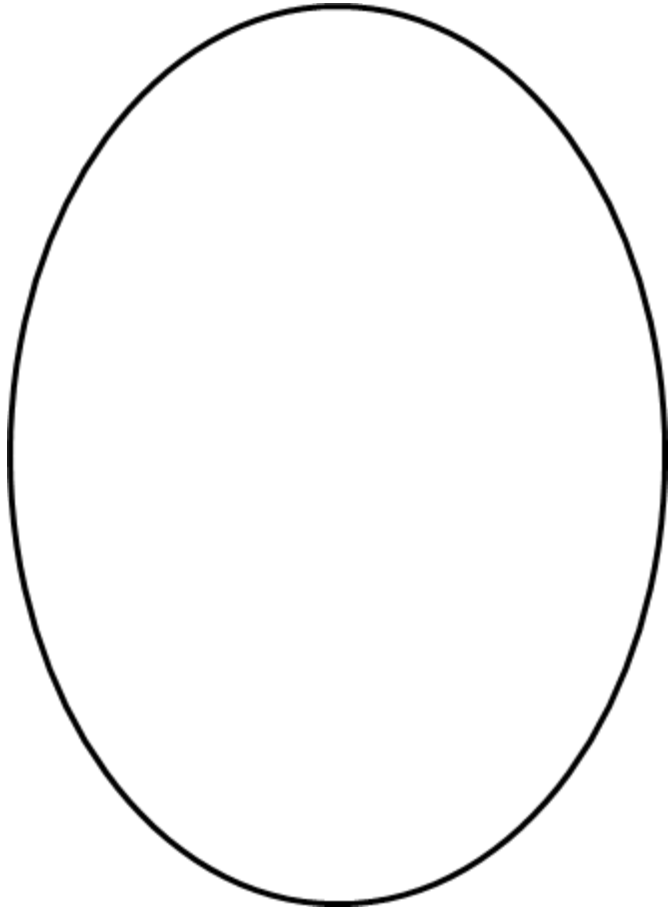
Hasan

- My wife's name is Yasmeen.
- My granddaughters' names are Maryam and Ifrah.



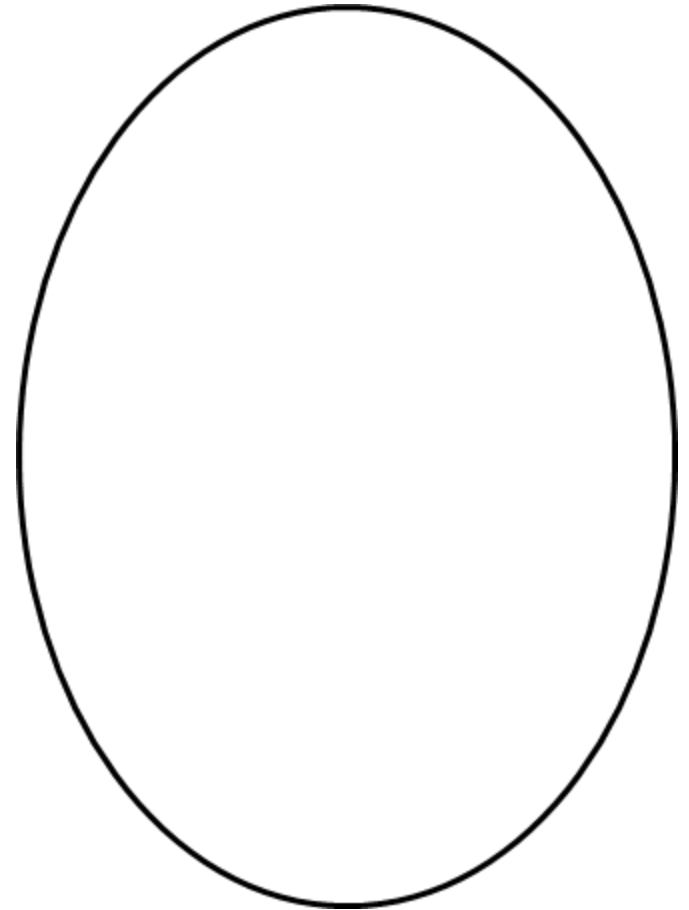
Maryam

- My granddad's name is Hasan.
- My grandma's name is Yasmeen.
- My sister's name is Ifrah.



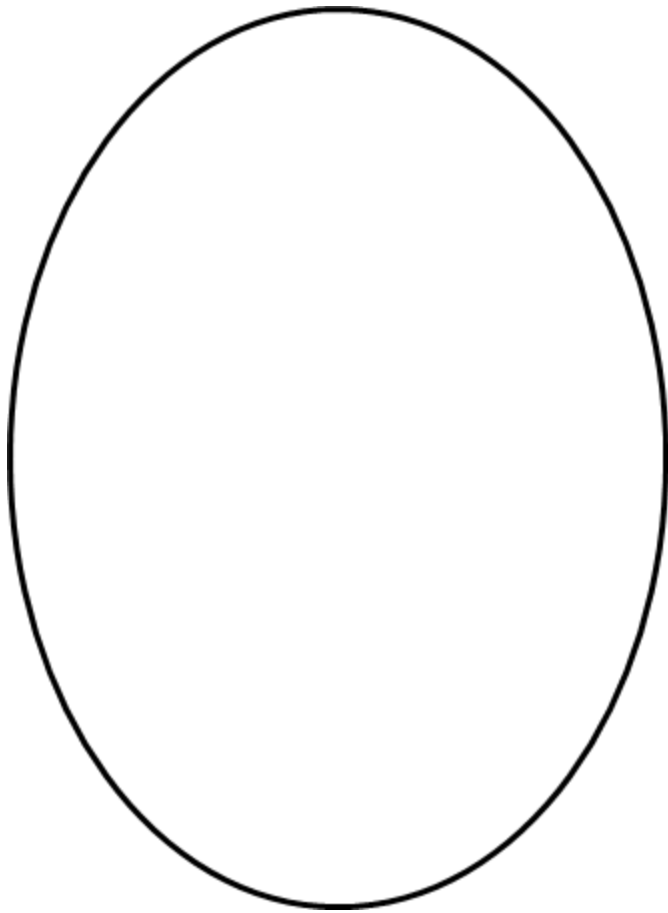
Ifrah

- My granddad's name is Hasan.
- My grandma's name is Yasmeen.
- My sister's name is Maryam.



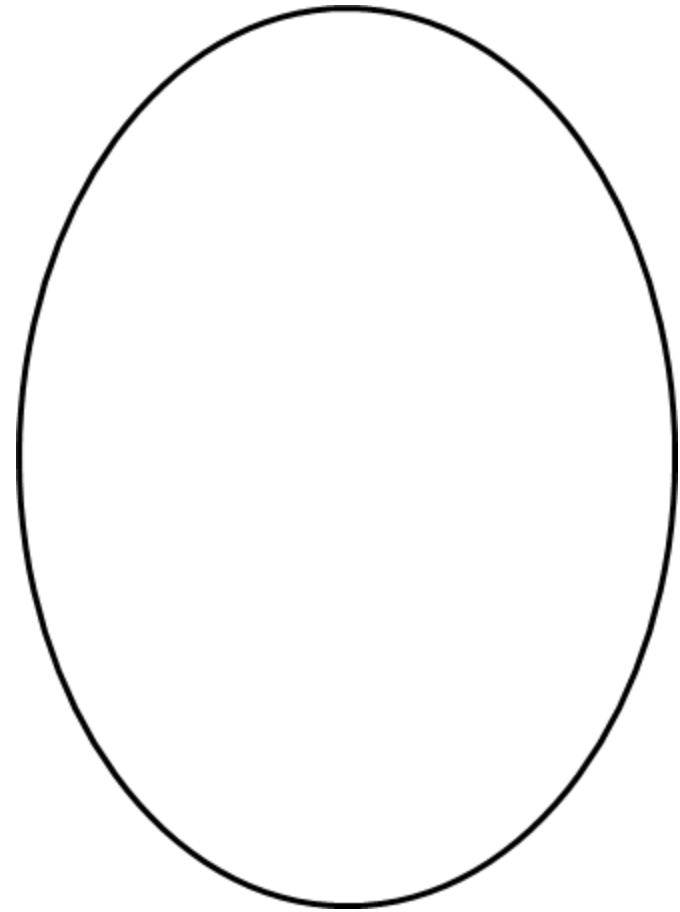
Laura

- My partner's name is Katie.
- My son's names are Tom and Harry.
- My daughter's name is Jade.



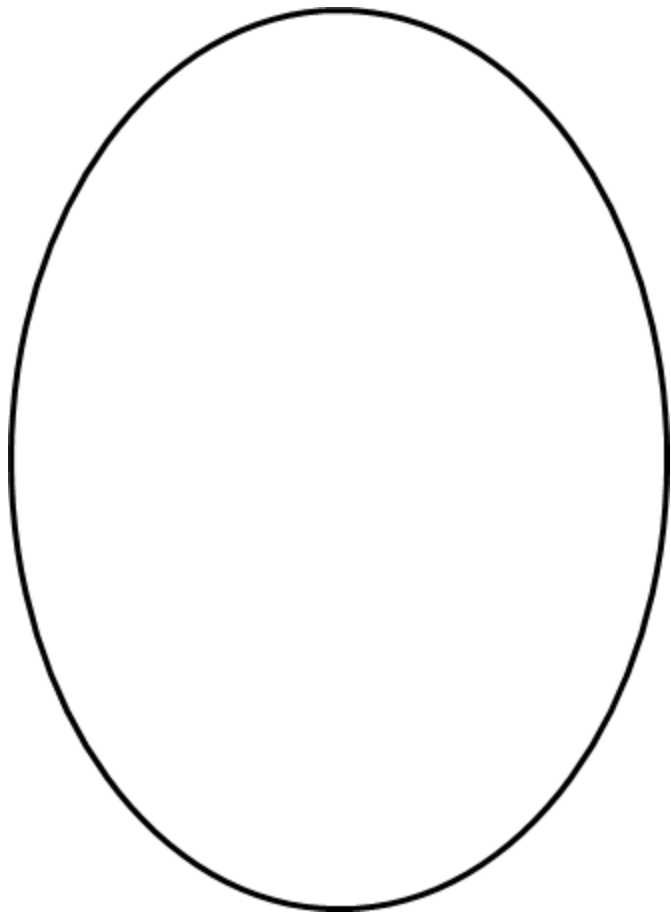
Katie

- My partner's name is Laura.
- My son's names are Tom and Harry.
- My daughter's name is Jade.



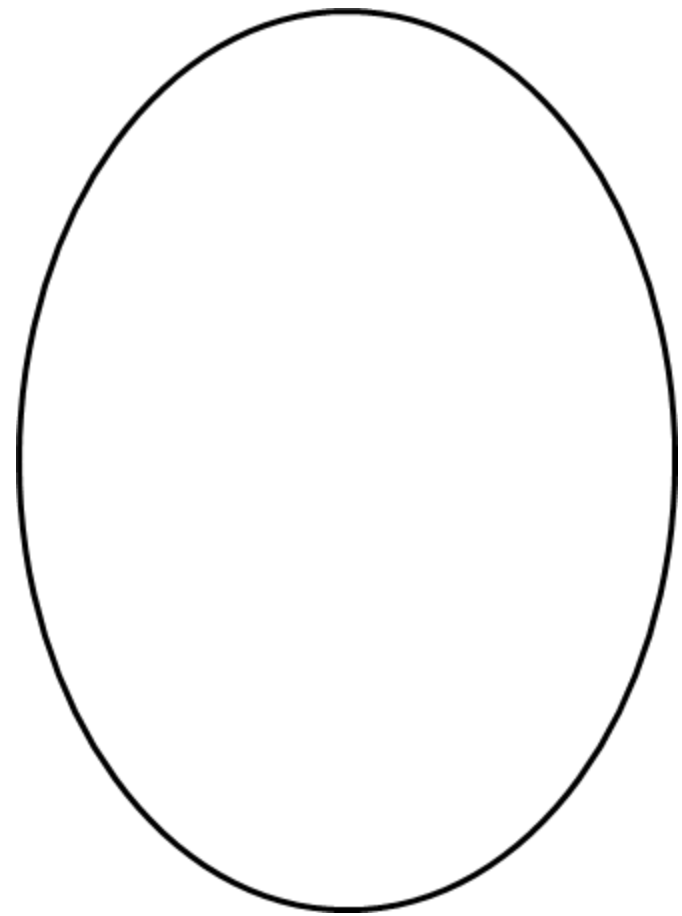
Tom

- My mums' names are Laura and Katie.
- My brother's name is Harry.
- My sister's name is Jade.



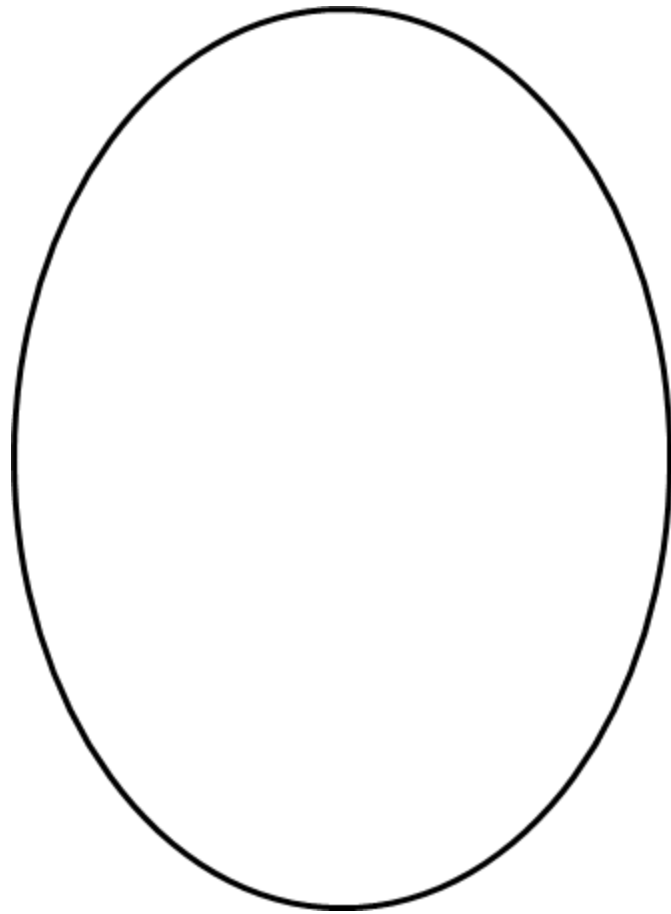
Harry

- My mums' names are Laura and Katie.
- My brother's name is Tom.
- My sister's name is Jade.



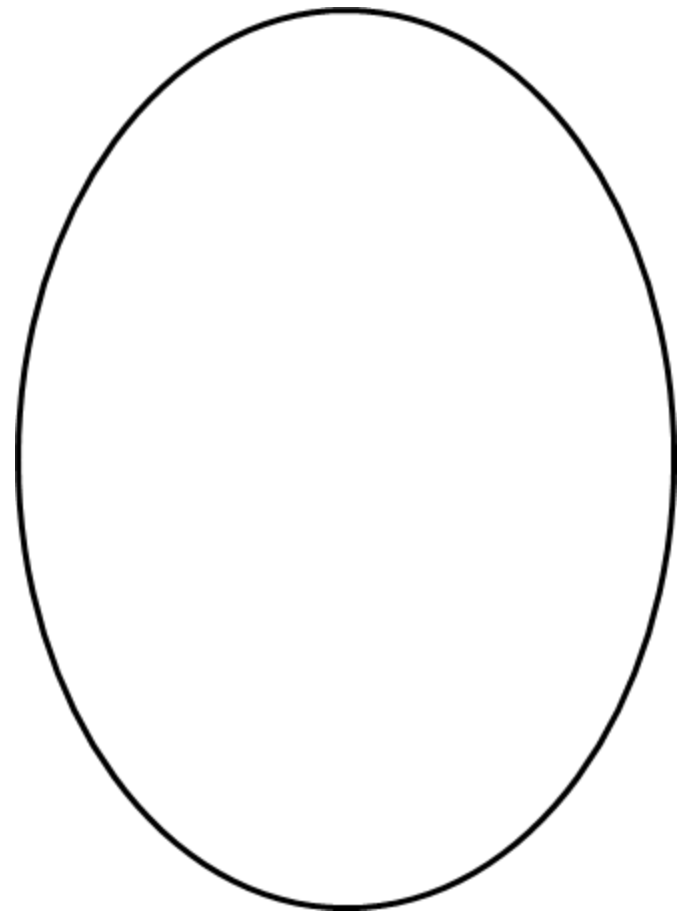
Jade

- My mums' names are Laura and Katie.
- My brothers' names are Tom and Harry.



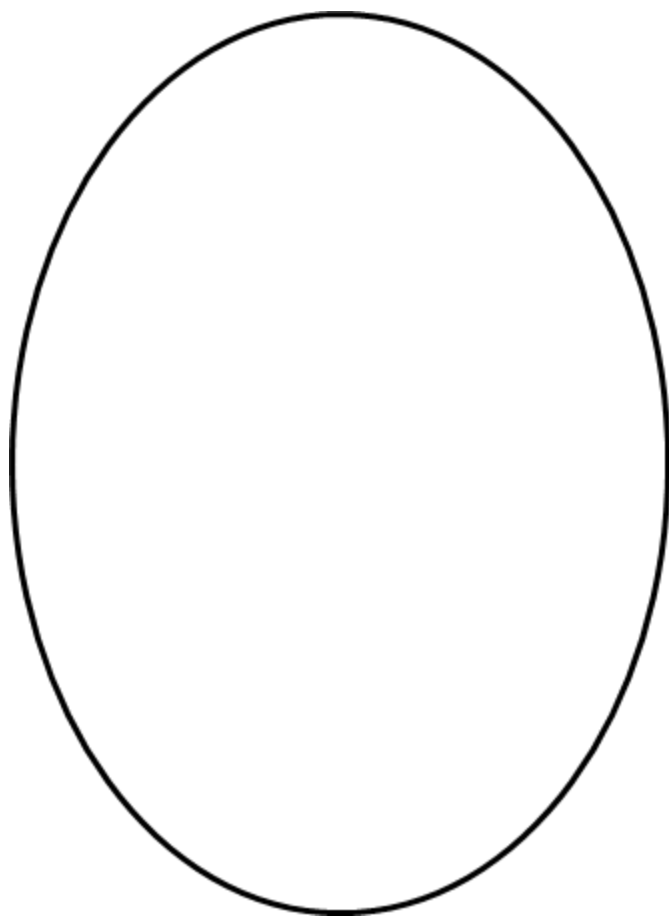
Deeta

- My partner's name is Alec.
- My foster sons' names are William and Lewis.
- My daughter's name is Violet.



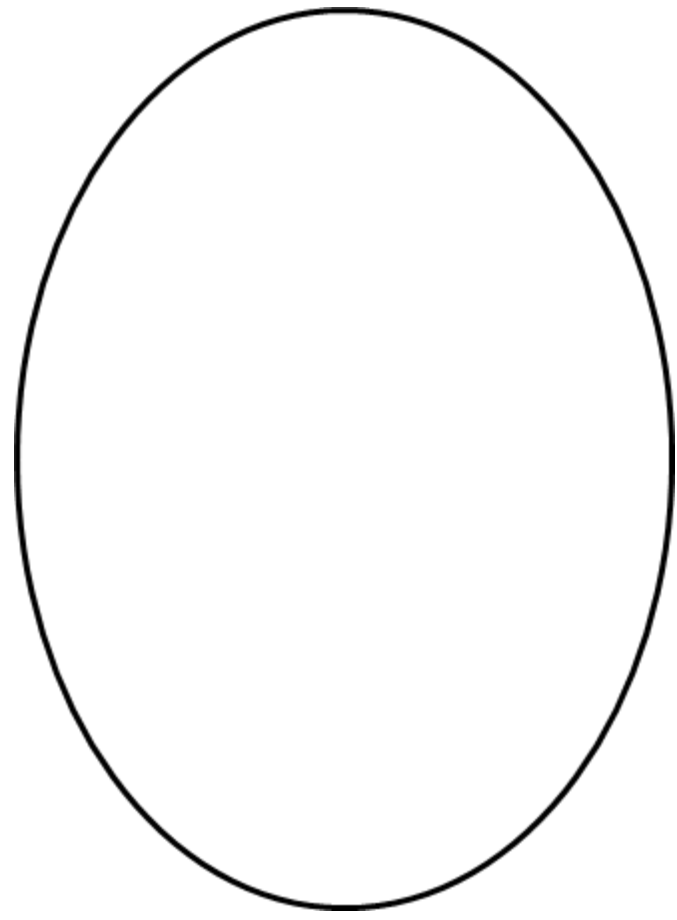
Alec

- My partner's name is Deeta.
- My foster sons' names are William and Lewis.
- My daughter's name is Violet.



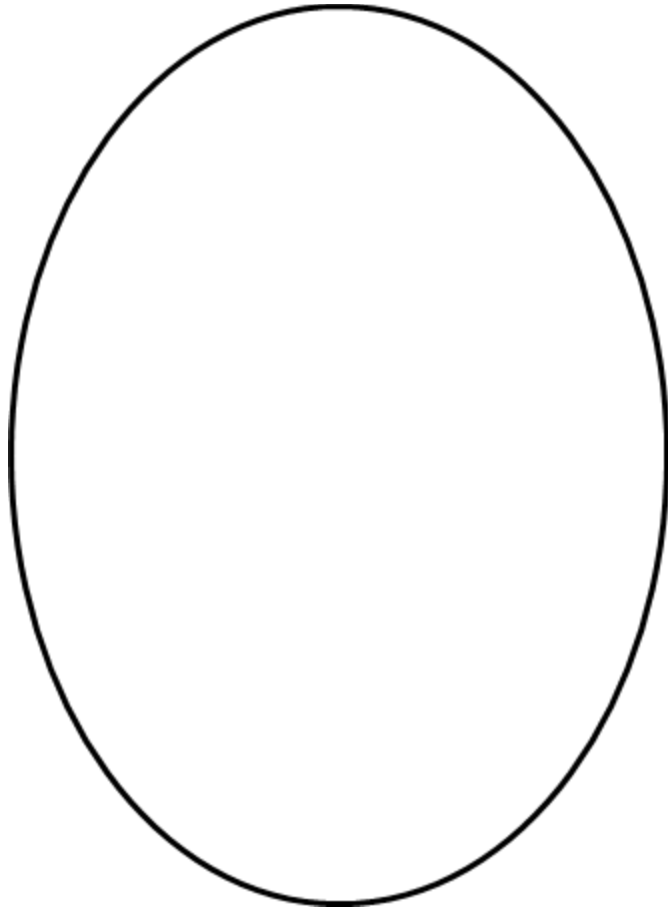
Lewis

- My foster mum's name is Deeta.
- My foster dad's name is Alec.
- My brother's name is William.
- My foster sister's name is Violet.



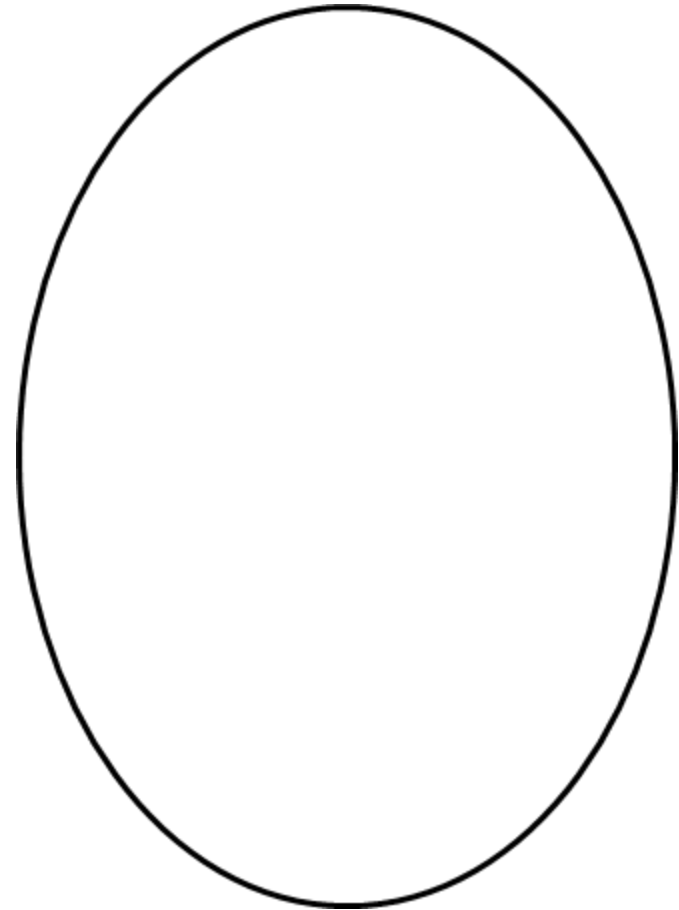
William

- My foster mum's name is Deeta.
- My foster dad's name is Alec.
- My brother's name is Lewis.
- My foster sister's name is Violet.



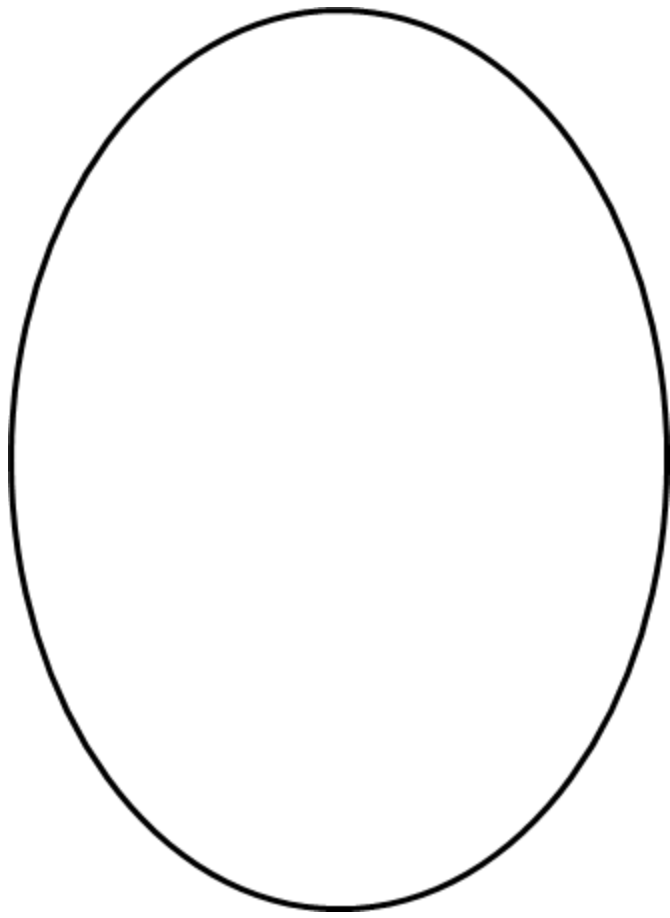
Violet

- My mum's name is Deeta.
- My dad's name is Alec.
- My foster brothers' names are William and Lewis.



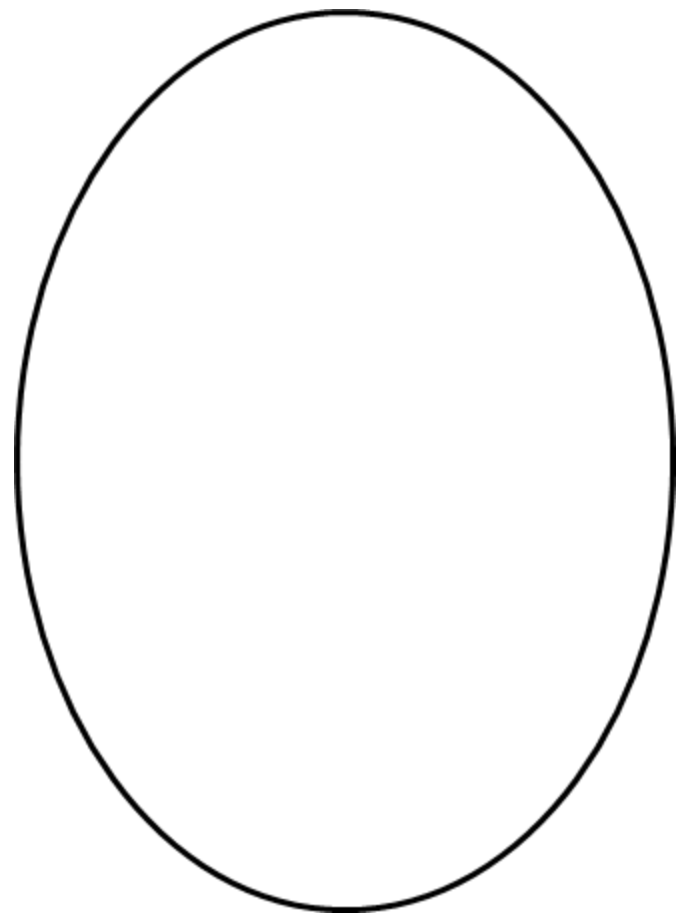
Jess

- My husband's name is Lee.
- My daughter's name is Grace.
- My stepson's name is Noah.



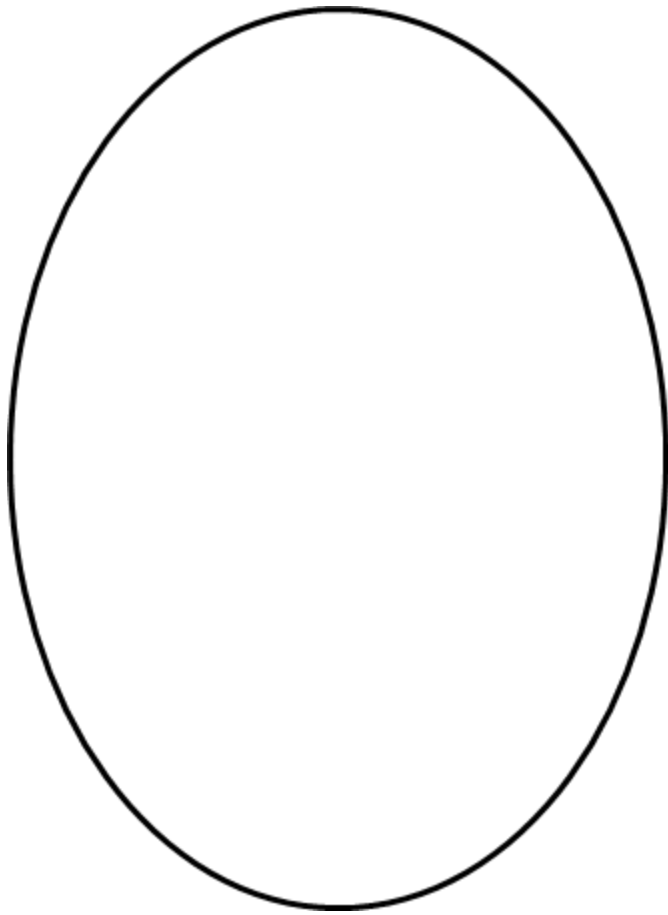
Lee

- My wife's name is Jess.
- My son's name is Noah.
- My stepdaughter's name is Grace.



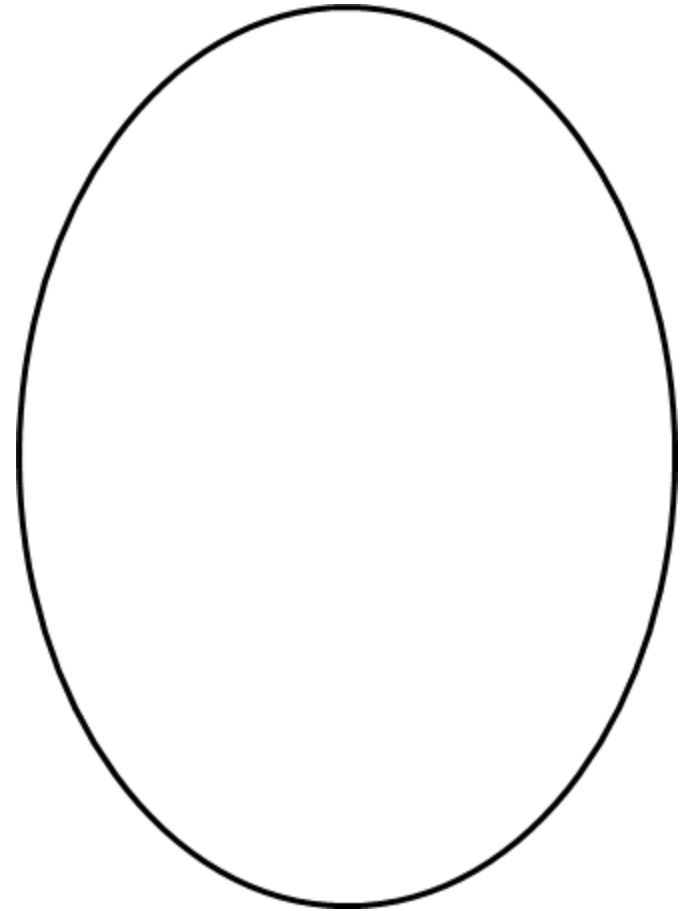
Grace

- My mum's name is Jess.
- My stepdad's name is Lee.
- My stepbrother's name is Noah.



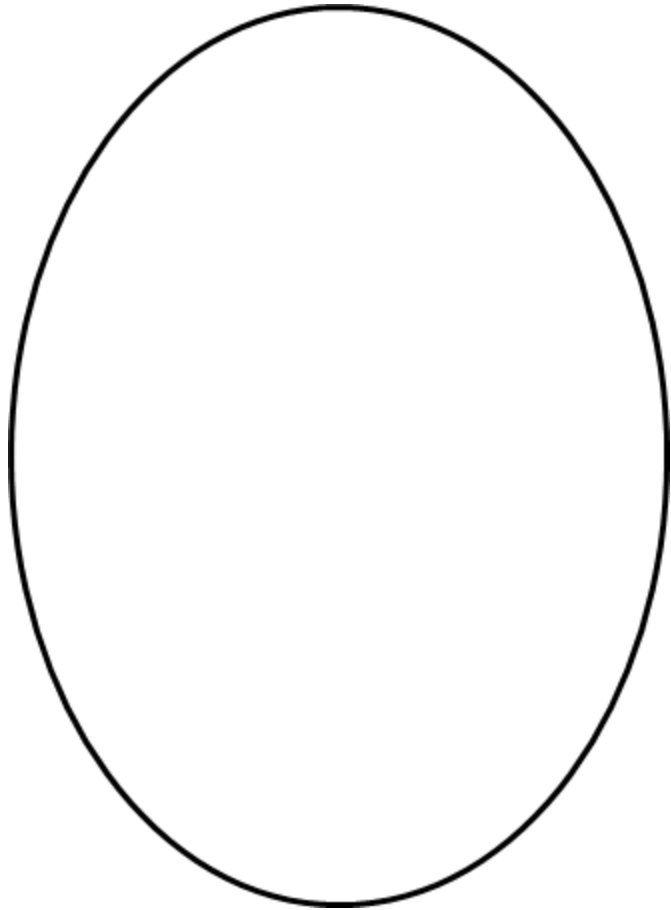
Noah

- My dad's name is Lee.
- My stepmum's name is Jess.
- My stepsister's name is Grace.



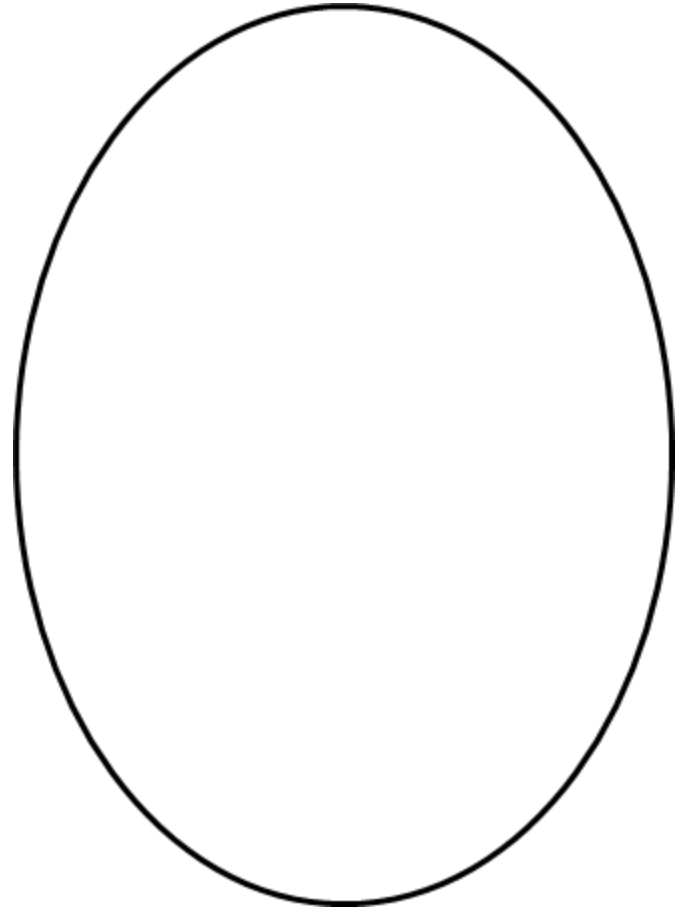
Carolyn

- My sons' names are Billy and George.



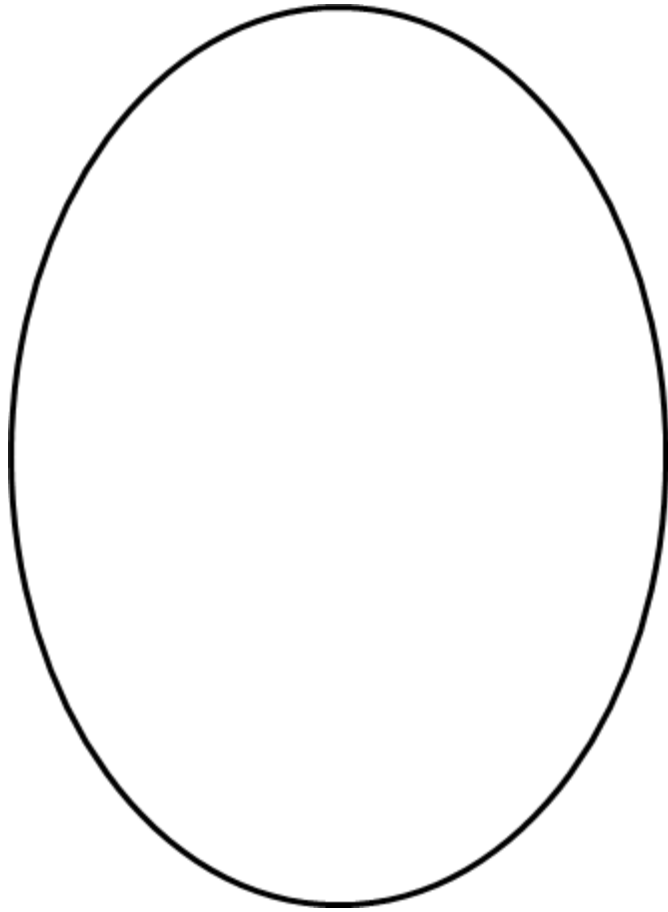
Billy

- My mum's name is Carolyn.
- My brother's name is George.



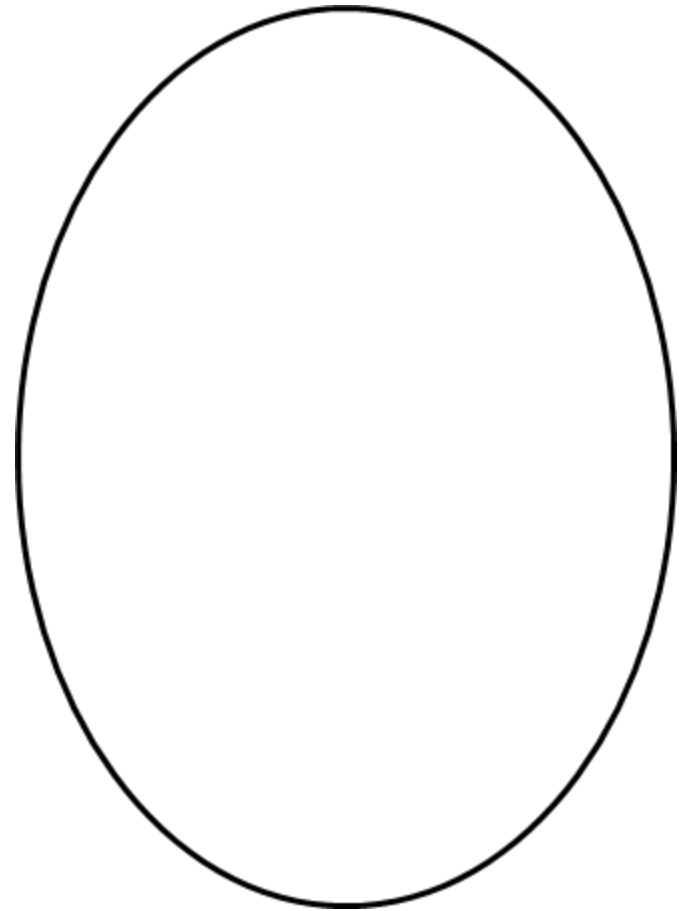
George

- My mum's name is Carolyn.
- My brother's name is Billy.



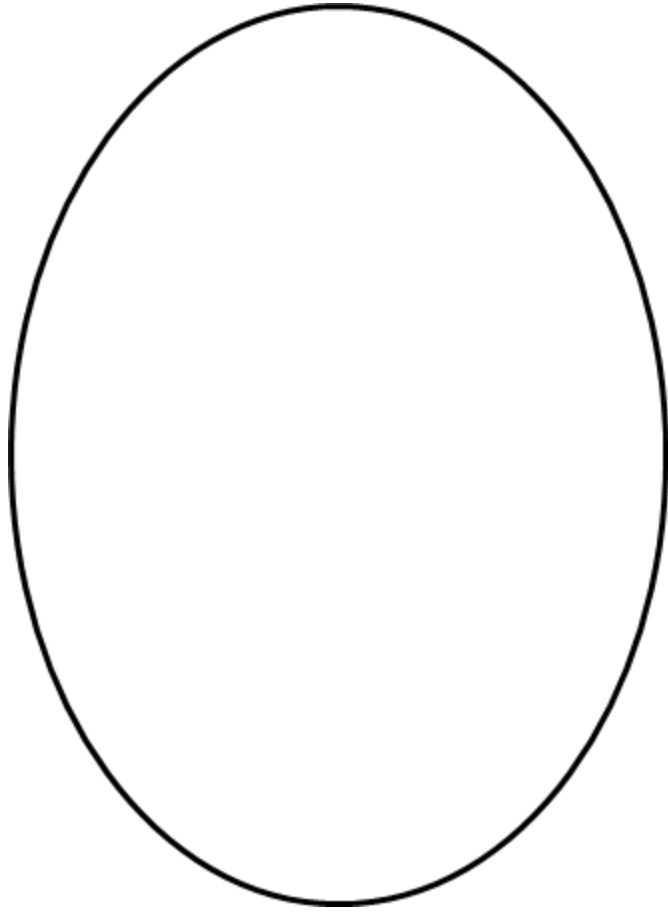
Vernon

- My daughter's name is Beth.



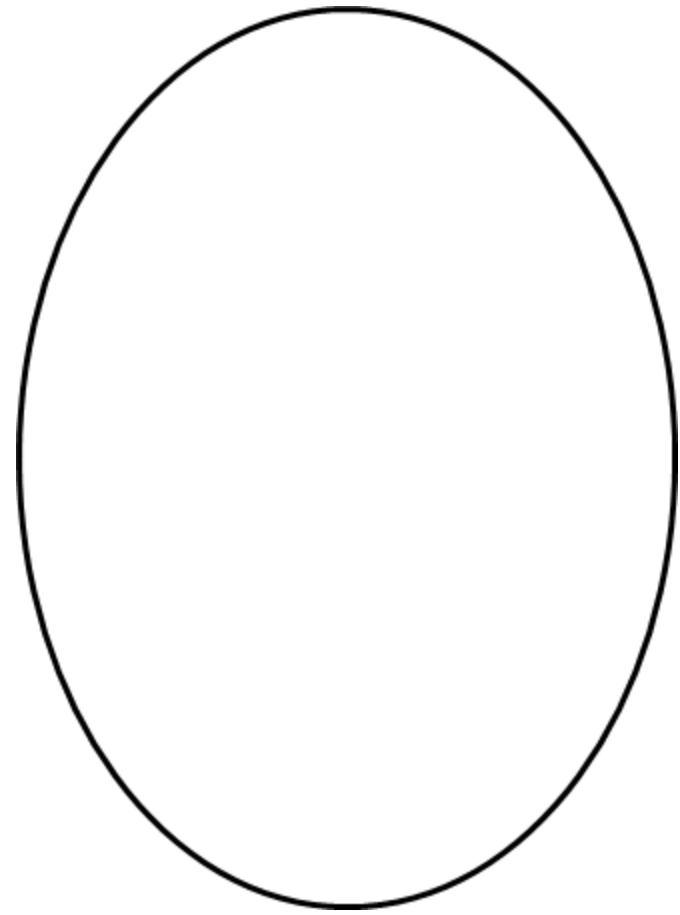
Beth

- My dad's name is Vernon.



Leo

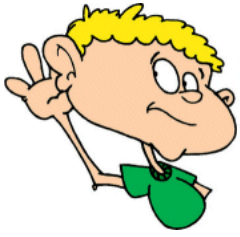
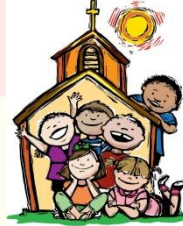
- My partner's name is Kerry.



Kerry

- My partner's name is Leo.

***To show
consideration
for other
people***

Holding the door open for someone in school 	Saying please and thank you 	Putting your hand up 
Listening when other people are speaking 	Being helpful at home 	Working hard at school 
Compliment / say something nice to someone  You're great!	Being kind to your friends 	Help someone with their work 

Liam has a quiet voice. The others in his class always shout 'Speak up' whenever he answers a question in class.

A year 5 group are playing football in the playground. Tyrone misses an easy goal and two children in the group call him 'gay'.

John's bag is thrown down the stairs by a group of older boys. This happens at least three times a week.

Emily finds a note in her bag saying 'Your mum is a thief'. She doesn't know who it is from.

Samina doesn't want to come to school. She has complained to her teacher that other children in her class keep giving her 'dirty looks'.

George has the nickname 'Jug Ears'. His teacher joins in with the joke on a school trip.

Tom and Leo get involved in a fight about the theft of Leo's watch. Leo punches Tom's nose and it starts to bleed.

Sam keeps getting a text message saying 'We hate you – get lost'. It comes from a different number each time.

Polina has just started in year 3 at a new school as she has moved from another country. She doesn't have a winter uniform yet. Some of the other children laugh at her summer dress.

Some children are making decisions about who is allowed to play on the football pitch and are stopping certain people from playing there.

A group of children in Kylie's class often comment on her old coat and shoes.

Robert, Shamah and Asif demand 50p each day from a group of younger children, and threaten to hurt them if they don't pay.



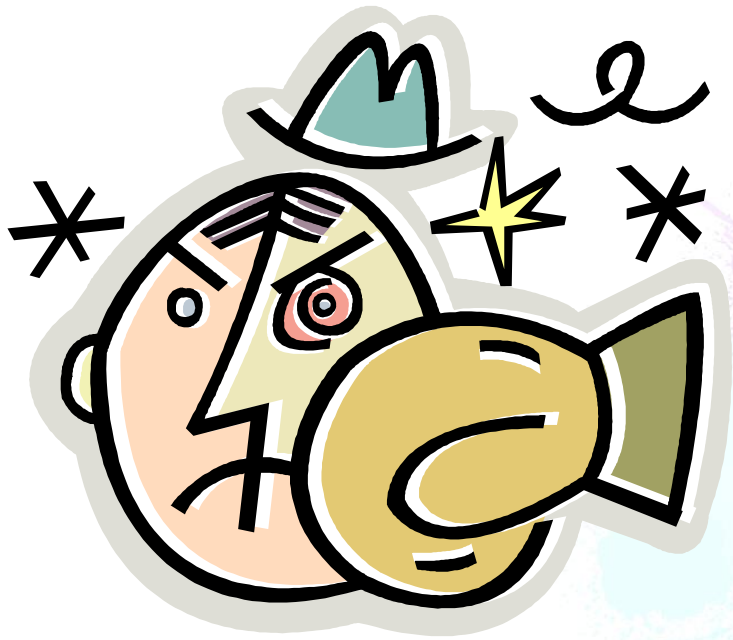
Bullying



One-Off Incident



Not Sure



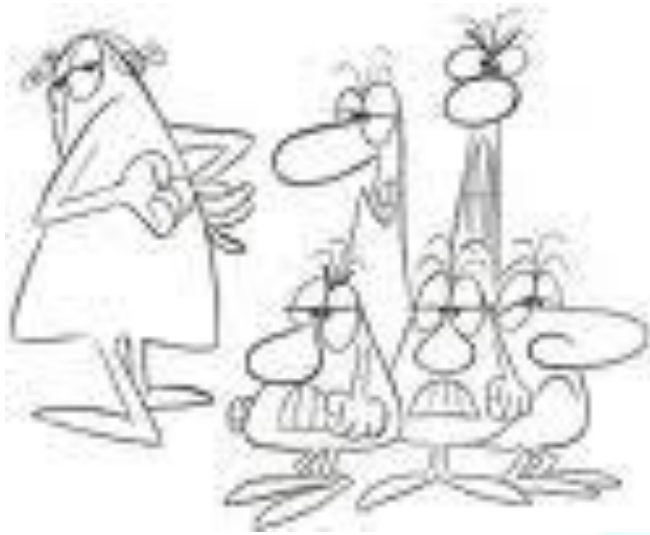
P h _ _ i _ _ l



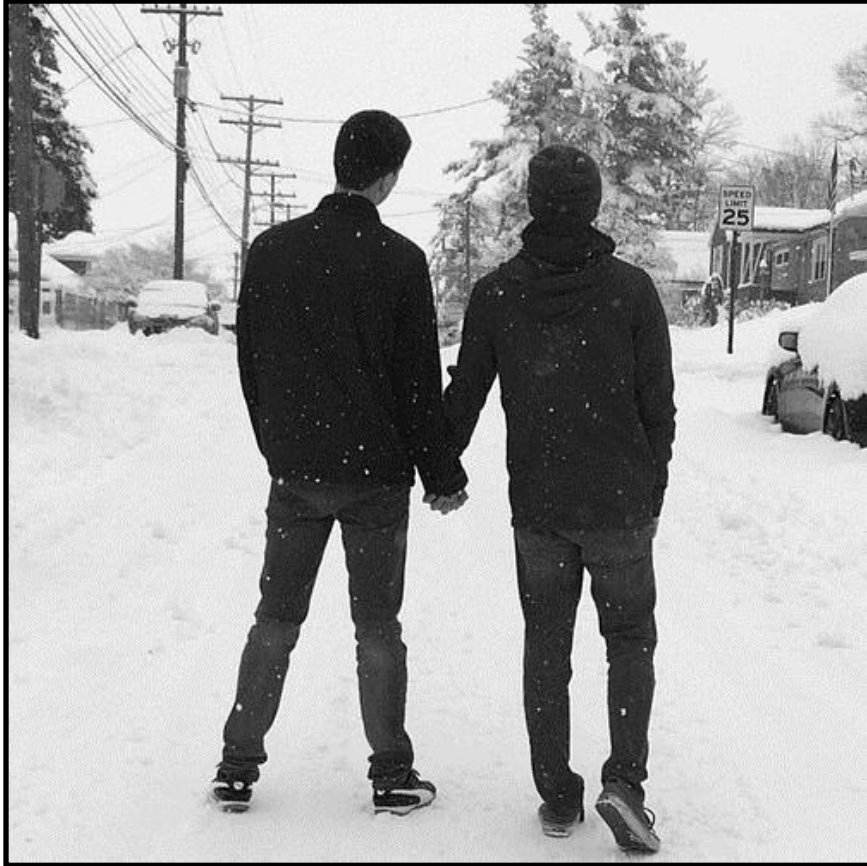
_ y b _ _



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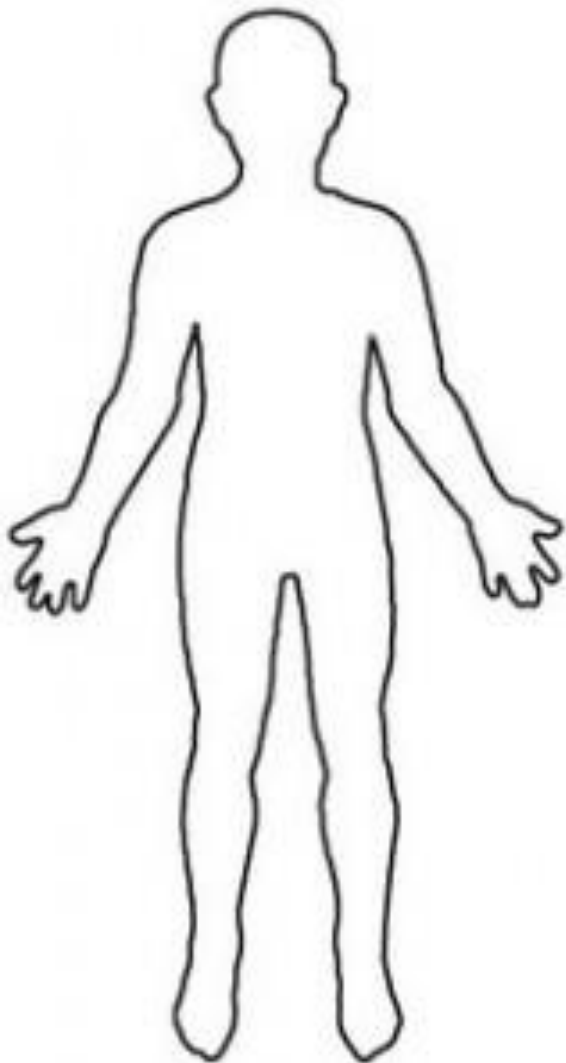






Bullying

Reactions



Feelings

