

**Make a  
NOISE  
about bullying**

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**#ANTIBULLYINGWEEK**

**Anti-Bullying Week 2015**

**Primary assembly and lesson plans**



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## **Introduction**

The Anti-Bullying Alliance is a coalition of organisations and individuals working together to stop bullying and create safe environments, in which children and young people can live, grow, play and learn. It was established in 2002 and is now hosted by leading children's charity, the National Children's Bureau.

The Anti-Bullying Alliance coordinates Anti-Bullying Week each November.

This year Anti-Bullying Week is from 16<sup>th</sup> – 20<sup>th</sup> November and is supported by Barclays. The theme is '**Make a Noise about bullying**'. The key aim is to encourage children and young people to make a noise about bullying, whether it's happening to them or to someone else, face-to-face or online. The aims of the week are:

- to empower children and young people to make a noise about bullying – whether it is happening to them or to someone else, face to face or online;
- to help parents and carers have conversations with their children about bullying – both as a way of preventing bullying, and to help children who are worried about bullying;
- to encourage 'talking schools' where all children and young people are given a safe space to discuss bullying and other issues that effect their lives, and are supported to report all forms of bullying;
- to equip teachers to respond effectively when children tell them they're being bullied; and
- to raise awareness of the impact of bullying on children's lives if they don't tell anyone it's happening – or if they are not given appropriate support – with a focus on the impact on mental health.

The Anti-Bullying Alliance has launched a short film, assembly, and lesson plans in support of the week that are suitable for primary and secondary schools. These assembly and lesson plans are designed to be flexible: they can be used across the week or as stand-alone activities during class time. The resources can also be adapted for use in other youth settings.

More information about **Make a Noise about Bullying** and Anti-Bullying Week can be found at <http://www.anti-bullyingalliance.org.uk/anti-bullying-week/>.

## **Anti-Bullying Week Primary School Assembly**

### **Assembly overview**

This assembly plan will help you to introduce the **Make a Noise about bullying** theme and Anti-Bullying Week. It will give pupils the opportunity to understand some of the effects of bullying on children, understand what bullying is and how they can report it. The assembly plan comes with four complimentary classroom activities that extend pupils understanding of the topic, providing engaging activities that can be delivered throughout Anti-Bullying Week and the rest of the year.

### **Resources**

- This Assembly plan enables teachers to follow a script and the PowerPoint presentation simultaneously.
- Assembly PPT features the Anti-Bullying Alliance **Make a Noise about bullying** campaign video.
- Four complimentary lesson plans to be delivered in the classroom.

### **Assembly script and slides**

You will need to download the primary assembly PowerPoint from our website which accompanies this assembly plan: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

#### **Slide 2:**

- While pupils are getting settled, display the slide and tell them that all these famous people have one thing in common – can pupils guess what it is?
- Once everyone is settled, take some ideas from pupils. Reveal the connection – they have all been bullied.
- Then, link to the next slide by explaining that their success is surprising because lots of people that are bullied find it hard to recover...

#### **Slides 3 – 5:**

- Conduct a true or false quiz with the whole group. It is up to you how you get answers from pupils – you could ask them to stand/sit, show hands, use thumbs up/down etc.
- Slide 3: 30% of 6-15 year olds have been bullied in the past year – TRUE. At this point you could ask a third of the room to stand up – this will show how significant this percentage is.
- Slide 4: Children are five times more likely to be bullied online than at school FALSE. Explain that this is a common misconception – the number of pupils bullied in school is far higher. That is why pupils and staff must work together to report and intervene with any incidents.
- Slide 5: 16,000 11-15 year olds are absent from school at any one time due to bullying – TRUE. Use this fact to emphasise how destructive bullying is to people's lives.

**Slide 6:**

- Play the campaign video.

**Slide 7:**

- Ask pupils to share the ways that being bullied might make someone feel –then ask how this might then effect them in their adult life – and explain that bullying impacts on confidence, self esteem.
- Ask everyone to close their eyes and visualise a scary place – a place where they would feel very unsafe. What noises can they imagine hearing? Each pupil picks one sound (e.g. screams, whistling wind, creaking doors, hooting owls etc.). You may need to give them some ideas, or take examples from pupils to help them along.
- Once pupils have a noise, they should close their eyes and all make their sound together to create a scary soundscape.
- Repeat the visualisation activity but this time imagine a happy and safe place. What do we want our school to be? What noises can they imagine hearing? Each pupil picks one sound (e.g. laughter, cheering, waves crashing, positive words and phrases etc.). You may need to give them some ideas, or take examples from pupils to help them along.
- If there are deaf children in the class they could take part in the activity by pulling an angry or a happy face. For children who might not be able to verbalise noises they could bang an instrument in an aggressive way and then in a happy/calm way.
- Once pupils have a noise, they should close their eyes and all make their sound together to create a happy soundscape.
- Remind pupils that 16,000 pupils are missing school at any one time because they are scared of bullying. Which place would pupils rather be? Why?
- Explain that to create a happy, fun and safe school that pupils want to attend every day, they need to feel confident enough to speak out about bullying when they see it.

**Slide 9:**

- Ask pupils if they know the difference between having fall outs and arguments with friends and being bullied? Ask pupils to think, pair and then share what the differences might be between arguments with friends and bullying. How would they describe bullying?
- Click to reveal the Anti-Bullying Alliance definition (adapted for Primary): Hurting another person, or group, on purpose, more than once. Bullying can involve using violence, words or ganging up to make another person feel helpless. It can happen face-to-face or through the Internet. How did this compare to their definitions?

**Slides 10 – 12:**

- Using the ABA scenarios on slides 9 – 11, ask pupils if they think it is bullying, not bullying, or if they need more information. There is a checklist on the slide to help them judge the scenario.

- Pupils can vote in a variety of ways – pick the best for your group e.g. standing/sitting, hands up/down, thumb up/down, using traffic lights in their pupil planner etc.
- Discuss the scenarios – what extra information might they need to decide if it is bullying or not?

**Slide 13:**

- Explain that making a noise about bullying means telling an adult when they see it *and* not just accepting it if they see their friends doing it. Pupils should be discouraged from joining in or laughing along.
- Finally, adapt the final slide to give specific information on how to report an incident. This might include questions around who, when, where, how etc.
- This is especially useful to year 6 pupils who should be encouraged, as the eldest pupils in the school, to look out for younger pupils.
- This is also a good opportunity to reaffirm what bullying is (on slide 9) and explain the consequences for those that bully others.
- You may also wish to include information about how to deal with bullying that is happening face-to-face, online, in school and outside of school so pupils can apply this to a range of situations.

## Anti-Bullying Week Primary School Lessons

You will need to download the primary lessons PowerPoint from our website which accompanies this lesson plan: <http://www.anti-bullyingalliance.org.uk/anti-bullying-week/resources/>. The following four sessions are 20-minutes long. They can be used to support lessons, used as single activities or combined for a longer session – depending on your school’s individual circumstances and pupils’ needs.

### Lesson 1 “listen and learn”

#### What you’ll need

- The **Anti-Bullying Week classroom presentation**
- Sticky notes
- **Storyboard templates** on page 11
- Whiteboard and whiteboard pens

#### Developing empathy – 5 minutes

- Before the start of the lesson, write a variety of emotions on sticky notes and put them in a hat. Once settled, ask for a volunteer to come to the front and pick a sticky note at random. Without speaking, they must communicate their emotion to the class, using gestures and facial expressions, so that the class can guess how they are feeling.
- Once you have completed this exercise with a few different pupils and emotions, ask pupils to reflect. Did they find this task difficult? How did they feel when they communicate their emotions verbally? Was it easy for the audience to guess?
- At this point, depending on the age of your class, you could introduce pupils to the word ‘empathy’ using the definition on slide 2 of the **Anti-Bullying Week classroom presentation**. Try to relate this to real-life experiences by providing examples of times when pupils might have experienced empathy, or had empathy shown to them.

#### Telling tales – 15 minutes

- Ask your pupils to think of examples of bullying stories from books, TV and films. Record ideas for situations and reasons on the board. Children may share their own experiences or the experiences of other children that they know. Make sure if this is the case that they are supported throughout and after the lesson with any emotions they have around the bullying and that they avoid using the name of any other child. You may want to play some clips, if you have these available.
- Divide pupils into groups of three – preferably with other pupils they feel at ease with. Challenge them to come up with their own story about a child that is being bullied and doesn’t tell anyone about it. Pupils should think about different types of bullying scenarios – for example on the way to and from school, in the classroom or through the internet. They should start by creating a spider diagram of their ideas using the storytelling prompts on slide 3 of the **Anti-Bullying Week classroom presentation**.

- Once pupils have come up with their main characters and storylines, ask them to sketch at least three key scenes, in a comic strip style, using the **Storyboard** on page 11.
- Collect the stories in and keep them for the next lesson.

## **Lesson 2 “look and see”**

### **What you’ll need**

- The **Anti-Bullying Week classroom presentation**
- Pupils’ completed **Storyboard** (see page 11)
- **Role on the wall** template on page 12
- Whiteboard and whiteboard pen

### **Role on the wall – 10 minutes**

- Give pupils their **Telling tales** comic strip story, from the previous lesson. Model how to complete a role on the wall, if pupils are unfamiliar, by using an example character from TV or film you identified earlier on.
- Then they should complete the **Role on the wall activity** on page 12 and slide 4 of the **Anti-Bullying Week classroom presentation**. To be successful in this task they must empathise with the main character (the target). By identifying the challenges their character(s) are facing they can start to imagine what they might be thinking and feeling inside.
- After they have finished, ask them to feed back some of the thoughts and feelings they identified in the centre of their ‘gingerbread’ figure. Identify any patterns or similarities – do all children that experience bullying feel the same, regardless of the type of bullying behaviour they are facing?

### **Make a noise – change the story! – 7 minutes**

- Now challenge pupils to change the story they have developed so that their character now decides to tell someone about what is happening to them. Who do they decide to tell? What happens as a result? What changes?
- Pupils sketch out a new storyboard, showing the new storyline, using a **Storyboard**, on page 11.
- Collect these storyboards and keep them for the next lesson.

## **Lesson 3 ‘take action’**

### **What you’ll need**

- The **Anti-Bullying Week classroom presentation**
- Sticky notes
- Students’ completed **Storyboard** (see page 11)

- Your school's anti-bullying policy or guidelines
- Cameras, tablets or phones
- Whiteboard and whiteboard pens

### **Anti-Bullying Super Heroes – 3 minutes (for year 6 pupils only)**

- This activity may require some preparation and adaptation to suit your pupils but is ideal for helping year 6 pupils take responsibility for their younger peers. They pledge to be 'a school super hero' (you may want to come up with a title that best supports your existing approach to tackling bullying in school), to let a teacher or adult know if they have seen any signs of children experiencing bullying, or behaviour that might make bullying more likely to happen (e.g. use of offensive language, pushing and shoving).
- Ask pupils to consider what signs they should be looking out for – relating these back to the activities they have completed (e.g. facial expressions, body language, listening to things that are being said etc.). You could co-write a pledge together, stating how they will be 'school school super heroes', which can be signed by all pupils.
- Pupils could come up with a plan of how they could be super heroes in their school and communities. What kind of ways could they support younger pupils? What about on the way to and from school? What about on the internet? What ways can they better support one another both inside and outside of school? They could come up with a super hero art display that shares all the way they can be every day heroes.

### **Make a noise – take action!**

#### **Intervention – 5 minutes**

- Make sure you inform pupils about your anti-bullying policy so they are aware of the practical and appropriate ways to seek help with a bullying situation. If your school does not have a policy, Anti-Bullying Week is the perfect time to review and redesign your anti-bullying policy with pupils and parents. The Anti-Bullying Alliance have developed a range of school assessment tools <http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools/>.
- Use the prompt questions on slide 5 of the **Anti-Bullying Week classroom presentation** to explore different scenarios that pupils might encounter so they understand how to deal with a bullying situation that are face to face, online, because of differences such as disability or race, in school and even outside of school. This is a great opportunity to explore your pupils' fears and clarify any confusion.

#### **Photo finish – 15 minutes**

- Now ask pupils to apply this understanding of how to deal with bullying to their new story idea, where their target now makes a noise about bullying. Are there any extra details they can include, based on their new understanding of school policy?
- If cameras are available, ask pupils to create a photo-story, this time showing their character "making a noise" about the bullying.

- Look at the photo stories as a class and identify how the stories changed from the original stories – where the main character kept silent. What actions were taken to resolve the situation? Which story had the best outcome?

## **Lesson 4 ‘make a noise’**

### **What you’ll need**

- The **Anti-Bullying Week classroom presentation**
- Paper (cut into round stepping-stones)
- Pens and paper for brainstorming
- Whiteboard and whiteboard pens

### **Stepping stones – 10 minutes**

- Using the question on slide 6 of the **Anti-Bullying Week classroom presentation**, reflect back on the learning throughout the week. Each pupil should write an idea for a small action on piece of paper. Each action and piece of paper will become a stepping-stone. Pupils must work together to create stepping-stones that will allow one pupil to get to the other side of the room. How many ideas and actions can they come up with? Which action will they perform themselves? This could be incorporated into the secret hero pledge from earlier, with pupils pledging their name against actions they wish to support.

### **Make a noise – express yourself! – 10 minutes**

- As a class, watch the Anti-Bullying Week **Make a Noise about bullying** campaign video on slide 7 of the **Anti-Bullying Week classroom presentation**. Use this, and the previous ‘Stepping Stones’ activity, as the creative stimulus to generate ideas for their own ‘make a noise campaign’ around school that tells younger pupils not to be afraid to ‘make a noise’ about bullying as well as giving practical advice on what to do to deal with a bullying situation.
- This could become a class project. For year 6 pupils especially, this would give them an opportunity to take real responsibility as the eldest in the school.
- Depending on the class and resources, this could include:
  - Fashion show with slogan T-shirts and tote bags
  - Photography and art exhibition
  - Film festival and filmmaking competition
  - School website articles and vlogs
  - A poster campaign to encourage making a noise about bullying
  - Raps, poems, songs with anti-bullying themes

- Cake bake with anti-bullying slogans

## Storyboard


# Role on the wall

