

Anti-Bullying Week 2023

MONDAY 13TH TO FRIDAY 17TH NOVEMBER

SECONDARY
SCHOOL
PACK

MAKE A
NOISE
ABOUT
BULLYING

ORGANISER

 ANTI-BULLYING
ALLIANCE

#ANTIBULLYINGWEEK



INTRODUCTION

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Anti-Bullying Week 2023 takes place from Monday 13th – Friday 17th November with the theme 'Make A Noise About Bullying'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau. This year we have worked with children and young people up and down England, Wales and Northern Ireland to decide the theme.

This Anti-Bullying Week we urge adults and children alike to come together to have discussions about what we mean by bullying behaviour, how we can tell the difference between 'banter' and bullying and how we can make changes to reduce bullying. Together, we can make a difference if we make a noise to stop bullying.

ANTI-BULLYING WEEK 2023: 'MAKE A NOISE ABOUT BULLYING' CALL TO ACTION



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Too often, we are silent when we see bullying take place, silent about the hurt bullying causes, and silent when we hear bullying dismissed as 'just banter'.

It doesn't have to be this way.

Of course, we won't like everyone, and we don't always agree, but we can choose respect and unity.

This Anti-Bullying Week let's come together to have discussions about what bullying means to us, how banter can turn into something more hurtful, and what we can do to stop bullying. Together, we can make a difference and take a stand against bullying.

From the playground to Parliament, and from our phones to our homes, let's make a noise about bullying.



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ABOUT THIS PACK

The ideas in this pack are designed to help schools and other settings for children and young people to celebrate and take part in Anti-Bullying Week. This year our pack has been designed to suit secondary school settings right across the UK. Although it is mainly designed for classroom and assembly delivery for key stage 3 and 4, the pack can be easily adapted to deliver to smaller groups and online, as well as to different age groups where appropriate.

The pack contains an **assembly plan, lesson plan and cross-curricular activity ideas** that are designed to encourage pupils to think critically about how we can 'Make A Noise' to address bullying both online and offline.

We would like to extend our thanks to Nottingham Trent University - NTU Psychology, for their contribution and guidance developing these lesson plans.



HELP US CONTINUE TO BRING YOU ANTI-BULLYING WEEK

We rely on fundraising to be able to continue to provide you with free Anti-Bullying Week school resources each year. We'd be grateful if you would consider donating or fundraising for the Anti-Bullying Alliance to ensure we can keep providing these resources.

- You can donate directly to us via our [Just Giving page](#).



- Or send us a cheque made payable to 'Anti-Bullying Alliance' and send to the National Children's Bureau, 23 Mentmore Terrace, London, E8 3PN. Please make sure you include your name and email address as we like to acknowledge all funds raised wherever possible.



- All donors that fundraise over **£50** will receive a 'fundraising hero' certificate.



GETTING READY FOR ANTI-BULLYING WEEK 2023

WHEN 'BANTER' BECOMES BULLYING

As part of this year's Anti-Bullying Week campaign, we are urging everyone to think about what we mean by 'banter', the role 'banter' plays in bullying and how we can tackle it. Before planning your activities, please think about the difference between 'banter' and bullying, and how you can deliver this message to your pupils.

We know that term 'banter' is often misused in schools to disguise bullying behaviours. Some schools go as far as banning the word. After consulting with schools and young people, we came to the decision that it is important to talk about the term 'banter' in schools. As such, we have chosen to include the term in the activities in this pack. They can be adapted should you wish to say 'a joke' rather than using the word banter however, we'd recommend use of the term.

Banter and jokes can play an important role in the development and maintenance of friendships. Banter is defined as 'the playful and friendly exchange of teasing remarks'. However, sometimes these behaviours can be taken too far such that the behaviours constitute bullying. For example, when there is targeted repetition of the 'banter' or if the 'banter' is about personal characteristics such as appearance. The significance of behaviours that we would think of as bullying can also be downplayed when people try to pass these behaviours off as 'just banter'.

We are not saying that we can't joke with friends, but we are encouraging everyone to be mindful of how, sometimes, these jokes may not be received as they were intended.

With this in mind, we encourage you to be clear with pupils that 'banter' is not hurtful by its very definition and if something being called 'banter' is hurting someone, it's no longer 'banter' but hurtful behaviour and potentially bullying behaviours.



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LET PUPIL'S LEAD!

This year's Anti-Bullying Week has a particular focus on understanding the difference between 'banter', 'arguments' and 'bullying', and who better to explore and share this topic than young people themselves.

Anti-Bullying Week is a great way to get pupils involved in planning for their own learning. Why not ask them to get involved in planning for parts of the week, with adult support?

There are lots of ways you can get pupils involved in Anti-Bullying Week:

- Allow a group of pupils to plan and deliver a school assembly or part of a lesson
- Ask pupils what they think about bullying in their school community, ask if they think it happens, ask where it happens, ask what they'd like to see their school do to prevent and respond to it?
- Ask pupils what activities they'd like to see delivered during Anti-Bullying Week
- Review the school's current Anti-Bullying Policy and make recommendations and guidance developing these lesson plans
- Pupils could plan a fundraising event such as Odd Socks Day, a bake sale or fun run

BE MINDFUL

Whilst we try to make Anti-Bullying Week a celebratory event and a chance to raise awareness of bullying, for some pupils, particularly those that might be being bullied or those bullying, Anti-Bullying Week can be hard. Therefore, it's important to consider this during planning to ensure all lessons and activities are delivered sensitively.

As the adult delivering the session:

- Read through the contents of these resources, handouts and videos to ensure they are suitable for your school e.g., do you need to consider if case studies need names changing? Or if they should be adapted for some of your pupils?
- Consider any pupils who are currently experiencing or witnessing bullying and identify how you will tackle this before delivering the session
- Be aware of any changes in pupil behaviour during the session as this may highlight a bullying-related issue
- Try to avoid pupils from disclosing personal information or specific incidents during the session but remind them an adult in school will be available to talk to them afterwards

REMINDER

During the session, make sure pupils are taught:

- How to report bullying or anything they are worried about
- That there are people who care and can help if they are struggling with a bullying-related issue
- Where to find their school's Anti-Bullying Policy



SCHOOL GUIDANCE AND CURRICULUM MAPPING

The lesson plan, assembly plan, and cross-curricular activities within this pack could contribute to certain areas of the curriculum that pupils should know by the end of secondary school. You can find relevant guidance and legislation, as well as curriculum mapping, in relation to bullying for schools in England, Wales and Northern Ireland.

[CLICK HERE](#)



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ADDITIONAL RESOURCES AND TRAINING



The Anti-Bullying Alliance has a suite of free CPD-certified anti-bullying courses for anyone that works with children and young people.

Find out more here! >

ARE YOU AN ENGLAND-BASED SCHOOL? SIGN UP TO BECOME A UNITED AGAINST BULLYING SCHOOL FREE TODAY!

The United Against Bullying (UAB) programme is the Anti-Bullying Alliance's **FREE** whole-school anti-bullying programme. It supports schools to reduce bullying and improve the wellbeing of all children, focusing on those most at risk, including those with protected characteristics.



"The sense of pride from the children and adults is immeasurable as is the continued passion to ensure that at the heart of our community is kindness and acceptance. The ABA hub is a huge source of information, support and reassurance and the driving force behind our knowledge and passion for being a school with zero tolerance of bullying. THANK YOU."

- UAB School



Hurry, sign up by 14th September 2023 to take part in this year's programme.

Sign up at: www.anti-bullyingalliance.org.uk/uab >



Odd Socks Day



MONDAY 13TH NOVEMBER

Like every year, we kick off with Odd Socks Day on the Monday of Anti-Bullying Week. Odd Socks Day is a chance for schools to celebrate Anti-Bullying Week in a positive way by asking pupils and staff to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. All you need to do to take part is wear odd socks, it could not be simpler!

Odd Socks day will take place on the first day of Anti Bullying Week, **Monday 13th November** to help raise awareness for Anti-Bullying Week.

It comes with a pack for schools, posters, a pack for workplaces and flyers to help you get involved. You can find them [here](#).



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ASSEMBLY PLAN

AIMS



- To understand what your school is doing for Anti-Bullying Week 2023: Make A Noise About Bullying
- To understand the theme of 'Make A Noise'
- To understand what bullying is
- To promote empathy and empowerment amongst young people

TIME



15-20 mins

OUTCOMES



By the end of the assembly, pupils will:

- Have reflected on the issue of bullying
- Understand the importance of speaking up when they see bullying happening
- Identified the ways in which they can help when they see bullying taking place
- Understand how to reach out to ask for help for themselves and others

RESOURCES AND PREPARATION

Click the links to download the files. Please watch films prior to showing them to pupils.



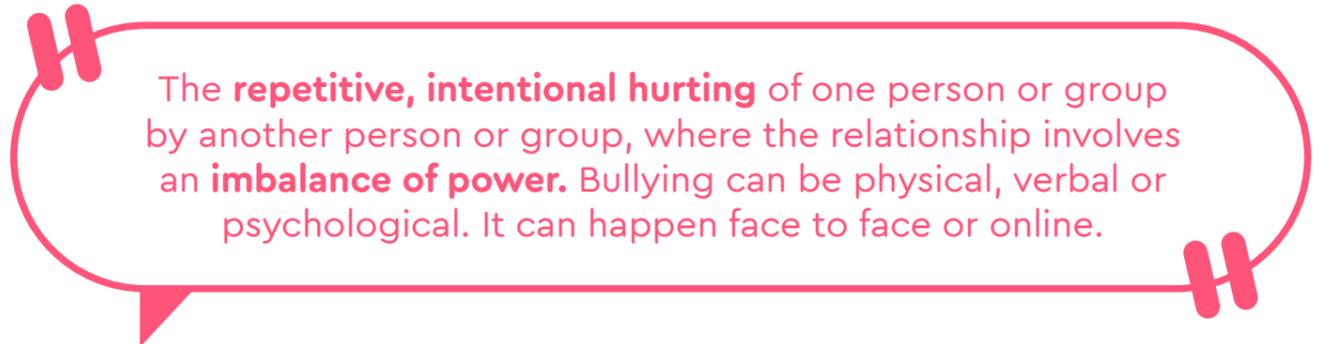
-  [Anti-Bullying Week 2023 - Secondary Assembly PowerPoint](#)
-  [Anti-Bullying Week 2023 - Secondary School Film \(2 minutes\)](#)

INTRODUCING ANTI-BULLYING WEEK (5 minutes)

Welcome everyone to this year's Anti-Bullying Week Assembly, 'Make A Noise About Bullying' and provide a run-down of the schools plans to mark the week.

Display **Slide 2** – Definition of Bullying

Before you get started, we recommend you explore the definition of bullying with your pupils. You can use the Anti-Bullying Alliance's definition, shared on the slide, or you could use your school's own definition if it differs.



Ask pupils to share their thoughts on the definition. What do they think is meant by each of the components? Based on the definition, what type of behaviours do they think qualifies as bullying?

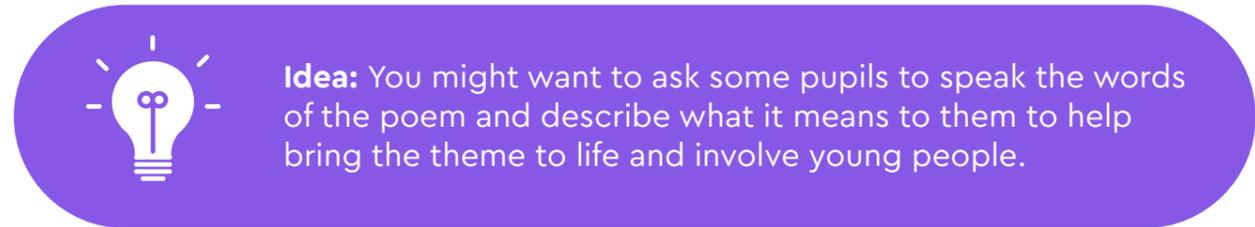
Display **Slide 3** – Anti-Bullying Week 2023: Call to Action

Read this year's Call to Action as shown on the slide. Ask your pupils what they think of it. What do they think the message here is? What do they think is meant by 'Making A Noise'? What do they think is meant by bullying being dismissed as 'just banter'?

Display **Slide 4** – Play the Official Anti-Bullying Week 2023 Secondary School Video

Share this year's official secondary school film with your pupils which is 2 minutes long. We recommend you watch the video in advance to ensure it's suitable for your audience.

After the video is shown, ask pupils to share their thoughts on the video. What do they think the message is? Do they think 'making a noise' can make a difference when it comes to bullying?



USING YOUR VOICE TO TACKLE BULLYING (10- 15 minutes)

Display **Slide 5** – A quote by Elie Wiesel

Share the famous quote by Elie Wiesel. Elie Wiesel was a holocaust survivor and a human rights activist who spoke out on many 'wrongs' across the world. He was also an author and a noble prize winner.

"What hurts the victim most is not the cruelty of the oppressor, but the silence of the bystander." ~ **Elie Wiesel**

Ask pupils what they think of the famous quote? Do they think it applies in the context of bullying? What do they think stops people from speaking out when they see bullying?

Display **Slide 6** – What is banter?

Ask pupils to think about what banter means to them. After a moment, ask pupils to call out their answers.

Display **Slide 7** – Banter is...

Read the banter definition on the slide. Ask them to think about when bullying can be disguised as banter. What does that look like? How do they think it could be addressed? If you have time, you could also reference the '8 ways banter can be bullying' listed in the lesson plan. If not, inform the pupils that they'll be looking at this closer during their Anti-Bullying Week lesson.

You may wish to prepare some of your own examples to share with the pupils based on previous bullying incidents that have arisen in the past.

Display **Slide 8** – What can you do now?

It's important here to emphasise the difference each person could make in a bullying situation. Read the information shared on the slide.

Make A Noise

If you see something, say something! Say it's not ok, say stop!

Be supportive

When you see someone being bullied, let them know they aren't alone. Ask if they're ok, ask if they'd like your help with dealing with it, or simply say hi!

Tell a trusted adult

It's always important to let an adult know what's going on. Tell them what you've seen or heard. They're here to help!

TO END

Display **Slide 9** – Who can you speak to at school?

Insert the relevant school staff photos and names on the slide.

Remind pupils that they can always speak with school staff to share their concerns. And although they can speak to any staff member they feel comfortable with, the staff displayed on the slide have a particular role relating to student wellbeing.

To end the session, remind the pupils of some of the Anti-Bullying Week activities taking place in school they can get involved in.



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LESSON PLAN

AIMS



- To be able to understand the difference between banter, arguments and bullying
- To understand how behaviours that may appear to be banter could be bullying
- To explore the different ways we can make a noise to call out unacceptable behaviours and help stop bullying
- To explore how the school can create a safer environment to make a noise about bullying

TIME



60 -115 mins

This could be reduced or used as 2 separate lessons as you see fit.

OUTCOMES



By the end of the lesson, pupils will have:

- Explored the eight ways in which banter can become bullying behaviour and how everyone can stop banter becoming bullying
- An understanding of some ways in which they can make a noise about bullying and when banter is not acceptable
- Contributed to the school's anti-bullying policy

RESOURCES AND PREPARATION

Click the links to download the files



-  [Anti-Bullying Week 2023: Secondary School Lesson PowerPoint](#)
-  [Anti-Bullying Week 2023: Secondary School Film \(2 minutes\) – please watch this film prior to showing it to pupils](#)
-  [Anti-Bullying Week 2023: Secondary Lesson Handout](#)
-  [Anti-Bullying Week 2023: \(Mis\)-Communication – Secondary Lesson Handout](#)
-  [Young ABA – ‘Banter’ and Bullying videos.](#)

ESTABLISH GROUND RULES (5 minutes)

You can adapt this lesson plan to meet the needs of your pupils. Before starting the lesson, establish ground rules the class should follow today to discuss issues about bullying, banter and how we should treat each other.

For example:

- Listen to all opinions.
- Agree to stay respectful.
- Only one person to talk at once in a whole class discussion.
- No personal comments or naming anyone in discussions.
- Reminder to speak to you if they are worried about bullying.

EXPLORE THE ANTI-BULLYING WEEK 2023 THEME

‘MAKE A NOISE’ (5 minutes)

Display **Slide 2** – Anti-Bullying week 2023: Call to action

Share the Anti-Bullying Week 2023 call to action with pupils on slide 2.

Display **Slide 3** – Anti-Bullying Week 2023: ‘Make A Noise’ film. 

Share the Anti-Bullying Week video. After, ask them to share their thoughts on the ‘Make A Noise’ theme that was presented. Do they understand the meaning of the theme? Do they think ‘Making A Noise’ could help improve a bullying situation?

WHAT IS BANTER AND WHAT IS BULLYING? (10 minutes)

Display **Slide 4** – play Young ABA video -Banter vs Bullying What’s The Difference 

Ask pupils to share their thoughts on the content of the video. Would you agree with the distinctions made in the video? Do you think they are fair statements? How do you think the behaviours are different?



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Display Slide 5 – What is banter?

Here we have provided a definition of banter, but you could adopt your own for suitability. Banter is:

The playful and friendly exchange of teasing remarks.

A banter interaction between friends is potentially a contradictive social situation in that it often involves an offensive/negative comment or action which has no intent to cause emotional injury or to insult. Banter can take several forms including verbal, physical, and online. Banter can make friendships stronger and make people feel closer to each other, be a light-hearted way to pass time, show acceptance in a friendship group, and show friends trust each other.

WHAT IS BULLYING?

Display Slide 6 – Definition of bullying

Here we have provided a definition of bullying, but you could include your own school's definition and ask the pupils what their understanding of the definition is.

ABA define bullying as:

The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face to face or online.

HOW BANTER BEHAVIOURS MAY BECOME BULLYING (10-20 minutes)

Display Slide 7 and 8

In this part of the lesson we want to encourage pupils to think about how behaviours that they may think of as banter, could be taken too far and potentially become bullying behaviours.

The lesson includes videos of the Young Anti-Bullying Alliance members discussing the issues related to 'banter' and 'bullying'. The videos shared shows scenes of the young people discussing the boundaries of 'banter' and how they can be crossed into bullying, along with the role of 'context'.

Start by watching the videos linked below and ask pupils whether they agree about the importance of context and whether people sometimes take banter too far so that it may become bullying?

Young ABA: Understanding The Difference Between Banter and Bullying



Young ABA: Having Boundaries With Banter



Can they think of some examples of how boundaries are crossed? How do they think it could be addressed in a non-aggressive, assertive manner?

After the discussion, and before moving on to the activity below, share slides 9 and 10, which provide practical and clear examples of when banter can cross the line and become bullying.

Display Slide 9

 **When is 'banter' bullying?** - describing when banter is bullying.

Read the content on the slide and ask your pupils what they think of the points (listed below). Can they think of examples where they've witnessed this, or been on the receiving end? How do they think someone on the receiving end may feel? Ask pupils to shout out some examples.



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'Friendly banter is fun, right? But what happens when it crosses that line and is bullying in disguise?

1. *Think before you speak. Would it be funny if someone said the same things to you?*
2. *Don't pick on someone's insecurities, that's a low blow.*
3. *Be aware whether someone is clearly not enjoying the 'banter'. If they're not, STOP!*
4. *Don't laugh along if you're not finding it funny.*
5. *Saying something is 'just banter' doesn't mean it is. There's a line, don't cross it.'*

Display Slide 10

 **It's not banter if...** - how to recognise when bullying is going too far.

Read the content from the slide, listed below.

This slide further compounds the message from the previous one, giving clear markers on when banter is no longer funny, and no longer acceptable. Ask your pupils to share their thoughts on each of the 6 points. How do they know if it could hurtful? What do they think is meant by insecurities? Do they think it's acceptable to 'banter' with someone if they're not friends? Or continue if they've been asked to stop?

'It's not banter if...

1. *You would be upset if someone said it to you.*
2. *It's hurtful.*
3. *You're not friends.*
4. *Someone's asked you to stop.*
5. *The target isn't laughing*
6. *It focuses on someone's insecurities'*

THERE ARE EIGHT WAYS THAT BANTER MAY BECOME BULLYING (10-15 minutes)

To continue the conversation on the difference between 'banter' and bullying, we have shared a list of points to discuss with class and use as an activity 'The 8 Ways Banter Can Become Bullying'.

Display Slide 11

The different ways banter can become bullying

Research shows there are ways banter may become bullying. You may want to give pupils the opportunity to vote on which of the eight ways, they think are important. They could vote for as many as they want. Name each way and ask pupils to think about which ones they agree with and why each way may mean that a behaviour changes from banter to bullying. Then go through each and explain as below:

1. Topic of the banter – topics that are sensitive, personal, appearance-based, or use offensive language are often considered not appropriate to joke about as banter.
2. The relationship with the person – banter is more likely to be received positively by people or friendship groups that you know and are close to.
3. Where the banter is happening – if the banter happens in more public settings or includes individuals beyond a friendship group, then this is more likely to be perceived as bullying. This is because of the potential loss of control of information and if more people hear the banter, they may repeat it in future or join in.
4. Whether the banter is repeated – if the banter is repeated many times, then it may stop being funny.
5. The intent behind the banter – is the intent to cause harm, discomfort, social division/exclusion, or public embarrassment? We often use verbal and physical cues to signal intent, but these may be harder to understand in the online world.
6. The size of the audience – as group size increases the acceptability of banter may decrease. Different social groups (e.g., close friends, family members) may have different values and rules, meaning that banter could be interpreted differently.
7. The reactions of the target – if the person receiving the banter feels uncomfortable, regardless of the initial intent, the banter may be perceived as bullying.
8. Interpreting the online world – in some cases the meaning of our wording online and use of emojis, memes and gifs, can be ambiguous or may be used to try to pass bullying behaviour off as banter.

It's important to explain to your pupils that banter between friends can become bullying, and sometimes the target may downplay the significance of the comments. This doesn't mean that they're not hurt by it or minimise the impact that it has on them.



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ADDITIONAL ACTIVITY - (MIS)-COMMUNICATION

ACTIVITY (5 minutes)

To explore more about how our words can be interpreted, especially online, run this short activity with your pupils.

Select 7 pupils to come to the front and allocate a word from this sentence to each of the pupils. Ask them to read out this sentence 7 times – you can give them the handout **(Mis)-Communication handout** to help you do this.

For each time they read it out ask a pupil to emphasise their word or winky face emoji more than everyone else:

1. "I know you like that YouTuber 😏 "
2. "I **know** you like that YouTuber 😏 "
3. "I know **you** like that YouTuber 😏 "
4. "I know you **like** that YouTuber 😏 "
5. "I know you like **that** YouTuber 😏 "
6. "I know you like that **YouTuber** 😏 "
7. "I know you like that YouTuber 😏 "

Once they finish reading out the sentences, you can ask if the emphasis changing each time changed the meaning of the sentence. The message should be that language is not just the words we say, but how we say something. It is important to consider how our words could be taken. When you're online the reader is left to decide what your emphasis is, which can lead to misunderstandings that may not happen face to face so it's important to think about that when sending messages online.

Note: Consider whether to use the emoji. For the emoji you could ask them to do an understated wink face for each one until it's their time to emphasise the emoji when they can do an exaggerated winky face – this is to make the activity more fun. Depending on your class, the winky face emoji might not be appropriate, so if you might want to remove the emoji. The message in the emoji is to start a conversation about how emojis can also be taken the wrong way and have different meanings to people. If the emoji is removed, ensure you include the conversation about emojis.

IDENTIFYING BANTER AND BULLYING BEHAVIOURS

AND HOW TO MAKE A NOISE ACTIVITY (20-30 minutes)

The Anti-Bullying Week 2023 Secondary Lesson Handout accompanies this activity. In small groups, pupils could be asked to discuss one or more of the following scenarios that describe behaviours that could be online banter or online bullying. For some of the scenarios, whether the behaviour is banter or bullying is clear and in others it is more ambiguous.

There are 3 questions for each scenario:

1. How would the person delivering the banter know that it's become hurtful and therefore not banter?
2. How would the person experiencing it stand up for themselves and tell the person delivering the banter?
3. How would the bystanders be able to help?

Leave time at the end for feedback and for the pupils to share their ideas and discuss.

Reminder: Please review the scenarios in the handout before sharing them. Consider things like how age appropriate they are for your classroom, if the names are the same as pupils in your classroom, or if similar things have happened. You may want to consider tweaking them or adding your own.



Display **Slide 12** – (Additional Activity)

HOW CAN THE SCHOOL COMMUNITY HELP 'MAKE A NOISE'?

(15-20 minutes)

To continue the discussion on being 'upstanders', ask pupils to discuss in their groups how the school could support them to 'Make A Noise About Bullying'. Ask each group to share their thoughts with the class.

Display **Slide 13**



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CLOSING THE LESSON (5 minutes)

The topic of bullying can be difficult for some pupils to discuss. It's important to remind pupils that they will always find help at their school. Remind them that they can always talk to anyone they trust, and any staff member they are comfortable talking to at school, but that the school staff shown on the slides are always ready to listen.

It's always nice to end a serious topic with a positive note. Ask pupils to share what they enjoyed most about the lesson and what the positive message they're taking away from it and perhaps write down how they will make a noise about bullying going forward and even how the school staff and anti-bullying policies can make more of a noise about bullying.



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CROSS-CURRICULAR ACTIVITIES

Our cross-curricular ideas are designed to bring the Anti-Bullying Week theme to life throughout the curriculum and help keep the conversations flowing.

HISTORY – ‘MAKING A NOISE’ THROUGH THE YEARS



'Making a Noise' provides the perfect opportunity to explore the different 'uprisings', civil rights campaigns, and revolutions through history, and the difference it made on the world today. This can be linked to a particular topic of the curriculum they're currently working on.

When providing your chosen topic, or topics, ask your pupils to think about the different upstanders and bystanders and the roles they played. Why was it important for them to 'make a noise'? What challenges would they have faced by doing so (both internal and external)? Why do you think bystanders were reluctant to take action? What barriers would they have faced?

After, discuss the difference 'making a noise' had for the wider community then, what difference did 'making a noise' together make? How have we benefited from it today?

To finish, ask pupils to think about how this relates to bullying. If more people were upstanders would it make a difference to bullying cultures?

IT: CREATE A GIF



Ask pupils to create their own Anti-Bullying Week 'Make A Noise About Bullying' GIF.

Ask them to consider:

- The message behind 'Make A Noise About Bullying' – The Anti-Bullying Week 2023 'Call to Action' and Secondary School Video should be used as guidance;
- Examples of 'Making A Noise About Bullying';
- Fun ways you can make a noise for positive attention and creating change.

MUSIC – INFLUENTIAL MUSIC



For this lesson, ask pupils to explore songs that have been written to raise awareness of inequalities throughout the years. Think about the influence the music has had on making change in society.

Ask pupils to provide a written piece on the song, including information on the writer/singer/band, the context of the song, and how they believe it influenced change.

Encourage pupils to be as creative as possible, exploring genres or eras they wouldn't normally listen to.

Some examples for you to begin with could be:

- ['What's Goin On' by Marvin Gaye](#) – A song about the forces shaping American culture in the 1970's, including poverty drug abuse, and racism.
- ['War' by Edwin Starr](#) - A powerful protest song supporting the anti-war movement in the 1970's.
- ['Johnny' by Craig David](#) – A song about Craig Davids own experiences of bullying.
- ['Imagine' by John Lennon](#) – A song that encouraged dialogue about war, famine, and religion.
- ['Where is the Love?' by Black Eyed Peas](#) – A song released in response to the 9/11 attacks, addressing issues such as terrorism, racism, pollution, LGBTQ+ issues, and more.

ENGLISH – MAKING NOISE = MAKING CHANGE



Ask pupils to make a 'Make A Noise' class poem, using the Anti-Bullying Week 2023 'Call to Action' and 'Anti-Bullying Week 2023 Secondary Film' to guide them (you can find both in the assembly and lesson plans). They could even follow the 'beat poetry' style used in the video. You can find the lyrics to the beat poetry poem [here](#).



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Ask pupils to think about what the words in the 'Call to Action' and 'Anti-Bullying Week 2023 Secondary Film' mean to them, giving them time to quietly reflect. After they've reflected, ask them to each write their own line (or two) on what the words mean to them, or what comes to mind when they listen to them.

After, ask them to each to read out their lines. Once shared, ask the class if they could make their individual lines in to one class poem. Encourage your pupils to have a discussion on the order of the poem, is there any similarities in lines that could be added to a certain section? Is there any 'natural' starting or ending lines?

Once the poem is complete you could read the poem aloud to the class, or ask them to join in. You could also display the poem in the classroom to show the power their individual voices have when working together. You could even make a video and share it with us on social media!

CITIZENSHIP / RSE – HOW CAN WE BECOME BETTER FRIENDS, PEERS AND CITIZENS BY 'MAKING A NOISE'?



Following on from the 'Make A Noise' assembly, have a class discussion on how we can 'Make A Noise' to address bullying in our schools, communities, and online.

Ask them to consider:

- Different scenarios in which bullying happens;
- Different types of bullying;
- 'Making A Noise' for themselves;
- 'Making A Noise' for others.

Use this opportunity to allow the pupils to create discussion amongst themselves around unacceptable behaviour and how they can address it. Allow the conversations to flow naturally but if you feel that it may be steering in a negative direction, remind pupils that the purpose of this is to explore positive ways in which we can be assertive and address bullying without using offensive or threatening language or behaviour.

You could ask the pupils to create a list of ways in which you can 'Make A Noise', based on their discussions, to be displayed around the school.

ART – 'MAKE A NOISE' MURAL



Have your class create a 'Make a Noise' mural or collage, with each person contributing their individual piece on what 'make a noise' means to them. This will represent how our individual actions work together to create a bigger picture when it comes to bullying. Just like how 1 voice, when combined with others, can make a bigger noise.

You can use the 'Call to Action' and 'Anti-Bullying Week 2023 Secondary Video' as reference.

PSYCHOLOGY – MORAL REBELS AND UNLIKELY ALLIES



Most suited to key stage 4 and the higher bracket of key stage 3.

Psychologists have used the term 'moral rebel' to describe those who speak up in all types of situations, such as calling out a friend for using a racist slur or telling someone who is bullying another to stop, or pointing out how their behaviour is bullying. Although moral rebels are admirable, not everyone is a moral rebel, but you could be a moral ally.

The video link below shares a TedTalk video exploring how we should speak up against injustices and be an 'unlikely ally'. Please watch the video in advance to ensure it is suitable for your pupils.

Play the video [Want a more just world? Be an unlikely ally | Dwinita Mosby Tyler - YouTube \(10.15 minutes\)](#)



Ask your pupils to share their thoughts on the video. What do they think of the term 'unlikely ally'? How do they think it relates to them? Does speaking out come easily to them (moral rebels) or are they a little more reserved? Encourage your pupils to discuss this in the context of bullying. How can inaction contribute to bullying? How can being a moral rebel or an unlikely ally help in bullying situations? What are our barriers to this and how can we overcome them?

SOCIOLOGY – BANTER DEBATE



Ask your pupils to agree or disagree to the comments above, explain their answer each time. Use this an opportunity to explore acceptable and non-acceptable behaviour with your pupils, and what they could do in each situation, to help themselves, or another.

Agree / disagree

"If they are a true mate, there is no limit to the Banter."

"If you explain that something is 'just bants' then that should be fine."

"If someone gets upset when it's just Banter, that's their issue. They clearly need to chill"

"As long as no one is getting hurt, then yeh that's cool"

"For me, Banter is never ok"



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ANTI-BULLYING WEEK 2023 SCHOOL STAFF AWARD



School Staff Award

Each year, for Anti-Bullying Week, we ask children and young people to help us celebrate the teachers and school staff that go above and beyond the call of duty to prevent and respond to bullying & to raise awareness of bullying in their school community by nominating them for our School Staff Award.

Closing date for entries is Friday 20th October!

You can find more information, including how to apply, and the amazing prizes that can be won, [HERE](#).



ANTI-BULLYING WEEK 2023 OFFICIAL MERCHANDISE

We have official Anti-Bullying Week 2023 available to buy on our website. New stock includes a collection of 'Make A Noise About Bullying' wristbands and stickers, 'United Against Bullying' Pin Badges and Anti-Bullying Alliance t-shirts available.



**Get yours [HERE](#)
while stocks last.**



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OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2023

1. On Monday of Anti-Bullying Week, we hold [Odd Socks Day](#) where we ask schools and organisations to wear odd socks to school to celebrate what makes us all unique.
2. [Sign up to be a supporter of Anti-Bullying Week online](#) where you can download a certificate for your school to display.
3. Display the [Anti-Bullying Week Poster](#) up around school.
4. You can purchase a range of amazing [Anti-Bullying Week merchandise](#) including wristbands and stickers from our online shop.
5. If you're based in England, you can become a [United Against Bullying School](#). Embark on your school anti-bullying journey and sign up to our new free whole-school programme for schools.
6. You can share our [Anti-Bullying Week Pack for parents and carers](#) developed with Kidscape among parents and carers in your school.
7. We have [free CPD anti-bullying online training](#) available for all school staff on our website. It covers a range of topics including bullying and the law, what is bullying cyberbullying and many others. 1,000s have accessed it so do not delay – complete today!
8. Anti-Bullying Week is not government funded so we need to raise funds to run it each year. If you are able to [fundraise for us or any of our member charities](#) during Anti-Bullying Week we are immensely grateful. You could do a sponsored race or hold a non-uniform day or a bake sale. You can find more ways to fundraise for us in Anti-Bullying Week [here](#).
9. [Review your anti-bullying policy](#) as a school. We have some handy tips to help with developing your anti-bullying policy. Anti-Bullying Week is a great opportunity to review you policy as a school.
10. Please **share your activity with us on social media**. Use the hashtag #AntiBullyingWeek and #MakeANoise. We love to see what you're doing. Share with us your videos, artwork and messages.



VOTESFORSCHOOLS

For Anti-Bullying Week 2023, VotesforSchools have created lessons so you can hold a classroom debate on the questions: **"Can banter be bullying?"** (Primary) and **"Is banter an excuse for bullying?"** (Secondary). To **sign up** for your free 30-minute Primary or 15-Minute Secondary lesson and for a chance to **get involved** in a national conversation about dealing with bullying, click **HERE**.



Twinkl has developed fantastic **FREE resources** for Anti-Bullying Week 2023 and beyond, which are ideal for both in-school and at-home learning



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ABOUT THE ANTI-BULLYING ALLIANCE

Anti-Bullying Week is coordinated by the **Anti-Bullying Alliance (ABA) in England, Wales and Northern Ireland**. We are a unique coalition of organisations and individuals, working together to achieve our vision to: stop bullying and create safer environments in which children and young people can live, grow, play and learn. We welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



The ABA has three main areas of work:

1. Supporting learning and sharing best practice through membership
2. Raising awareness of bullying through Anti-Bullying Week and other coordinated, shared campaigns
3. Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives

ABA is based at leading children's charity the National Children's Bureau.

We'd like to extend our thanks to the follow:

- All the young people involved in developing the theme this year and the school films. Particularly those young people from the 'Young Anti-Bullying Alliance'
- Nottingham Trent University – NTU Psychology Team, Loren Abbell, Lucy Betts, Sarah Buglass & Oonagh Steer

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MAKE A

NOISE

ABOUT
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Please share your 'Make A Noise About Bullying' activity with us online!



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