

**POWER
FOR
GOOD**

#ANTIBULLYINGWEEK

**Anti-Bullying Week 2016
Assembly and lesson plans
Secondary pack**



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Introduction

The **Anti-Bullying Alliance (ABA)** 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 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 14th – 18th November and is sponsored by **SafeToNet** and the **Ben Cohen Stand Up Foundation** and delivered in partnership with **Internet Matters**. The theme is '**Power for Good**'.

The aims of the week are to:

- ◇ support children and young people to use their **Power for Good** – by understanding the ways in which they are powerful and encouraging individual and collective action to stop bullying and create the best world possible.
- ◇ help parents and carers to use their **Power for Good** – through supporting children with issues relating to bullying and working together with schools to stop bullying.
- ◇ encourage all teachers, school support staff and youth workers to use their **Power for Good** – by valuing the difference they can make in a child's life, and taking individual and collective action to prevent bullying and create safe environments where children can thrive.

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 **Power for Good** and **Anti-Bullying Week** can be found at <http://www.anti-bullyingalliance.org.uk/anti-bullying-week/>



Secondary Assembly

Assembly overview

This assembly plan will help you to introduce the **Power for Good** 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 three complementary 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.

Assembly script and slides

Slide 2:

- ◇ Ask pupils to think about what they think 'bullying' is.
- ◇ Explain that bullying isn't always physical and doesn't always happen face-to-face. Point out that bullying often happens online or via a mobile phone.
- ◇ Explain that bullying can be as simple as just ignoring someone. You could even use the ABA definition of bullying: *the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.*

Slide 3:

- ◇ Once the title of the slide has loaded, ask the pupils to consider whether or not they think bullying is common.
- ◇ Then click to reveal the statistics. Put emphasis on the role of the internet, social media and mobile phones in bullying.



Slide 4:

- ◇ Explain that prejudice-based bullying can come in many forms:
 - ◇ **Sexist:** Sexist and sexually aggressive behaviour is a major form of bullying. This often includes unwanted physical touch, name calling and spreading rumours.
 - ◇ **Homophobic, biphobic and transphobic:** An intolerance of a person's sexuality or perceived sexuality can lead to bullying. People are also bullied because they are not seen to conform to 'gender norms' (i.e. how society says a boy or girl should behave').
 - ◇ **Race and faith targeted bullying:** Bullying targeted at someone's actual or perceived race, or their faith as in Islamophobia, is common.
 - ◇ **Disability:** A recent study has shown that at 7 and at 15 years, disabled children and those with special educational needs (SEN) are around twice as likely to be bullied than their non-disabled peers.
- ◇ Explain to the pupils that a significant amount of bullying behaviour is targeted at real or perceived difference. Emphasise that these differences are what make us unique as individuals. They should be respected and celebrated.

Slide 5

- ◇ Share the following statistics:
 - ◇ According to an ABA poll, nearly half (44%) of young people who were bullied at school say it impacted on their mental health and that they experienced issues such as anxiety, depression, self-harm and suicidal thoughts.
 - ◇ Over half (57%) of the 16-25 year olds who said they were bullied reported that this changed their behaviour and the way they felt, such as feeling angry or withdrawn; and just under half (43%) said they experienced body image anxieties. While a third (34%) avoided school or college as a way of coping with bullying.
 - ◇ Nearly half (46%) said that being bullied has had a long lasting effect on their self-esteem and confidence since leaving school and almost 37% of those bullied said it had had a negative effect on their ability to form relationships.



Slide 5 (cont...):

- ◇ Explain that in the end bullying doesn't only have an effect on the victims, it also has a long-lasting effect on the people doing the bullying. They often fail to develop the social skills of sharing, empathising and negotiating that form the basis for lasting friendships. As they mature into adulthood, children who have bullied others often show higher rates of aggression and antisocial behaviour. They're more likely to be convicted of an offence, to drop out of education and more likely to suffer from depression.

Slide 6:

- ◇ Read the definition of bullying aloud.
- ◇ Stress that there are four main elements to bullying:
 - ◇ It involves a power imbalance.
 - ◇ It is hurtful.
 - ◇ It is repetitive.
 - ◇ It is intentional.

Slides 7–9

- ◇ Each of these slides shows an example of bullying. Read each one aloud and ask the pupils to think about whether each one is an example of bullying. (They all are.)
- ◇ Demonstrate to the pupils that these are examples of bullying because they satisfy the four main criteria above. (Ask: *Does it involve a power imbalance? Is it hurtful? Is it repetitive? Is it intentional?*)

Slide 10

- ◇ Watch the video together.
- ◇ Once it is finished, ask pupils to (in their own heads) see if they can think of any examples of bullying that they have witnessed either in school, in the community or online. Is there anything they could have done to stop the bullying?



Slide 11

- ◇ How can we put a stop to bullying?
- ◇ Stress that it is important to be kind to yourself and kind to others. Do things that make you feel good, and help you to relax and make new friends.
- ◇ Remember you don't have to be everyone's friend, but it's important to be respect everyone and be kind. If you do something wrong, remember to say sorry, and make sure you always treat others as you would like to be treated yourself.
- ◇ As we saw in the video, we all have the power to make or break someone's day by what we say, or how we make them feel. How can you use your Power for Good to stop bullying?
- ◇ Ask pupils to think about how they might use their Power for Good.

Slide 12

- ◇ This is your chance to talk about the anti-bullying protocols in your school. You may wish to consult our 'Tips for writing an anti-bullying policy' document.
- ◇ Demonstrate that it's always best to take a strong and confident response to bullying. Pupils should not be afraid to assert their Power for Good (e.g. approaching a school councillor/older student or reporting bullying content on social media sites).
- ◇ Do not encourage retaliation.



Lesson Plan 1 – Women’s suffrage

Lesson objectives

- ◇ To investigate a historical example of a group of people standing up for themselves and others and asserting their rights.
- ◇ To learn about the importance of equality and standing up for our own rights and the rights of others.
- ◇ To discover how others fought for the rights we have in this country.

Outcomes

- ◇ Children to understand the importance of standing up for a cause they believe in.
- ◇ Children to empathise with the plight of a social group who have been treated unfairly and to understand the concept of equality.

Resources

- ◇ *Millicent Fawcett – A Letter to Mr Samuel Smith MP*

Introduction

As a class, discuss gender equality and introduce the concept of women’s suffrage. Talk about the ways in which women were made to feel at that time. Were they considered equal to men? Are there ways now in which women and men are made to feel unequal? What difference did the suffragette movement make to women?

Task 1

Ask each pupil to produce a timeline of the women’s suffrage movement.

As a class, compare the situation at the beginning and end of the timelines and focus on what was achieved by taking a powerful stand. You might also like to look at a selection of historians’ reactions to the movement – there is a lot of material available that compares the success of the peaceful protest of the suffragists and the more violent actions of the suffragettes. Many believe that the suffragettes’ violent tactics actually delayed votes for women by their ‘irresponsibility’ in attacking private property.



Task 2

Read Millicent Fawcett's letter to Mr Samuel Smith MP. Look at the rhetorical techniques used and make a list as a class. Ask pupils to each choose a cause that they care about and write a persuasive letter using the same techniques. Reinforce the discussion from Task 1 about the differences between the suffragettes and suffragists, by talking about the power of words. Explain the role of Millicent Fawcett, the leader of the National Union of Women's Suffrage Societies in getting women the vote.

Task 3

As a class, make a list of the arguments on either side of the debate about women's suffrage. Hold a role-play debate in the classroom. After the debate is finished, discuss the points made by both sides and try to reason out why people may have held those views. Try to consider the arguments in the context of early-20th century Britain. Finish by considering the ways in which we can take a stand today to ensure equality – both in the UK and globally.

Curriculum links

English – Spoken language (KS3)

Pupils should be taught to:

- ◇ speak confidently and effectively, including through:
 - ◇ using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
 - ◇ giving short speeches and presentations, expressing their own ideas and keeping to the point.
 - ◇ participating in formal debates and structured discussions, summarising and/or building on what has



been said.

English: Writing (KS3)

Pupils should be taught to:

- ◇ write accurately, fluently, effectively and at length for pleasure and information through:
 - ◇ writing for a wide range of purposes and audiences, including:
 - ◇ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
 - ◇ summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
 - ◇ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
 - ◇ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- ◇ plan, draft, edit and proof-read through:
 - ◇ considering how their writing reflects the audiences and purposes for which it was intended.
 - ◇ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.

English: Writing (KS3)

Pupils should be taught about:

- ◇ challenges for Britain, Europe and the wider world 1901 to the present day. In addition to studying the Holocaust, this could include:
 - ◇ women's suffrage



Lesson Plan 2 – American Civil Rights Movements

Lesson objectives

- ◇ To identify key events of the civil rights movement on a timeline.
- ◇ To recognise that, whilst there were influential movement leaders, everyday people were extremely important in the freedom struggle.
- ◇ To understand the philosophy of nonviolence.
- ◇ To explain why civil rights activists in the 1950s and 1960s chose nonviolence as a way to attain equal rights.

Outcomes

- ◇ Children will understand the importance of standing up for what you believe in.
- ◇ Children will consider examples of inequality in modern-day life.
- ◇ Children will understand the importance of being considerate citizens, who celebrate difference and support inclusivity.

Resources

- ◇ *Civil rights glossary*

Introduction

Start by introducing the topic of the civil rights movement to the class. Stress that although it seems like a long time ago now, the civil rights movement transformed America. Explain that through the persistent use of nonviolent strategies – including marches, court cases, boycotts and civil disobedience – brave men and women, from both black and white communities, joined forces to pursue equality in law.

Task 1

As a class, make a timeline of the main events – all the way from slavery through to the assassination of Dr Martin Luther King. Stress the importance of peaceful protest in the movement by focussing on key events, such as the sit ins or the bus boycotts inspired by Rosa Parks. Talk about the principles of non-violence. Finally, ask the class to think about race relations today. Does inequality still exist?



Task 2

Together, look at the Civil Rights Glossary. Then discuss the three key terms: 'tolerance', 'diversity' and 'equality'. Once you are sure that your students have a firm understanding of these concepts, ask them to create their own glossary based on these themes. Ask them to provide a word and definition for each letter of the alphabet. At the end of the session, collect the words from the class, vote on the best ones and then use them to create a classroom display.

Task 3

Play a recorded version of Martin Luther King's "I Have a Dream" speech so students can get a sense of King's delivery and of the excitement the speech generated. Then ask them to research and provide written responses for the following questions: *Who was MLK and what qualities or characteristics did he possess that enabled him to inspire and motivate change during his time? Who and what influenced him and his beliefs? What still needs to happen in order to realize his dream?* Students should research and examine the ways that change happens in society. They should think about what they can do as individuals and as part of the school community.

Curriculum links

History (KS4)

Period study: America, 1920–1973: Opportunity and inequality

- ◇ This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. One possible topic to focus on:
- ◇ Racial tension and developments in the Civil Rights campaigns in the 1950s and 1960s: Segregation laws; Martin Luther King and peaceful protests; Malcolm X and the Black Power Movement; Civil Rights Acts of 1964 and 1968.



Lesson Plan 3 – *The Curious Incident of the Dog in the Night-Time*

Lesson objectives

- ◇ To understand better how it may feel to have Asperger's, a form of autism.
- ◇ To understand how Christopher overcomes his fears and think about how we can emulate this in our own lives.

Outcomes

- ◇ Children will have a better understanding of Asperger's and explore how to respond to disablist bullying.

Introduction

Make sure the class is aware that Christopher has Asperger's, a form of autism. Stress that Asperger's is a spectrum disorder, which means that no two people who have it are alike. It affects different people in different ways. Link this to the concept of every individual being unique in society. Christopher is an individual. Just like any other character, he too has individual quirks, flaws and dreams. Be aware of children in the class with Asperger's or with family members with Asperger's. They could be encouraged to share their own experiences if they feel safe/confident to do so.

Task 1

Split the class into groups and ask each group to research Asperger's and prepare a presentation. You may want to give each group a different area to focus on, such as:

- ◇ the behavioural symptoms of Asperger's.
- ◇ things that a person with Asperger's might find difficult.
- ◇ things that a person with Asperger's might be very good at.
- ◇ how Asperger's affects the senses.
- ◇ other 'hidden disabilities'. (Asperger's is often referred to as a 'hidden disability' because you can't tell someone has it just by looking at them.)



Task 1 (cont...)

After an agreed period of time, ask each group to present their findings to the class. Discuss why disabled children experience such high levels of bullying. Stress that some people find it difficult to deal with people who are different and that this can often result in bullying behaviour. Try to find examples of bullying or unkind behaviour towards Christopher.

Task 2

As a class, make a mind-map on the theme of strength and resilience in the novel. There are several examples that you might want to pick up on:

- ◇ As the novel progresses, Christopher's desire for independence grows and he begins to assert himself – he rebels against his father by disobeying his orders and starts to dream about taking care of himself as one of the few people left on Earth.
- ◇ He begins to think about going to college, and to live on his own there.
- ◇ By the end, Christopher has completed a difficult journey to London on his own – a significant triumph.
- ◇ At the end of the novel, Christopher feels he has overcome his challenges, and is ready to be on his own.
- ◇ Over the course of the novel, Christopher learns to take pride in the strengths that result from his condition, such as his talent for Maths and his incredibly accurate memory. His condition means that he finds it difficult to interpret people's body language and emotions. However, he learns to use his spectacular memory to recognise specific facial expressions and the emotion associated with them.

Use this information as a basis for a discussion of resilience. Encourage pupils to think about the ways in which they have turned their differences into a strength. Finally, you could turn this into an extended writing task based on the ideas above entitled 'To what extent does Christopher learn to take pride in his strengths in *The Curious Incident of the Dog in the Night-Time*?'



Task 3

As discussed above, Christopher cannot interpret emotions. In other words, he cannot empathise. He cannot imagine what another person is thinking or feeling, he cannot tell when a person speaks sarcastically and he cannot determine a person's mood by their facial expression. Although it is never specifically mentioned, this inability to empathise, combined with his difficulty in understanding metaphors and his savantic ability with numbers strongly suggest that Christopher has a mild form of autism or Asperger's. In order to try and get pupils understand how difficult life would be if we took everything literally, pick a passage from any novel and ask them to decode it so that it contains no abstract language, metaphors or sarcasm. (Make sure you pick a passage that contains lots of these, otherwise the activity will be pointless.) Encourage pupils to strike a balance between stripping out any non-literal language features, whilst also retaining the difficulty level of the text. Just because it is made up of literal sentence structures, doesn't mean it has to be patronising.

Curriculum links

English Literature (KS4)

Modern texts

Students will study one from a choice of 12 set texts, which include post-1914 prose fiction and drama. (Including *The Curious Incident of the Dog in the Night-Time* playscript)



15th April 1892

Suffragist Millicent Fawcett responds to a letter from Mr Samuel Smith MP, who is against giving women the vote.

It is obvious that Mr. Samuel Smith's criticisms do not apply to either of the bills introduced, but to an entirely different measure which exists only in the clouds. Mr. Smith assumes that universal womanhood suffrage is what is aimed at; and that every political disability of women will be swept away. Having made this fundamental (and false) assumption, he is able to conjure up at will his horrific pictures of the 11,000,000 women destroying the Constitution; wives being brought up to vote against their husbands; wives and mothers neglecting their babies and their husbands' suppers to attend clubs and political meetings; the physical health of unborn generations being destroyed by "febrile" excitement on politics on the part of mothers, and all the rest of it.

All these things are said in criticism of a practical proposal which, if carried out, would enfranchise not 11,000,000 but less than 1,000,000 women, heads of households, ratepayers, and property owners, who have already exercised, during some twenty-two years, all the various local franchises without producing any symptom, however infinitesimal, of the evils Mr. Smith so confidently predicts.

That is really the strength of the women's suffrage question at the present moment; we are not asking Parliament to give a legislative expression to any theory or doctrine of equality between the sexes, but we ask Parliament to weigh the practical expediency of giving Parliamentary representation to a certain class of women who, as heads of households and ratepayers, have already had experience of voting in other elections, where much good and no harm whatever has resulted from including them in the lists of persons entitled to vote.

Mr. Smith confesses that he was once in favour of extending the parliamentary suffrage to women householders, but that his opinion has changed for two reasons - the first is that "the injustices from which women formerly suffered have been remedied," and the second is, that if there is women's suffrage at all it must be universal womanhood suffrage.

Mr. Smith's calm assumption that the legal injustices under which women labour have all been removed is an instance of the fortitude with which one of the kindest of men is prepared to endure the misfortunes of others. It is hardly an exaggeration to say that there is scarcely an instance in which the supposed interests of men and women come into conflict in which the state of the law is not flagrantly unjust to women. It cannot for a moment be doubted that the possession of Parliamentary representation would immensely strengthen the position of women industrially. We have only to look at what the possession of the franchise has done for the agricultural labourer to be sure that if women had votes all parties would be eager to prove their zeal in remedying any legal, educational, or industrial incapacity from which they may suffer.

Mr. Smith has lately taken a prominent part in favour of Church Disestablishment. I do not do him the injustice of supposing that in opposing women's suffrage he is influenced by the impression that the majority of women would be against him on this question. As Mr. Courtney said the other day, such a reason for opposing a measure of enfranchisement is too shameful to be avowed, and, he hoped, too cynical to be secretly acted upon.

Mr. Gladstone has said that to withhold the franchise from any section of the community on the ground that their political views may not be in accordance with our own is a "sin against first principles." I therefore earnestly hope no one will be guilty of this sin on the 27th April, but that all who believe that a case for the enfranchisement of women householders has been made out will vote for Sir Albert Rollit's bill.

Civil rights glossary

Boycott

To refuse to buy something or to take part in something as a way of protesting.

Discrimination

Unfair treatment of someone on account of their race, ethnicity, gender, sexual orientation or other factors.

Hate Crime

A crime committed because the victim belongs to a particular group, dictated by their race, national origin, religion, gender, disability, sexual orientation or other factor.

Immigration

The movement of people from one nation state to another.

Integration

A situation in which different groups – such as those defined by race, ethnicity, gender, sexual orientation or other factors – live together and use the same facilities without conflict.

Nonviolence

A theory that involves a refusal to respond to violence with violence. The belief that hurting people, animals or the environment is unnecessary to achieve an outcome.

Oppression:

The act of treating people in a cruel and unjust way.

Retaliation

An action taken as revenge or reprisal.

Segregation

The separation of a specific racial, religious or other group from the rest of society.

Unconstitutional

Inconsistent with a country's constitution (the formal principles according to which a state is governed).