



**ANTI-BULLYING
ALLIANCE**
UNITED AGAINST BULLYING

What is bullying?

**Secondary school
assembly and lesson plan**

United against bullying

Assembly plan

Aims:

- To understand what bullying is and the types of bullying
- To provide pupils with a clear understanding of the definition of bullying
- To promote empathy and encourage people to reach out

Outcomes:

By the end of the assembly, pupils will:

- Have reflected on the issue of bullying
- 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:

- PowerPoint Presentation – don't forget to personalise slide 5 and think about adding your own definition of bullying on slide 3

Time:

- 20-30 mins



Assembly plan

Introducing the assembly topic (5-10 mins)

Display Slide 2

Talk about challenging bullying with the pupils. Ask them to share their thoughts. How does it make them feel? Do they think that reaching out is a good way to help stop bullying?

Identifying bullying (5-10 mins)

Display Slide 3

Read the ABA definition of bullying or you might have your own definition you'd like to use instead:

'Bullying is 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'.

Ask pupil to take a minute to think about the difference between bullying and an argument.

When does an argument become bullying? Emphasise the 4 main components in ABA's definition of bullying '**repetitive, intentional, hurtful** and involving a **power imbalance**', and how and when arguments could become bullying.



Assembly plan

Display **Slide 4**

Discuss the types of bullying listed on the slide.

Ask if there are any types of bullying missing and note them down. After discussing the examples, ask the pupils to give some examples of the impact of bullying on an individual, such as being withdrawn or isolated, angry/aggressive, low self-confidence etc.

Display **Slide 5**

Ask pupils to take a moment of reflection to think about two times that someone has reached out to them at a time of need and two times they've reached out to someone in need. It doesn't have to be in school. Could be from friends, family or a stranger who helped them when they dropped something.

Make sure you have your own examples to share and perhaps some other staff can share their pre-prepared answers.

Ask pupils to share their examples if they feel comfortable

Show them the quote on **Slide 6**



How wonderful it is that no one has to wait, but can start right now to gradually change the world

- Anne Frank

The slide content is enclosed in a red-bordered box. It features a black and white portrait of Anne Frank on the left. The quote is centered in a dark blue font. A yellow L-shaped graphic is in the top right corner, and another yellow L-shaped graphic is in the bottom left corner. A red line graphic is positioned below the quote.

Assembly plan

Ask them to tell you what they think Anne Frank meant by this quote. We all have the power to make small changes to improve our lives and the lives of others around us.

Give the pupils a few examples of how they could reach out to their peers. For example, asking; "I've noticed that they took that joke too far yesterday, are you ok?", "I want you to know that I'm around for a chat if you need to talk" and "Do you want to sit with us today?"

Tell pupils that they can also speak to a member of school staff if they have noticed a peer is having a hard time, or doesn't seem themselves.

Remind them that no one deserves to experience bullying. If you're experiencing bullying please reach out to someone you trust, a peer or a school staff member.

Ask pupils to give examples of the things that 'bullies' do? (5 mins)

They will say things like

- 'calling people mean names'
- 'sending horrible WhatsApp messages'
- 'spreading rumours'

Note all of them down either electronically or on a whiteboard. Ask the pupils to put their hands up if they 'have done' and 'have not done' the things listed. Most people will put themselves in the 'have done' group if they are being honest.

Assembly plan

Key message:

The message we are trying to get across to pupils is that we all have the power to make decisions about how we treat each other. Everybody makes mistakes. Everybody will make a bad decision at some point. What is most important is that we always reflect on how those bad decisions effect people. The smallest of actions can make a big difference to how someone's day goes.

Working together and reaching out to each other will bring about the biggest change in our effort to stop bullying.

Although your actions may not always seem like they have impact, they can play a major part in someone's life.

To end

To end the session, remind the pupils of some of the Anti-Bullying initiatives in school they can get involved in.

Share slide 7 and remind pupils that they can always reach out and share their concerns with school staff. 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.



Lesson plan

Aims:

- To be able to define bullying
- To understand the roles we can all play in bullying
- To explore the different ways in which reaching out can help stop bullying
- To explore how the school can create a safer environment to reach out

Outcomes:

By the end of the lesson, pupils will have:

- Explored the many ways in which bullying can happen and how everyone can help stop it
- An understanding of the roles involved in bullying and especially the role of bystanders
- Contributed to the school's anti-bullying strategy

Resources and preparation:

- **Secondary School Lesson PowerPoint Presentation** – don't forget to personalise slide 8 and think about adding your own definition of bullying on slide 3
- **Secondary School Lesson Handout**
- **Markers, pencils etc, flipchart or poster paper**
- You might want to watch this video ahead of delivering the lesson plan to understand better the 'roles involved in bullying'

Time:

- 60-120 mins

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



Lesson plan

Establish ground rules (5 mins)

You can adapt this lesson plan to meet the needs of your classrooms. Before starting the lesson, establish ground rules the class should follow today to discuss issues about bullying 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 of anyone in discussions
- Reminder to speak to you if they are worried about bullying

Introducing the lesson topic (5-10 mins)

Display Slide 2

Talk about challenging bullying with the pupils. Ask them to share their thoughts. How does it make them feel? Do they think that reaching could change a situation?

Display Slide 3

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 that definition is.

'Bullying is 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'.

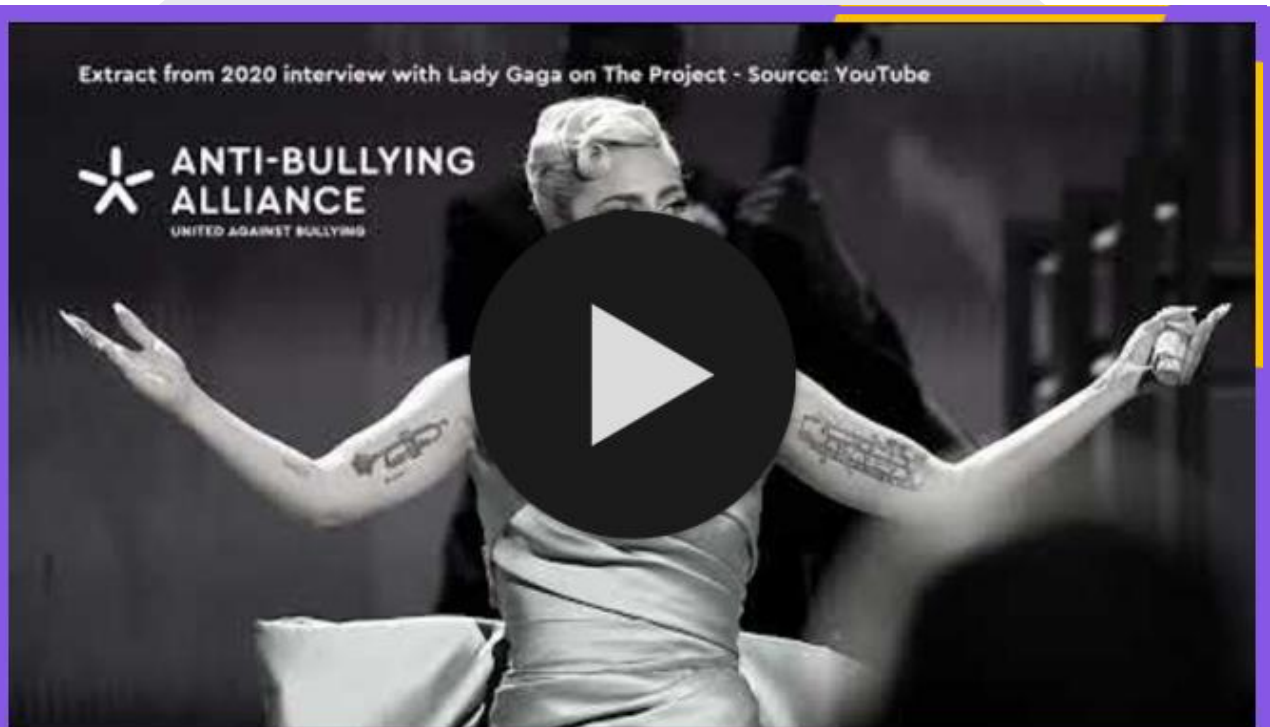
Lesson plan

Display **Slide 4 – Bullying quote**

Read the quote shared on slide 4 and ask pupils to share their thoughts on it. What do they think Octavia E. Butler means by this? Do they think it's a fair statement? Do they agree?

Display **Slide 5 – The power of the bystander** (10-15 mins)

Show the video clip of Lady Gaga being interviewed in 2020 on The Project about her experiences of bullying as a child. Transcript below.



Interviewer: I know you were badly bullied in high school. I was too so I can really relate to a lot of your lyrics.

Lady Gaga: Stays with you your whole life.

Interviewer: It absolutely does. And I wonder what effect it has on Lady Gaga sitting opposite me now.

Lady Gaga: I remember things that my bullies said to me in front of other people and no one said anything. Nobody said to me "Are you ok?", "Are you fine?". In fact, if I were to speak up about a bully being mean to me it would just make it harder for me at school. Being bullied has taught me the importance of spreading kindness in the world because it's something we can fix.

Tell pupils that bullying can have a lasting affect and Lady Gaga's example shows that witnesses to bullying, or bystanders, can also impact the situations.

Lesson plan

Bullying as a group behaviour

(20-40 mins)

Display **Slide 6**

In this part of the lesson, we want to encourage pupils to think about the roles we each play, or could play, in bullying.

Start by explaining that the Anti-Bullying Alliance believe that most cases of bullying involve more than 2 people. Name the roles below and ask pupils what types of behaviour each role may display. Then go through each and explain as below;

- **The ringleader ('Bully')** - Initiating and leading the bullying but not always the person 'doing' the bullying.
- **The target** - The person at whom the bullying is aimed.
- **Assistant(s)** - Actively involved in 'doing' the bullying.
- **Reinforcer(s)** - Supports the bullying, might laugh or encourage other people to 'collude'.
- **Defender(s)** - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult.
- **Outsider/Bystander(s)** - Ignores any bullying and doesn't want to get involved.

There is also an activity on our website called ['Incident at the School Gates'](#) that show an illustration of these roles which might be more appropriate for some pupils.

Lesson plan

Identifying the roles and how they can reach out activity

Give them the Lesson Handout. For this activity, you can either go through each scenario as a whole group or put pupils in smaller groups. Depending on time you could ask them to look at each scenario or just one per group. Ask them to identify the roles that each person is playing and how they might be able to help stop the bullying happening.

Leave time at the end for feedback and for each scenario the class can share their ideas and discuss. Remind them that in most of the situations there will be bystanders to think about even if they are not mentioned.

Reminder:

Please review the scenarios in the handout before sharing them.

Consider things like how age-appropriate they are for your classroom or if the names are the same as pupils in your classroom. You may want to consider tweaking them or perhaps adding your own.

Is our school enabling pupils to reach out? (20-30 mins)

Display Slide 7

In this part of the lesson, you will ask the pupils to think about how their school can best promote an anti-bullying culture with the idea of reaching out in mind. Pupils will think about how the school staff can best help pupils reach out to ask for help.

Think about everything from the schools anti-bullying policy, what's displayed and how it's displayed, easy access to speak to staff, etc.

Ask the pupils to also think about how the pupils themselves can help to create a better school environment that makes it easier to 'reach out'.

Encourage pupils to think creatively.

Break the class up into different groups of any size. They can be as creative as they like, using materials to feedback or simply feedback orally. Allow the class 15-20 minutes to discuss and then feedback.

Closing the lesson (5-10 mins)

Display **Slide 8**

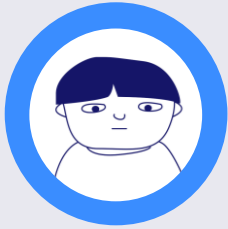
The topic of bullying can be difficult for some young people to discuss. It's always good to end with a positive note and we recommend that you remind pupils that although it is a tough topic, there is always help at hand.

Remind them that they can reach out and talk to anyone they trust but that the school staff shown on the slides are always around and ready to listen.

Finish by asking them to share one positive thing about today's session and one positive thing about their school.



Identify the roles involved in bullying



'Target'



'Ringleader'



'Assistant'



'Defender'



'Reinforcer'



'Outsider' or
Bystander'

- There is the '**target**', this is the person the bullying is aimed at.
- There is the '**ringleader**', and this is the person who is initiating or leading the bullying. They might even be telling other people to join in.
- The '**reinforcer**' is someone who doesn't 'do' any bullying themselves but supports the bullying behaviour by standing by the ringleader and assistants, laughing along and encouraging the behaviour to continue.
- The '**assistant**' is someone who is involved in 'doing' the bullying behaviour led by the ringleader, and might be actively doing the name calling or whatever the bullying might be.
- There is also the '**defender**', and that doesn't always mean actively standing up to the ones doing the bullying – it could also mean telling a trusted adult what they have seen or even just asking the target if they are ok.
- You also have the '**outsider**' or '**bystander**' role. This is someone who is either unaware of the bullying happening, or is choosing to ignore it and not involve themselves at all.

SCENARIO 1

Every time Rhys goes onto the field at break time, a group of girls follow him around and are unkind to him. Two of them shout names, and the rest of them watch and laugh along.

Which role do they play? E.g. outsider, target, reinforcer, ringleader, assistant, defender

Rhys: _____

Two girls: _____

Other girls: _____

Other children on field: _____

How could they reach out?

Rhys: _____

Two girls: _____

Other girls: _____

Other children on field: _____

SCENARIO 2

Whenever Janai joins an online game on her PlayStation with her classmates, Dylan always gets other children to leave the game and start a new one without her.

Which role do they play? E.g. outsider, target, reinforcer, ringleader, assistant, defender

Janai: _____

Dylan: _____

Other children: _____

How could they reach out?

Janai: _____

Dylan: _____

Other children: _____

SCENARIO 3

Jac is telling Sofia to spread nasty rumours about Amelia in a WhatsApp group and during lessons

Which role do they play? E.g. outsider, target, reinforcer, ringleader, assistant, defender

Jac: _____

Sofia: _____

Amelia: _____

Other children in WhatsApp group: _____

Other children in class: _____

How could they reach out?

Jac: _____

Sofia: _____

Amelia: _____

Other children in WhatsApp group: _____

Other children in class: _____
