

Anti-Bullying Week 2017

SECONDARY SCHOOL PACK

All Different, All Equal

All Different

All Equal

#ANTIBULLYINGWEEK



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INTRODUCTION

Anti-Bullying Week 2017 is happening from Monday 13th – Friday 17th November and has the theme 'All Different, All Equal'. It is coordinated by the Anti-Bullying Alliance which is based at the National Children's Bureau.

THE AIMS ARE TO:

- Empower children and young people to celebrate what makes them, and others, unique.
- Help children and young people to understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying.
- Encourage parents and carers to work with their school and talk to their children about bullying, difference and equality.
- Enable teachers and school support staff to celebrate what makes us 'all different, all equal' by celebrating difference and equality and taking individual and collective action to prevent bullying, creating safe environments where children can be themselves.

All of the ideas in this pack are designed to help children and adults in a school environment to think about, identify and celebrate the differences we see in our lives whilst recognising that there is much we have in common.

ASSEMBLY PLAN

The assembly is designed to encourage the children to think of the unique attributes that make them an individual, who is special in their own way. It then moves on to identify that our school is a better place when those around us feel valued, supported and able to be ourselves.

LESSON PLAN

Following on from this, the lesson focuses on how individual personalities should be celebrated and leads to the creation of a visual representation of the idea of people coming together as one, equal with each other. Examples are given as to how to extend the task for the older children as necessary. The timings are only a guide and extra time may be needed to ensure that the children's ideas can be fully explored.

CROSS CURRICULAR IDEAS

The cross curricular ideas take the theme of difference and sameness (equality) further. All of them require the same main objective to be explored; how things can appear different at first glance, but on closer inspection commonalities can be found.

ASSEMBLY PLAN

AIMS



- Empower children and young people to celebrate what makes them, and others, unique.
- Help children and young people to understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying.

RESOURCES AND PREPARATION (Click the link to download the assets)



-  [Ditch the Label – The Annual Bullying Survey](#)
- Pre prepare the staff involved to think about something different about themselves they are happy to share with students.

ASSEMBLY

Teachers line up and announce something different about themselves that nobody else may know e.g., 'I support Arsenal', 'I play the violin', 'I am Muslim' (teachers to decide what they are comfortable sharing beforehand).

Say that we are all different and unique. Sometimes these differences can lead to bullying but they should be celebrated because our differences help to add value to our community.

Tell the students that there are some famous people who have not been afraid to be themselves and use what makes them different to help their community. Gives examples of:

- **Richard Branson** – who has dyslexia but is a successful business man worth over 5 billion dollars and has given lots of money to charity.
- **Turia Pitt** – someone who has significant burns and has become a motivational speaker, helping others that have disfigurements.
- **Steven Hawkins** – who has motor neurone disease, has won many awards for his work that has helped us to understand more about the universe.
- **David Bowie** – who's ground breaking music stood out from the crowd and he wasn't afraid to be himself.

Can the students think of anyone else, famous or in their own lives, who has used their individuality to help others?

Ask students to think about the statements that the teachers made at the beginning of the assembly. **Each student must think of a way that what makes us all unique helps to make our community better and therefore should be celebrated.** For example, playing the violin allows other people to listen to music they might not have otherwise heard.

Using the facts and statistics on pages 16-19 in the anti-bullying survey talk to the students about the effects that being bullied can have on someone. **Have students read out some of the personal stories on pages 18 and 19.**

PLEDGE FOR ANTI-BULLYING WEEK

We hope that in this Anti-Bullying Week you will remember that we are **All Different, but All Equal**. You should never treat others worse than the best you would hope to be treated by them. You do not need to be close friends with everyone in school but each and every one of us has a right to come to school and feel able to be themselves and treated with respect. **Celebrate our differences and work together to stop bullying and to help those who have suffered from it in the past.**

REFLECTION

We are all different, in many ways. And none of those differences makes any one of us better or worse than anyone else. They simply make use the person we are – **valuable, distinct and unique**. For each person you meet today – whether they are your best friend or a total stranger – try to find a way to make them feel valued and that they are someone special and important. Think how you would want to feel in your turn.

TO FINISH

Ask everyone to shout 'We're all different and equal' over and again.

You could also share with them:

- What else the school is doing for Anti-Bullying Week 2017 e.g. lesson plans fundraising activity.
- Details of your anti-bullying policy.
- How to report bullying and anything children might be worried about.



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LESSON PLAN

AIMS



- To encourage students to treat others as they would want to be treated themselves.
- To help empower students to scrutinise media and social media to make sure they feel able to freely be themselves.

TIME



- 50 min

RESOURCES AND PREPARATION



- Pre watch the video and decide which year groups it is suitable for: <https://youtu.be/HKzPnesWjGY>
- If you choose to use the video then you will need the ability to play it to them.

STARTER - (10 mins)

- Ask the students to write a definition in this context of 'different' and 'equal'.
- Select a few students to talk through their definitions.
- Go through dictionary definitions (these are from the Oxford Living Dictionary):
 1. **Difference:** A point or way in which people or things are dissimilar
 2. **Equal:** Having the same status, rights or opportunities
- Give students two minutes to write a couple of sentences about what they think the campaign message 'All Different, All Equal' means.

MAIN - (30 mins)

Show the film as an intro to start the group thinking about societal pressures. Ask the question: what was the main message of the film?

Follow up questions for discussion either in groups or as a whole:

- Do you feel pressure to change aspects of who you are? For example: how you look or the types of music you like.
- Ask them to list the types of pressures that exist.
- You could have a voting system to see who feels the pressure and ask them to move around the class.
- If they do feel pressure, where do those pressures come from? e.g. social media, TV, music, friends, school, themselves, family?
- What impact does this pressure have on people?
- Is there a better way?

REFLECTION - (10 mins)

Ask students to write their vision of a school where everyone can freely be themselves in groups. What would the key principles be? Then compare and share this vision and decide how we can do this together in our school.

CROSS CURRICULAR IDEAS

ENGLISH



Imagine you are an agony aunt for a magazine and you have received a letter from a 13 year-old boy who is being bullied by his classmates because of his appearance. Respond to the letter and think about what advice would you give and who the boy could turn to for help.

MATHEMATICS



Using Statistics: Print out the Annual Bullying Survey from the Ditch the Label <https://www.ditchthelabel.org/research-papers/the-annual-bullying-survey-2017/>

Issue copies of pages 13-16 to students. Students answer the questions below:

1. On page 13, there is what appears to be a Venn diagram illustrating the answers to the question "Have you ever been bullied". Can you explain why this cannot be an accurate illustration?
2. Using the figures in the bar chart on page 13, what is the modal frequency of bullying for those respondents who have experienced bullying in the last year?
3. Looking at the data on types of bullying on page 15, work out the mode, mean and median for each type.
 - Are the figures you have calculated in any way meaningful?
 - Which type of average would you consider to be the most useful in developing an anti-bullying campaign?
4. Repeat the analysis for the effect of bullying tabulated on page 16. Can you prepare a poster about the effects of being bullied for use in the campaign?

ICT/COMPUTING



Ask the students to extract relevant data from the Bullying survey <https://www.ditchthelabel.org/research-papers/the-annual-bullying-survey-2017/> for use in a spreadsheet. Use the data to practise advance calculating operations (particularly statistical operations) and presenting data in different types of charts. Can the students identify the most appropriate ways to display data for different purposes? For example, a report, newspaper or meeting.

Students to use PowerPoint slides to create a presentation based either on the subject of bullying or on the anti-bullying week slogan 'All Different, All Equal'.

Students to prepare a short animation using Flash or other program on how being bullied can make you feel.

SCIENCE



Talk to the students about how the scientific method depends on people believing what they observe and not just following the herd, while scientific discovery and innovation are often made by people who are different and have the courage to follow a different path (use Einstein or thinking the world was flat as an example).

Ask the students to research how early woman scientists were treated. Does this amount to "bullying" by the scientific establishment? Examples: Ada Lovelace, Marie Curie

HISTORY/PSHE



Discuss different times that people have been discriminated against because of their differences throughout history. Eg, persecution of Christians in the Roman Empire, Jews during WW2, American Civil Rights Movement. Why it is important to remember these events/how can it help us in the future?

ART



Ask children to draw a picture of their desert island. What would they take with them? Who would be there? Then compare their drawings to show how different everyone's island is.

MUSIC



Ask the students to each identify their favourite song and then share in small groups. If the songs are different, ask them to find out what the songs share. For example, do they have the same time signature, tempo, similar instruments etc.

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OTHER IDEAS FOR ANTI-BULLYING WEEK 2017

1. Sign up to be a **supporter of Anti-Bullying Week** online where you can download a certificate for your school to display.
2. Display the **Anti-Bullying Week Poster** up around school.
3. You are able to purchase a range of amazing Anti-Bullying Week merchandise including wristbands and stickers from our **online shop**.
4. You can share our **top anti-bullying tips** for parents, pupils and teachers amongst your school.
5. 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 bullying is, cyberbullying and many others. 1,000s have accessed it so don't delay – complete today!
6. 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.
7. We've worked with Diana Award this year to develop some **tips for schools about how to involve pupils in planning and delivering Anti-Bullying Week**. Take a look.
8. Anti-Bullying Week isn't 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**.



Please share your activity with us on social media. Use the hashtag **#AntiBullyingWeek** and **#AllDifferentAllEqual**

We love to see what you're doing. Share with us your videos, artwork and messages.



@abaonline



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Anti-Bullying Week is coordinated by the **Anti-Bullying Alliance (ABA) in England**.

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.

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 would like to extend our thanks to **SafeToNet** for supporting this year's Anti-Bullying Week. **SafeToNet** are an award winning company using technology to protect children and young people online. **Find out more at www.safetonet.com**

We also extend our thanks to **Unique Voice** for the use of their film for Anti-Bullying Week 2017. Find out more about **Unique Voice** and the wider programme '**Triple R**' that surrounds this film at **www.uniquevoice.org**

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