

**POWER
FOR
GOOD**

#ANTIBULLYINGWEEK

**Anti-Bullying Week 2016
Assembly and lesson plans
Primary 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 now hosted by leading children's charity, the National Children's Bureau.

The Anti-Bullying Alliance coordinates **Anti-Bullying Week** each November. This year Anti-Bullying Week is from 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/>



Primary 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 the children to say what they think 'bullying' is.
- ◇ Steer responses to show that bullying isn't always physical and doesn't always happen face-to-face. Try to get the children to talk about bullying online or via their phones.
- ◇ 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.*
- ◇ Link to the next slide by suggesting that those who bully often target individuals who are different in some way.

Slide 3:

- ◇ Use this slide as a starting point to talk about diversity.
- ◇ Ask the children to look at the child next to them and think of at least one difference between them. Focus on the idea that it's these differences that make us unique.
- ◇ Tell the children that they should be confident and proud of the things that make them different and that they should respect and celebrate the differences they see in others.



Slide 4:

- ◇ Explain to the children that those who bully often use phrases like: “You made me angry”, “You shouldn’t be so annoying” or “It’s obvious why you haven’t got any friends”. All of these phrases make victims of bullying feel like it is their fault, but that is never true.
- ◇ Ask their children what their first reaction would be if someone hit them or said something nasty to them. Talk about what might happen if you choose to fight back, send a nasty message in reply, or seek to embarrass the other person. Will this resolve the problem? Will it be clear who is in the wrong?
- ◇ Introduce the next few slides by explaining that there are other ways that we can protect ourselves from bullying behaviour. What can we say to ourselves to make ourselves feel better? What would you say to a friend who is being bullied? Remember if you are bullied it is not your fault.

Slides 5 to 8:

- ◇ Use these slides to show the children the different ways they can react to certain tricky scenarios. Let them pick a response each time and then use slide 8 to show them what their answers reveal about how they deal with problems

Slide 9:

- ◇ Watch the video together.
- ◇ Once it is finished, ask the children to think about how the girl is feeling. What is the impact of the unkind words. How do these words compare with the kind words later in the video? How much happier does the girl seem by the end?
- ◇ 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 respect other people 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.



Slide 10:

- ◇ The next few slides show different scenarios. Use them to discuss what bullying actually is. Remember, it must be persistent and intentionally harmful.
- ◇ In this image, the girl is saying "I'm so glad I don't have to wear glasses". It may be that she hasn't noticed that the other girl is wearing glasses, or she doesn't realise that what she's saying is hurtful. In this case she is being **rude**.

Slide 11:

- ◇ In this image, the boy is angry. He is being intentionally hurtful, but it's a one-off. It may be that he has fallen out with a friend and lost his temper. What he is saying is **mean**, but it's not really bullying unless it's happening often. The boy should make sure he says sorry after he has calmed down.

Slide 12:

- ◇ This image shows **bullying**. Cyber bullying is threatening, intentionally hurtful and repeated over time. It leaves the person experiencing the bullying feeling alone and worthless.

Slide 13:

- ◇ This slide seeks to explain the difference between one-off rude or mean behaviour, and bullying. Read out the ABA definition of bullying, edited for Primary children: *Hurting another person, or group, on purpose, more than once. Bullying can involve using violence, words or ganging up to make another person feel helpless. It can happen face-to-face or through the Internet.*

Slide 14:

- ◇ 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 the children to say how they might use their Power for Good. Praise responses that suggest a strong and confident response to bullying (e.g. approaching a school councillor/ older student or reporting bullying content on social media sites), but do not encourage retaliation.



Lesson Plan 1 – Rude, mean, bullying

Lesson objectives

- ◇ To understand what the word 'bullying' really means.
- ◇ To know the difference between being rude, mean and bullying.
- ◇ To understand the value of kindness and the impact it can have on people.

Outcomes

- ◇ Children will be able to give a definition of bullying.
- ◇ Children will behave in a positive way rather than falling into bullying patterns.

Resources

- ◇ *Rude, mean, bullying* poster

Introduction

Talk about bullying as a class. Ask children to give examples of scenarios that they would class as 'bullying'. If it hasn't already been used in your school, use the Primary assembly slideshow to introduce the topic.

Task 1

Display the *Rude, mean, bullying* poster. Use it as a basis for discussing the differences between these types of behaviour. Remember 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.*

Task 2

As a class, design a 'What is bullying?' display for the classroom. A good idea is to divide one wall up into 4 sections: Rude, Mean, Bullying and Kind. Get the children to come up with a definition for each heading. Write this in the centre of each section. You can then cut out large speech bubbles from different coloured card. Get the children to write an example scenario for each type of behaviour. Display these on the wall.



Task 3

Divide the class into small groups. Give each group a card showing one of the four behaviour types: rude, mean, bullying and kind. Ask each group to plan a role play that demonstrates this behaviour type. Allow 10 to 15 minutes' planning time, and then get the groups to perform their role play one at a time in front of class. The class rest of the class then need to guess which behaviour type they are acting out.

Curriculum links

English – Spoken language (KS1 and KS2)

Pupils should be taught to:

- ◇ give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.
- ◇ participate in discussions, presentations, performances, role play, improvisations and debates.

Art and Design (KS1)

Pupils should be taught to:

- ◇ use drawing, painting and sculpture to develop and share their ideas, experiences and imagination



Lesson Plan 2 – Celebrating diversity

Lesson objectives

- ◇ To identify differences between individuals.
- ◇ To recognise that these differences make us unique and strong.

Outcomes

- ◇ Children will be able to give examples of diversity in their own community.
- ◇ Children will demonstrate a positive attitude towards diversity.

Resources

- ◇ *Diversity in my class* activity sheet

Introduction

Start by discussing the word diversity. Explain that diversity involves acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These differences can be anything, such as ethnicity, gender, appearance, age, physical abilities or religious beliefs.

Task 1

Divide the class up into pairs. Ask each pair to chat with each other and come up with a list of five differences. These could be related to their family or living situation, or they could be as simple as gender or favourite subject. After a while, ask each pair to share their list with the class.

Task 2

Now try doing a fairly basic experiment with your class. Pick a fairly simple feature in which there is likely to be several different variants. Eye colour, hair colour, birth month or favourite hobby are good examples. Ask the children to go to different stations around the room according to whatever feature you choose. For example, "Everyone born in July, go and stand by the board." Record the results and repeat for several different features.



Task 2 (cont...)

Point out to the children that they are always with a different group of children each time. Explain how this demonstrates that there are similarities and differences that connect us all.

Task 3

Ask the children to choose one of the surveys that you carried out in the previous task. Using the *Diversity in my class* activity sheet, ask the children to create a pie chart and a bar chart showing their chosen data set. They may want to use the same set for both, or two different ones. Make sure they label the axes on the bar graph and note down what each portion of the pie chart relates to.

Curriculum links

English – Spoken language (KS1 and KS2)

Pupils should be taught to:

- ◇ listen and respond appropriately to adults and their peers.
- ◇ ask relevant questions to extend their understanding and knowledge.
- ◇ articulate and justify answers, arguments and opinions.
- ◇ give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.
- ◇ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- ◇ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- ◇ speak audibly and fluently with an increasing command of Standard English.
- ◇ participate in discussions, presentations, performances, role play, improvisations and debates.

Maths (KS2)

Pupils should be taught to:

- ◇ interpret and construct pie charts and line graphs and use these to solve problems.



Lesson Plan 3 – Using mindfulness as a Power for Good

Lesson objectives

- ◇ To encourage children to be mindful of their actions and their effects on others.
- ◇ To promote resilience and assertiveness.

Outcomes

- ◇ Children will become more assertive and able to control their emotions.
- ◇ Children will be less vulnerable to bullying as a result of improved confidence.
- ◇ Children understand that they can use their **Power for Good** and that we have collective responsibility to do so.

Resources

- ◇ *Positive actions flowchart template*

Introduction

Explain the concept of mindfulness to the children. Mindfulness is about focussing on the present moment and accepting the thoughts, feelings and attributes that make you unique. It is about being non-judgemental and accepting who you are. Explain that positive thoughts lead to positive actions. Being kind to yourself and to others is the best way to stop bullying.

Task 1

To start with, try out a breathing awareness exercise. Explain that focussing on your breathing patterns helps to keep you totally in the present. It can help to calm your mind and relax you. Once you have finished the session, encourage children to use the technique whenever they start to feel anxious, frustrated or angry. Plenty of scripts are available online for this, or you can follow these instructions.

Invite children to sit comfortably in their chairs, with a straight back but relaxed shoulders, legs uncrossed, feet flat on the ground and hands gently resting on the knees. They should look straight ahead and focus their attention on the sensations of breathing – the rising and falling of the chest and the feeling of the air flowing in and out through the nose and mouth.



Task 1 (cont...)

Ask them to pay attention to the specific feelings of their body. Are they warm or cool, tense or relaxed, happy or sad? Ask them to focus on the points where their body is touching the ground or the chair.

Next, they should close their eyes, continuing to concentrate on their breathing alone. At this point, thoughts, feelings and physical sensations tend to intrude into the mind. Despite this, it's important to try to focus solely on the breath. To assist with this, they could visualise each thought inside a balloon floating away into the sky.

Task 2

For this task, think up a list of scenarios or problems that are appropriate for your class. They should be dilemmas that the children might find themselves in. For example, their bike has been stolen, or their best friend has just said something horrible to them. It's a good idea to stick to the bullying theme for most of these, but feel free to include generic scenarios as well. For each scenario, ask a selection of children to say how they would react in this situation. Encourage positive responses that suggest a resilient attitude. Try to steer the responses towards finding opportunities in bad situations. Try to impress on children how useful this attitude can be in putting a stop to bullying.

Task 3

Explain to the children that you are going to do an exercise demonstrating the benefits of mindful actions. Hand out copies of the *Positive actions flowchart template*. Ask them to fill out the first box with a problem related to bullying, similar to the ones you used in Task 2. An example could be, 'you see a boy being bullied by 4 bigger boys'. Ask the children to complete each arm of the flowchart with different possible courses of action or responses. They then use the rest of the flowchart to track the consequences that follow on from this decision. After the children have completed their flowcharts, ask them to select the solution that they think leads to the best result and then share the problem, solution and consequences with the rest of the class. The class can then debate whether that course of action is appropriate, or whether there is a better solution.



Curriculum links

English – Spoken language (KS1 and KS2)

Pupils should be taught to:

- ◇ listen and respond appropriately to adults and their peers.
- ◇ ask relevant questions to extend their understanding and knowledge.
- ◇ articulate and justify answers, arguments and opinions.
- ◇ give well-structured descriptions, explanations and narratives for different purposes including for expressing feelings.
- ◇ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- ◇ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- ◇ speak audibly and fluently with an increasing command of Standard English.
- ◇ participate in discussions, presentations, performances, role play, improvisations and debates.



Rude

If someone says or does something that is unintentionally hurtful, and they only do it once, they are being **RUDE**.

Mean

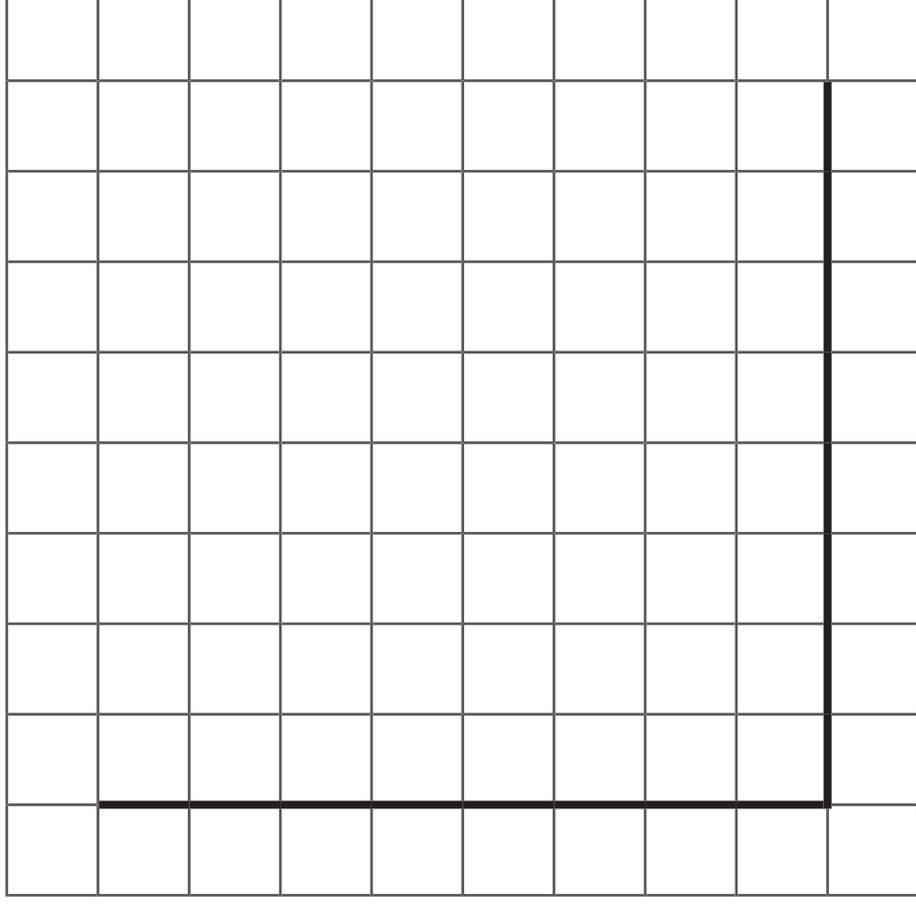
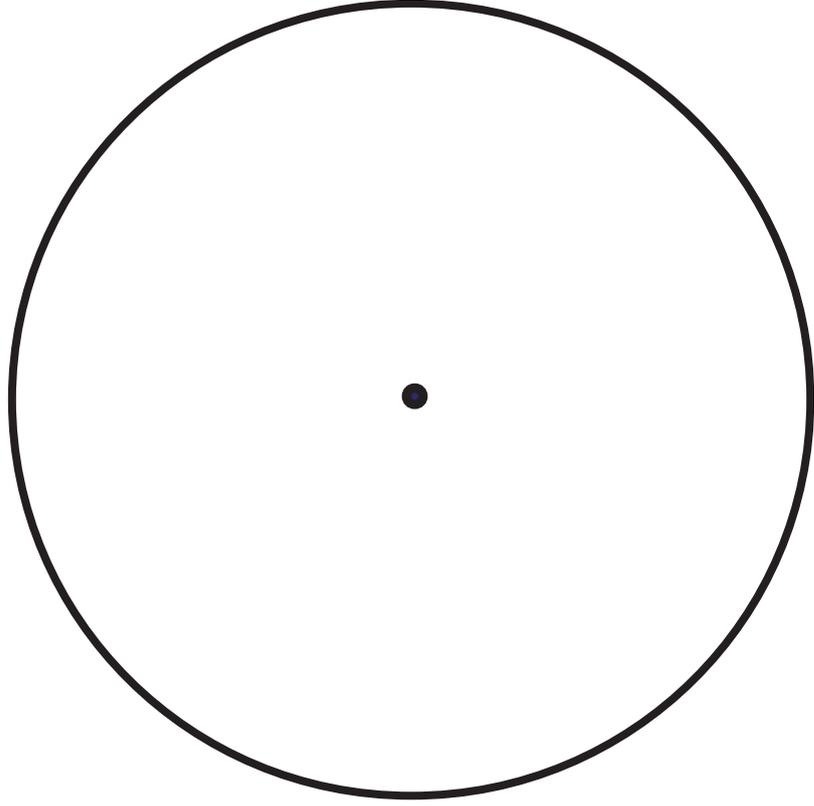
If someone says or does something that is intentionally hurtful, and they only do it once, they are being **MEAN**.

Bullying

If someone says or does something that is intentionally hurtful, and they keep on doing it, even if you ask them to stop, that is **BULLYING**.



Diversity in my class



Positive actions flowchart template

