

**Make a
NOISE
about bullying**

#ANTIBULLYINGWEEK

Anti-Bullying Week 2015: Make a Noise!

Secondary assembly plan and lesson plans



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Introduction

The Anti-Bullying Alliance 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 16th – 20th November and is supported by Barclays. The theme is '**Make a Noise about Bullying**'. The key aim is to encourage children and young people to make a noise about bullying, whether it's happening to them or to someone else, face-to-face or online. The aims of the week are:

- to empower children and young people to make a noise about bullying – whether it is happening to them or to someone else, face to face or online;
- to help parents and carers have conversations with their children about bullying – both as a way of preventing bullying, and to help children who are worried about bullying;
- to encourage 'talking schools' where all children and young people are given a safe space to discuss bullying and other issues that effect their lives, and are supported to report all forms of bullying;
- to equip teachers to respond effectively when children tell them they're being bullied; and
- to raise awareness of the impact of bullying on children's lives if they don't tell anyone it's happening – or if they are not given appropriate support – with a focus on the impact on mental health.

The Anti-Bullying Alliance has launched a short film, an assembly and lesson plan in support of the week for primary and secondary schools. These assembly and lesson resources are designed to be flexible: they can be used across the week or as stand-alone activities either in PSHE lessons or tutor time.

More information about **Make a Noise about Bullying** and Anti-Bullying Week can be found at <http://www.anti-bullyingalliance.org.uk/anti-bullying-week/>.

Anti-Bullying Week Secondary School Assembly

You will need to download the secondary assembly PowerPoint from our website which accompanies this assembly plan: www.anti-bullyingalliance.org.uk

Assembly overview

This assembly plan will enable you to introduce the **Make a Noise about bullying** campaign and Anti-Bullying Week. It will give students the opportunity to understand some of the effects of bullying, understand what bullying is and how they can report it. The assembly plan comes with four complimentary classroom activities that extend students' understanding of the topic, providing engaging activities can be delivered throughout Anti-Bullying Week.

Resources

- This Assembly plan enables teachers to follow a script and the PowerPoint presentation simultaneously.
- Assembly PowerPoint Presentation featuring the Anti-Bullying Alliance **Make a Noise about Bullying** campaign video.
- Four complimentary lesson plans to be delivered in the classroom.

Assembly script and slides

Slides 2 – 5:

- Once students are settled, conduct a quiz with the whole group using the traffic lights in their planners (if these aren't available instruct students to use thumbs to indicate their answer).
- Slide 2: 30% of 6-15 year olds have been bullied in the past year – TRUE. At this point you could ask a third of the room to stand up – this will show how significant this percentage is.
- Slide 3: Children are five times more likely to be bullied online than at school FALSE. Explain that this is a common misconception – the number of students bullied in school is far higher. That is why students and staff must work together to report and intervene with any incidents.
- Slide 4: 16,000 11-15 year olds are absent from school at any one time due to bullying – TRUE. Use this fact to emphasise how destructive bullying is to people's lives.
- Slide 5: Encourage students to reflect on the effects of bullying by looking at some of the possible consequences bullying can have on lives.

Slide 6:

- Display the slide and images of famous people and ask them to figure out what the connection could be.

- Reveal the connection – they have all been bullied. Bullying doesn't need to ruin lives but we have a part to play in making sure it doesn't.
- Ask students to put their hand up if they know how they could play a part in stopping bullying. Emphasise that everyone has a responsibility to make sure bullying doesn't ruin lives.

Slide 7:

- Play the campaign video.

Slide 8:

- Read the results of the Immediate Media survey on slide 8. By making a noise about bullying they could prevent the negative consequences listed on slide 5. Unfortunately, many students feel nervous about reporting bullying because of what might happen next, or aren't sure how to report it.
- Ask students to think of one word that describes a 'life-saver'. Give students 20 seconds to think of an appropriate word (take some ideas to prompt thinking).
- Explain that you are going to create a Mexican-sound-wave and when you point to them they must shout their word to describe a 'life-saver'. Explain that you will start at the left side of the room and work across. Students should stand and shout their word, as if they are doing a normal Mexican wave but with sound effects. Try this out and then repeat with more volume!
- Once students are settled again, explain this shows one way they can help put an end to bullying - by changing the language they use to describe people that speak out about bullying. In future, if students hear that someone has reported bullying, they should consider them as "life-savers" (or the words they have just shouted out), rather than "grasses" or "snitches".

Slide 9:

- Explain that some people aren't sure what bullying is and this can stop them from reporting it. What are the differences between falling out with your friends and being bullied?
- Click to reveal the Anti-Bullying Alliance definition: 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 through cyberspace. How did this compare to their ideas? Are they ready to be tested?

Slides 10 – 12:

- Using the ABA scenarios on slides 10 – 12 ask students if they think this is bullying, not bullying or if they need more information. There is a checklist on the slide to help them judge the scenario.
- Students can vote in a variety of ways – pick the best for your group e.g. standing/sitting, hands up/down, thumb up/down, using traffic lights in their student planner etc.

- Discuss the scenarios – what extra information might be needed to help judge if it is bullying or not (i.e. is it repetitive?)

Slide 13:

- Finally, adapt the last slide to give specific information on how to report an incident. This might include questions around who, when, where, how etc.
- This is especially useful to year 7 students who may not be aware of how secondary schools work, and feel nervous about this topic.
- This is also a good opportunity to reaffirm what bullying is (on slide 9) and detail the consequences for people that conduct bullying behaviours.
- You may also wish to include information about how to deal with bullying that is happening face-to-face, online, in school and outside of school so students can apply this to a range of situations.

Anti-Bullying Week Secondary School Lessons

You will need to download the secondary lessons PowerPoint from our website which accompanies this lesson plan: <http://www.anti-bullyingalliance.org.uk/anti-bullying-week/resources/>. The following four sessions are 20 minutes long. They can be used to support lessons, used as tutor time activities or combined for a longer session – depending on your school's individual circumstances and pupils' needs.

Lesson 1 “listen and learn”

What you'll need

- The **Anti-Bullying Week classroom presentation**
- Sticky notes
- **Storyboards** on page 12
- Whiteboard and whiteboard pens

Developing empathy – 10 minutes

- Give each student a sticky note and ask them to complete the following sentence starter: “I feel ____ (insert an emotion) because _____”, using slide 2 of the **Anti-Bullying Week classroom presentation** to support. Explain that their responses can be as fun or as imaginative as they want them to be - encouraging them to avoid the most obvious emotions and/or reasons.
- Once all students have written their sentence, collect them in and ask for a volunteer to come to the front. Ask them to pick a sticky note at random (you may wish to have a quick check that there is nothing offensive before you continue). Without speaking, the student must communicate the emotion and the reason to the class, using gestures and facial expressions, so that the class can guess what is wrong with them. If you have a shy class you could ask them to do this in pairs first, before asking a couple of volunteers to perform theirs to the class.
- Once you have completed this exercise with a few different students and emotions, ask students to reflect.
 - What did they find difficult about this task?
 - What skills do they feel they developed?
 - How did they feel when they couldn't effectively communicate their emotions or reasons?
 - Have they ever felt similar to this in real life?
- Depending on your class, you may wish to ask some or all of these questions, pair students up or just ask them to think about the final question themselves.

- At this point you may wish to introduce students to the concept of empathy, using the definition and ‘five ways to be empathetic’ on slide 3 of the **Anti-Bullying Week classroom presentation**. Relate this to their own experiences by sharing examples of times when they have experienced empathy, or had empathy shown to them.

Telling tales – 10 minutes

- Divide students into groups of three – preferably with other students they feel at ease with. Challenge them to come up with a story about someone that is being bullied who doesn’t tell anyone about what is happening. They should start by brainstorming ideas using the storytelling prompts on slide 4 of the **Anti-Bullying Week classroom presentation**. Limit students to five minutes for planning; meanwhile hand out copies of the **Storyboard**, on page xx.
- Once students have come up with their main characters and storylines, ask them to sketch at least six key scenes using the **Storyboard** on page xx.
- Collect the stories in and keep them for next lesson.

Lesson 2 “look and see”

What you’ll need

- The **Anti-Bullying Week classroom presentation**
- Students’ completed **Storyboards** (see page 12)
- **Role on the wall** template on page 13
- Whiteboard and whiteboard pen

Turning tableaux – 5 minutes

- Put students back into their ‘Telling Tales’ group from the previous session and give them their storyboard stories. They must recreate a scene from their storyboard as a tableau. How can they use only facial expressions, body language and classroom props to tell their story?
- Students perform their tableaux, which are interpreted by the rest of the class. Can they see the story that is developing from the clues they are given?
- This activity helps to develop students’ empathy and emotional literacy skills by emphasising how much can be told from the way a person acts or looks. Reflect on this skill by revisiting the ‘five ways to be empathetic’ on slide 3 of the **Anti-Bullying Week classroom presentation**.

Role on the wall – 8 minutes

- Now ask students to swap their storyboard story with another group. How you manage this will depend on your class – you may wish this swap to be completely random or a little more deliberate.

- As a group, they must read their story and complete the **Role on the wall** template on page 13 and slide 5 of the **Anti-Bullying Week classroom presentation**. To complete this task they must empathise with the main character and victim: by analysing the external pressures they are facing, they can start to imagine what this is making them think and how this is making them feel inside.
- Feed back some of these thoughts and feelings as a class to identify any patterns or similarities – do all people that are bullied feel the same, regardless of the type of bullying behaviour they are facing? As an extension you could repeat this activity for the perpetrator, or simply pose the question ‘how might the perpetrator be feeling?’

Make a noise – change the story! – 7 minutes

Now challenge students to change their story. They must re-write the story to include their main character deciding to tell someone about what is happening. Who do they decide to tell? What happens as a result? What changes? How do the perpetrators change their behaviour as well and realise what they were doing was wrong?

- Students sketch out a new storyboard, showing the new storyline, using a copy of the **Storyboard** on page 12.
- Collect these storyboards and keep them for the next lesson.

Lesson 3 ‘take action’

What you’ll need

- The **Anti-Bullying Week classroom presentation**
- Sticky notes
- Students’ completed **Storyboards** (see page 12)
- Your school’s anti-bullying policy or guidelines
- Cameras, tablets or phones
- Whiteboard and whiteboard pens

Anti-Bullying Champions – 5 minutes

- This activity may require some preparation and adaptation to suit your students but is ideal for year 7 students who have recently made the transition to high school. The idea is that each student pledges to be an anti-bullying champion, to let a teacher or adult know if they have seen any signs of bullying behaviour.
- Students could come up with an idea for a display or a charter (to be completed later) that shows how they can be Anti-Bullying Champions in their schools, communities and online.
- This allows students to use the emotional literacy skills they have been developing as well as feeling a sense of security from the communal nature of the task.

- Ask students to consider what signs they should be looking out for – relating these back to the activities they have completed (e.g. facial expressions, body language, listening to things that are being said etc).

Make a noise – take action! 5m

- Use your school's anti-bullying policy to generate a discussion around practical and appropriate ways to intervene in a bullying situation. Anti-Bullying Week is the perfect time to review your anti-bullying policy and consider how students and parents can help inform a school policy. The Anti-Bullying Alliance have developed a range of school assessment tools <http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools/>.
- Use the prompt questions on slide 6 of the **Anti-Bullying Week classroom presentation** to explore different scenarios that could effect students e.g. Will they need to act differently if the bullying is face to face or online, because of differences such as impairment, disability, faith or race, in school or outside of school? What do they feel the risks and challenges might be? Use this as an opportunity to explore your students' fears and clarify any confusion.

Photo finish – 10 minutes

- Now ask students to apply this understanding to their new story idea, where their victim makes a noise about bullying. What extra detail can they include, based on their new understanding of school policy and best practice?
- Ask students to create a six-frame photo-story, showing the character "making a noise" about the bullying. Present the stories back as a class and reflect on how the stories changed from the originals – where the main character kept silent. What actions were taken to resolve the situation? Which story had the best outcome?

Lesson 4 'make a noise'

What you'll need

- The **Anti-Bullying Week classroom presentation**
- Paper (cut into round stepping-stones)
- Pens and paper for brainstorming
- Whiteboard and whiteboard pens

Stepping stone – 10 minutes

- Using the question on slide 7 of the **Anti-Bullying Week classroom presentation**, reflect back on the learning throughout the week. Each student should write a small action on a piece of paper. Each action and piece of paper will become a stepping-stone.
- Students must work together to create stepping-stones that will allow one student to get to the other side of the room. How many ideas and actions can they come up with? Which action will they perform themselves?

Make a noise – express yourself! – 10 minutes

- As a class, watch the Anti-Bullying Week *Make A Noise* campaign video, on slide 8 of the **Anti-Bullying Week classroom presentation**. Use this, and the previous 'Stepping Stones' activity, as the creative stimulus to generate ideas for a 'make a noise campaign' around school that promotes self-expression, solidarity and not being afraid to 'make a noise' about bullying.
- This could become a class project or something that students work on in their own time. For year 7 students this would give them an opportunity to get to know each other, realise they feel the same about transitioning to secondary school and recognise that they need to look out for each other.
- Depending on the class, your resources and subject knowledge, this could include:
 - Fashion show with slogan T-shirts and tote bags
 - Photography and art exhibition
 - Film festival and filmmaking competition
 - School website articles and vlogs
 - Student radio shows and adverts
 - A poster campaign to encourage making a noise about bullying
 - Raps, poems, songs with anti-bullying themes
 - A school debate about bullying
 - A music video with an anti-bullying message or theme
 - Cake bake with anti-bullying slogans

Storyboard

