Anti-Bullying Week 2019

SECONDARY SCHOOL PACK

CHANGE STARTS WITH US

#ANTIBULLYINGWEEK

NATIONAL CHILDREN'S BUREAU

PART OF THE NCB FAMILY

[Anti-Bullying Alliance]

ORGANISER

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CONTENT

VOTESFORSCHOOLS

We are really grateful for the support from VotesforSchools in developing the educational content in this pack

→ INTRODUCTION

Anti-Bullying Week 2019 is taking place from Monday 11th – Friday 15th November and has the theme 'Change Starts With Us'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau.

This year, we are pleased to have the support of O_2 to help us bring you these resources.

We have worked with over 1,000 children and young people to decide the theme for this year. Whether it is verbal, physical, online or in-person, bullying can have a significant impact on a child's life well into adulthood. This year we want to inform schools, other educational settings, children and young people, and parents and carers that collective responsibility is required to reduce bullying both online and offline.

By making small, simple changes, we can break this cycle and create a safe environment for everyone. Together we can challenge bullying. Change starts with a conversation. It starts with checking in. It starts with working together.

Change starts here. Change starts now. Change starts with us.

All of the ideas in this pack are designed to help schools celebrate Anti-Bullying Week. They have been mapped against the curriculum.

The pack contains:

ASSEMBLY PLAN

The assembly plan is designed to encourage students to think about what needs to change to stop bullying in school and online. It allows them to consider:

- Who is responsible foraddressing bullying.
- Whether it is possible to reduce bullying both in school and online.

LESSON PLAN

The aims of the lesson plans are as follows:

- To evaluate whether small changes can make a big difference.
- To discuss how we can all help to reduce bullying in school and online.
- To provide an open and honest environment for students to discuss their concerns when it comes to addressing bullying.

CROSS-CURRICULAR IDEAS

The cross-curricular ideas take the theme further and help you weave Anti-Bullying Week throughout the curriculum.

WHAT ABOUT ONLINE BULLYING?

In this pack we'll be talking about online bullying and some of the ways you can deal with it. We even have tips from O₂ Gurus that can help you start conversations with your pupils.

CURRICULUM MAPPING

The following criteria are supported by this topic:

1.2	Students use personal experiences to reflect on their lives	Spiritual: Personal values & beliefs	SMSC – Ofsted 2014
1.16	Schools develop a culture where students can flourish and grow and respect others	Spiritual: Understanding human feelings / emotions	SMSC – Ofsted 2004
2.1	Students are interested in investigating and adding their own views on moral & ethical issues	Moral: Developing, expressing personal views	SMSC – Ofsted 2004
2.15	Students understand consequences both positive and negative of their actions – cause and effect	Moral: Understanding consequences of actions	SMSC – Ofsted 2014
3.3	Students reflect on their own contribution to school and their communities	Social: Developing qualities & social skills	SMSC – Ofsted 2004
3.13	Students resolve conflicts and counter forces which militate against inclusion and unity	Social: Participating, resolving conflict	SMSC – Ofsted 2004
4.3	Students develop an ability to appreciate different cultures and demonstrate dignity and respect to others' views; they challenge discriminatory behaviour	Cultural: Understanding, respecting diversity	SMSC – Ofsted 2004
4.8	Schools develop partnerships with outside agencies to extend students' cultural awareness	Cultural: Understanding & appreciating influences	SMSC – Ofsted 2014
5.3	Students can participate in decision-making within their own school environment		Prevent strategy: HM Government 2007 – Current
5.8	Students should use safe to learn anti-bullying strategies to minimise hate and prejudice-based bullying		Prevent strategy: HM Government 2007 – Current
6.6	Students should have an understanding of the importance of identifying and combatting discrimination		Promoting fundamental British Values: November 2014
Art 15	"You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others."		UNCRC: Unicef
Art 19	"You have the right to be protected from being hurt and mistreated, in body or mind."		UNCRC: Unicef

DID YOU KNOW?

Relationships education, relationships and sex education (RSE) and health education will be mandatory from September 2020. The government recently issued statutory guidance about how schools should implement it. Many elements of the guidance include providing education about bullying, online bullying and managing conflict. **We've written a short article on our website summarising these elements to help you prepare.**

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ASSEMBLY PLAN

AIMS

- To consider who is responsible for addressing bullying.
- To introduce whether it is possible to reduce bullying in their school and online.

TIME

- 20 minutes

OUTCOMES
By the end of the assembly, students will have:

- Expressed their ideas on who is responsible for addressing bullying.
- Considered what changes we can all make to reduce bullying.

RESOURCES AND PREPARATION
(Click the links to download the files)

- Secondary Assembly PowerPoint
- Anti-Bullying Week Secondary School Video

STARTER: CHANGE STARTS WITH...
TAKING RESPONSIBILITY (5-10 mins)

SLIDE 2: As students walk into the assembly, have this slide on the screen for them to read and consider.

Explain how they need to think about...

- Who is most responsible for addressing bullying?
- Who currently does the most to address bullying?
- Who could do more to address bullying?

...and choose from the five options on the screen.

Give students time to think about these questions. Then ask each question one at a time. You could ask them to hold their fingers up to the corresponding option on the slide. You could ask a few of them to explain their answers.

Introduce the question and theme for this year's Anti-Bullying Week (1-3 minutes).

SLIDE 3: Introduce the question they'll be considering and explain that they'll be voting 'yes' or 'no' as part of a national vote to see what students across the country think. Please see **page 9** for voting instructions.

CHANGE STARTS WITH...HAVING A VOICE
(5-10 mins)

SLIDE 4: Reinforce the importance of the issue and how having a voice can help make positive changes.

Get them thinking about ways that people have enabled change in the past. Think about:

- If there anyone in school currently that has made a change for the better to stop bullying? Can you celebrate their activity?
- Think about people over history such as Nelson Mandela, Ghandi, Emmeline Pankhurst.
- Think about people currently in the media who is challenging the status quo and trying to stop bullying.

WHAT ABOUT ONLINE?

Make sure you ask about the online world as well. What are the inspirational campaigns online that are helping improve people's behaviour online. For example, **Little Mix have recently joined a campaign to Be Kind online.** Or last year's **Stop Speak Support campaign.**

O$_2$ GURU

"Take this as an opportunity to talk to your students about what they're doing online. Being engaged with what students are doing online will make it easier for you to understand what they're up to and for you to support them with any concerns they may have."

SLIDE 5: Watch the Anti-Bullying Week Secondary School video of other students describing how they would change their schools to help address bullying. This will help to reinforce the message and help them come up with their own thoughts and idea.

CHANGE STARTS WITH...YOU! (2-3 mins)

SLIDE 6: As a school, encourage students to get involved in Anti-Bullying Week this week and ask them to make pledges about the changes they will make and make suggestions about the school approach to addressing bullying. You can use the 'Change Starts With ...' pledge to do **this**

Personalise by having teachers do this first and add pictures or videos of them onto this presentation.

Please encourage students to share these with us during the week.

LESSON PLAN
"DO YOU THINK IT'S POSSIBLE TO REDUCE BULLYING IN YOUR SCHOOL?"

AIMS

- To evaluate whether small changes can make a big difference.
- To discuss how we can all reduce bullying in school and online.
- To provide an open and honest environment for students to discuss their concerns when it comes to addressing bullying.

TIME

- 60-90 minutes

OUTCOMES
By the end of the lesson students will:

- Have information on how why it is important to speak up against bullying.
- Discuss the barriers that stop people reporting bullying.
- Have considered how we can overcome issues and barriers surrounding dealing with bullying both online and offline.
- Know some small changes that can be made to reduce bullying.

RESOURCES AND PREPARATION
(Click the links to download the files)

- Secondary Lesson PowerPoint
- Handout 1: Pledge hand out
- Pen and paper

STARTER: DESIGN YOUR PERFECT SCHOOL (10 mins)

Ask the group how they would change their school if they could.

SLIDE 2: Get students into groups of twos or threes and give them five minutes to plan their perfect school, emphasising the element of making a positive, safe and happy place for everyone.

As they are working, walk around and encourage groups to think more about how to make it safe and happy for everyone (not just about getting pizza in the dinner hall). Prompt them on the issue of bullying if necessary but try to let them come to that element on their own.

WHAT ABOUT ONLINE?

Don't forget to ask the students whether or not their actions could apply online. Ask them if there are any specific actions they could take when thinking about bullying online.

O₂ GURU

"This may bring up some concerns about what students have seen online. Let them know they can always come to you, another trusted adult or they can contact Childline (**childline.org.uk** or **0800 1111**), if they're feeling upset by anything they've seen."

Spend a couple minutes having some groups' feedback to the class.

INTRODUCE THE TOPIC (2-5 mins)

SLIDE 3: Introduce the question and explain how we want to hear young people's voices on the issue.

Do they think that we can make changes to reduce bullying? Is it impossible? Do we need to reduce it in their school? Let them share their preliminary answers to the question.

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WHAT ABOUT ONLINE?

Don't forget to think about this question from an online perspective too. You could allocate a group to do that throughout the lesson or you could ask 'can we reduce bullying online as well?'

SLIDE 4: Introduce the learning objectives and key vocabulary.

SLIDE 5: Introduce their learning journey for today.

CHANGE STARTS WITH...HONESTY (7 mins)

This task is about students being honest with themselves and can be done in silence. The purpose is for them to reflect on some common cruel or unkind things people do that contribute to a negative environment – this can be hard to think about and admit to yourself.

SLIDE 6-7: Students read the nine boxes and mentally count how many they've done.

Don't push them to share their numbers if they don't want to but feel free to ask for volunteers. Get them to consider how they feel about their number and whether they're proud of it.

CHANGE STARTS WITH... SPEAKING OUT (5-8 mins)

SLIDE 8: You can show students the **video from ITV news about Kenzi** and the poem he wrote after he experienced bullying to try and educate people about his autism.

You could instead ask them to read the article about it. Ask them to think about the way Kenzi has tried to encourage change to stop bullying? Ask for feedback.

Then say that it's a shame that Kenzi had to be the person making change. Ask them to spend a few minutes thinking about who else could have made change in his school to stop him being bullied, e.g. teachers and students. Take feedback and say we will continue to explore this in the next sections.

CHANGE STARTS WITH... SMALL ACTIONS (15-25 mins)

As we all know, bullying is not about single actions but a sense of continuity, so your class will look at three situations where cruel behaviour builds up into something bigger.

SLIDE 9-11: Look at how these situations escalate and decide at what point it becomes bullying.

- **SLIDE 9:** Sam's story will look at how what seems like a "joke" or "banter" to those saying it, might be offensive to those hearing it.

- **SLIDE 10:** Maya's story considers how bullying can sometimes come from friends and how easily small "jokes" can escalate.

- **SLIDE 11:** Freddie's story looks how bullying can happen without the victim even realising it and how difficult it can be to trace the source of online bullying.

Then, at each arrow, discuss what could be done to put an end to the bullying. Think about it for all involved including teachers and social media industry. Reinforce that if you wait to act, it will require a bigger action – so it is better to act early on. As a class, discuss if they think small actions could have changed these individual's situations. Then discuss what might happen next if no one does anything.

WHAT ABOUT ONLINE?

Maya and Freddie's stories involve online bullying. Do not forget to ask about what could be done to report and record evidence of this online bullying. Think about what change could happen to protect people from online bullying in the future. What should Instagram and Snap do to try to prevent bullying online?

O₂ GURU

"The question of reporting content may come up here. When you report something, it lets the social networks, apps and games know that the content being posted is inappropriate, or a person is acting in an inappropriate way. The provider will usually review the content or user, and decide whether it should be removed. Take this as an opportunity to find out if pupils know they can report and how to report on the apps they use."

CHANGE STARTS WITH...ADDRESSING THE PROBLEM (12 - 25 mins)

The purpose of this activity is to think more directly about issues surrounding bullying within the students' lives.

This may take some time as students might not be comfortable to talk about it, but allow them to speak when they're ready, possibly encouraging them to share with their partner before speaking to the class. Remember to tell them how they can report bullying and try to avoid talking about specific incidents in school as a group.

SLIDE 12: In groups, get them to discuss what sort of problems they have in school in terms of students being mean to each other. As a teacher, it is very likely that there is a lot you do not know about when it comes to students being cruel to each other, so let students reflect and share before putting in your own ideas.

SLIDE 13: For the next three slides, students will need a piece of paper folded into 3 parts.

- In the first column, students write down what barriers people may find which stands in the way of stopping bullying or responding to it effectively. There are suggestions on the board to help them.

- In the middle column, students fill in what they think the school could do to address bullying. As an extension, you could discuss if there is anything that they wouldn't want the school to do (e.g. because it doesn't work; it's an invasion of privacy etc.).

- In the final column, they think about what they as students could do, using the images to help. This could be as individuals or as a student body. This is the most important column as it empowers them to make changes. Maybe look back at the last two columns and see if there is anything they could do to help these changes happen in their school.

WHAT ABOUT ONLINE?

Make sure you ask a group to think about it in the context of online bullying as well. Is there more your school can do to help address online bullying? What are the barriers?

O₂ GURU

"You could agree together what online platforms are appropriate for young people to use. Could you create some school rules or reiterate the ones you have already about technology in school?"

CHANGE STARTS WITH...US! (2-5 mins)

We would like to hear your class' thoughts on how they feel we could change how we see or deal with bullying.

Have your class use whiteboards or paper and write their "change starts with...", take pictures and send them to us or use them around your school! You can also use the pledge handout to draw up your pledges.

VOTE: MAKE YOUR VOICE HEARD ON BULLYING

This year, Anti-Bullying Alliance is working with VotesforSchools to find out what children have to say about bullying.

VOTESFORSCHOOLS

SLIDE 15: Explain to them that we will be voting on the question in the slide. Explain that you will be uploading their answers to an online poll which will contribute to all the answers across the country.

SLIDE 16: This is an optional slide to help them think about their vote. What's their answer? Yes or No?

To find out how to submit your votes visit www.anti-bullyingalliance.org.uk/votesforschools. Every vote will be counted, and the national result will be shared on the Anti-Bullying Alliance website at the end of November.

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CROSS-CURRICULAR IDEAS

ENGLISH – RESPONDING TO FICTION

Ask the students to think about their favourite novel, poem or play (or one which they have read recently). Get them to discuss the following with a partner:

- Who was the antagonist – a.k.a. the person bullying/troublemaker – in the text (e.g. Julian in Wonder or Tybalt in Romeo & Juliet)?

- How were they portrayed? What image do they conjure?

- How does the main character overcome the problems they face with the antagonist? When does this happen?

- Could other characters have stepped in? If so, how? Identify the point(s) at which changes could have been made.

- What happens to the antagonist in the end? Would you like to be them? Why/why not?

MATHS – COLLECTING, RECORDING & REPRESENTING DATA

Change starts with addressing the problem. Students are going to conduct a student survey about bullying in their school or community. Get the students to discuss the kinds of questions they would need to ask to find out what needs changing. They must bear in mind that these will need to be questions with answers that can be represented numerically. E.g. On a scale of 1-5 with 1 being not at all, how kind and respectful do you think students are to each other?

Once they have a list of survey questions, they should arrange for it to be carried out. They could even introduce the survey in an assembly.

Students should represent their findings on a graph and share the results with their headteacher and school council. What have they learned? What changes can they make in school to make it a better place for everyone?

SCIENCE – PSYCHOLOGY

Students are going to think about how we can go about changing negative and mean behaviours.

Start by watching this video: ▶

What does it say is the most effective way to change someone's negative behaviour? Discuss the theory presented in the video that leading by example is the best way to change negative behaviour. Does this work in real life? You could talk about behaviours that are contagious e.g. smiling, laughing, yawning, shouting, or even hold an experiment to see which behaviours are contagious.

What can this teach us about how we can go about making positive change?

CITIZENSHIP – MOVEMENTS AND HASHTAG ACTIVISM

Watch this TED talk about how movements begin: ▶

What is a movement? How does it start?

Now get students thinking about how movements can spread quickly around the world through social media. Can students think of any movements with famous hashtags e.g. #MeToo, #BlackLivesMatter, #FridaysForFuture, #IceBucketChallenge, #Loveislove, #HeForShe. What do they know about these movements? What do they stand for?

Students should plan a movement for positive change in their school and come up with their own hashtag that sums up what they are trying to achieve. Can they get it to go viral in their school?

WHAT ABOUT ONLINE?

Information Technology – Stop Speak Support campaign
Ask students to research the **Stop Speak Support** campaign and watch the video with the poem written by young people. These young people wanted to enable change online and more respectful conversations. Ask the students to look at what it achieved online and write a presentation about one of the following subjects:

- **The impact of social media on children and young people**
- **Effective campaigns to stop bullying online**
- **Is it possible for people to debate online but in a respectful way? Have we seen any examples of respectful debate online recently?**

PSE – HABITS

There have been many studies into how habits are formed and why humans find it hard to change their habits, both good and bad. A habit is an automatic behaviour, like locking the door when leaving the house. Habits are done so often that part of your brain switches off when you do them, making them hard to remember and hard to change.

What bad habits do you have? What good habits do you have? Discuss whether you think you could make kindness and respect a habit. For example, could you make it a habit to compliment someone every day, or show someone you appreciate them, or smile more?

Watch this video to learn more about the psychology of habits:

HISTORY – MODERN WORLD HISTORY

Get students to name a few famous speeches they have heard of from the 20th century up until the present day.

- Greta Thunberg
- Malala Yousafzai
- Megan Phelps-Roper (for older children due to nature of the content)

Once you have a list of speeches, ask students to work in groups to research the changes that their chosen speech is thought to have made to the course of history.

ART & DESIGN – PAINTING

Ask your headteacher if you can design and paint some of the steps in your school to encourage students to be kind and respectful to one another. It should be clearly visible with changes students can enact to make the school a better place. On each step you should think about empowering wording that would encourage students to make small changes. You could start each sentence with "Change starts with…"

ART & DESIGN – PHOTOGRAPHY COLLAGE

Create a large photo mosaic of an image or word of your choice; e.g. positivity. A photo mosaic is made up of a collage of hundreds of tiny photographs. You are going to need to take lots of photographs first. It could be that you take photographs of anything positive you see, e.g. people being kind to one another around your school, the smile of lunch time staff, a high five from a fellow student. It could be that you choose something else. Whatever you do, try to capture some positivity and put it on display!

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OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2019

1. On Tuesday of Anti-Bullying Week we hold **Odd Socks Day** where we ask schools and organisations to wear odd socks to school to celebrate what makes us all unique.

2. O₂ and NSPCC have created Net Aware, a practical and simple guide to the latest social networks, apps and games kids are using. Tell parents to visit **net-aware.org.uk**

3. Sign up to be a **supporter of Anti-Bullying Week** online where you can download a certificate for your school to display.

4. Display the **Anti-Bullying Week Poster** up around school.

5. If you want to shine more of a spotlight on cyberbullying you can use the **Stop Speak Support** materials which empower bystanders who see online bullying. The resources include lesson plans and activity ideas to help you.

6. You can purchase a range of amazing Anti-Bullying Week merchandise including wristbands and stickers from our **online shop** to support your activities /and raise awareness.

7. Sign up for **free anti-bullying email updates** and/or become **a member of Anti-Bullying Alliance.**

8. Schools can access our **free All Together prorgamme** which includes access an online pupil wellbeing questionnaire, audit tool and online training for all school staff. Schools that evidence impact receive All Together status including a certificate and logo to use.

9. Anti-Bullying Week is not 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 during Anti-Bullying Week here.**

10. 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 your school policy policy as a school.

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

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

@abaonline

AntiBullyingAlliance

Anti-BullyingAlliance

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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.

The 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.

Thank you to O₂ for being the official partner for this year's Anti-Bullying Week.

"At O₂ we want to bring people technology that opens up new experiences. And it's important for these experiences to be as positive as possible, especially for younger generations of tech users.

It's why in 2015 we partnered with the **NSPCC** to help keep kids safer online. We've been able to reach more families, start more conversations and help kids across the UK have a positive, rewarding experience when they're exploring the online world."

We'd like to extend our thanks to Unique Voice CIC, who developed the films for Anti-Bullying Week 2019, and all of the young people who participated. Unique Voice work in schools and the community with children, developing social and emotional skills through creative arts.

UNIQUE VOICE

We'd like to extend our thanks to VotesforSchools who helped us write the educational resources. Each week VotesforSchools provides teachers with resources to facilitate a debate on a topical issue. At the end of the week the children vote, and the data is shared with those who need to see it most - hugely raising the profile and influence of pupil voice.

VOTESFORSCHOOLS

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