

Anti-Bullying Week 2020
PRIMARY SCHOOL PACK
For schools in Wales

UNITED
AGAINST
BULLYING

#ANTIBULLYINGWEEK



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INTRODUCTION

Anti-Bullying Week 2020 is happening from Monday 16th – Friday 20th November and has the theme 'United Against Bullying'. It is coordinated by the Anti-Bullying Alliance, which is based at leading children's charity the National Children's Bureau. We have worked with over 300 children and young people to decide the theme for this year.

UNITED AGAINST BULLYING

Whether it is verbal, physical, online or in-person, **bullying has a significant impact on a child's life well in to adulthood.** This year, more than ever, we've witnessed the positive power that society can have when we come together to tackle a common challenge.

Anti-Bullying Week is no different. Bullying has a long lasting effect on those who experience and witness it. But by channelling our collective power, through shared efforts and shared ambitions, we can reduce bullying together. From parents and carers, to teachers and politicians, to children and young people, we all have our part to play in coming together to make a difference.

We are all a piece in the puzzle, and together, we are united against bullying.

All of the ideas in this pack are designed to help schools to celebrate and take part Anti-Bullying Week. It is mainly targeted towards Key Stage 2 but could be easily adapted to Key Stage 1. **We've designed the resources so they can be adapted to the ever changing situations in schools relating to COVID-19.** They could be delivered online, in smaller groups or as whole assembly groups. The resources tackle the issue of face to face bullying and bullying that takes place online.

The pack contains an **assembly plan, lesson plan (could be two lessons) and cross curricular activity ideas** that are designed to encourage learners to think about how we can unite to address bullying both online and offline.

This pack is also available
in Welsh at [www.anti-bullyingalliance.org.uk/
antibullyingweek](http://www.anti-bullyingalliance.org.uk/antibullyingweek)



Delivering these materials to learners will involve careful planning. Remember that some of your learners may have experienced bullying or be experiencing bullying as they take part in Anti-Bullying Week. They may even be experiencing bullying by other children in their class.

Make sure you show learners:

- **How to report bullying.**
- **That they can talk to you about bullying if they are worried about it.**
- **You are here to listen!**
- **Your anti-bullying policy.**

Look out for the learners who you know are being bullied or for changes in behaviour of learners whilst delivering.



Remember that if reported incidents of bullying increase during Anti-Bullying Week that it may show that your work is making learners feel more able to come forward.



ODD SOCKS DAY

MONDAY 16TH NOVEMBER

This year we are holding Odd Socks Day with the support of Andy Day, cBeebies star and front man of Andy and the Odd Socks. It is a chance for primary schools to celebrate Anti-Bullying Week in a positive way by asking learners to wear odd socks to school. There is no pressure to wear the latest fashion or buy expensive costumes. **All you have to do to take part is wear odd socks, it could not be simpler!**

Odd Socks day will take place on the first day of Anti Bullying Week, Monday 16th November to help raise awareness for Anti-Bullying Week.

It comes with a school pack of lesson plans and activity ideas, which you can find [here](#).



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CURRICULUM MAPPING

The following areas of the Foundation Phase curriculum have been met during the anti-bullying week lesson:

CRITERIA: PERSONAL AND SOCIAL DEVELOPMENT, WELL-BEING AND CULTURAL DIVERSITY:

PERSONAL DEVELOPMENT:

- Express and communicate different feelings and emotions – their own and those of others
- Show curiosity and develop positive attitudes to new experiences and learning

SOCIAL DEVELOPMENT:

- Be aware of and respect the needs of others
- Take responsibility for their own actions
- Consider the consequences of words and actions for themselves and others
- Develop an understanding of the behavioural expectations of the setting/ school and understand
- That rules are essential in an ordered community
- Develop an understanding of what is fair and unfair and to be willing to compromise
- Form relationships and feel confident to play and work cooperatively
- Value friends and families and show care and consideration
- Appreciate what makes a good friend
- Treat people from all cultural backgrounds in a respectful and tolerant manner
- Begin to question stereotyping

MORAL & SPIRITUAL:

- Communicate about what is good and bad, right and wrong, fair and unfair, caring and inconsiderate
- Ask questions about how and why special things should be treated with respect and respond personally

WELLBEING:

- Value and contribute to their own well-being and to the well-being of others
- Be aware of their own feelings and develop the ability to express them in an appropriate way
- Understand the relationship between feelings and actions and that other people have feelings
- Demonstrate care, respect and affection for other children, adults and their environment

TAKE A LOOK AT THESE RESOURCES FROM THE WELSH GOVERNMENT HWB SITE:



Rights, respect, equality: guide for children -
Guidance to help children deal with bullying.



Bullying: posters for children and young people -
Posters to display in schools with advice on what to do and who you can tell if you are being bullied.



Challenging bullying: Rights, respect, equality -
Children - Toolkit to support young people affected by bullying.



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ASSEMBLY PLAN

AIMS



- To provide learners with a clear understanding on the definition of bullying.
- To discuss different types of bullying young people may experience.
- To encourage learner's participation in collective responsibility against bullying.

TIME



- 20-25 min

OUTCOMES By the end of the assembly learners will have:



- Discussed and expressed their own ideas on who is responsible for preventing or dealing with bullying.
- Considered how collective responsibility/standing united against injustice has helped shape the world and how allyship is important in contributing to this.

RESOURCES AND PREPARATION

(Click the links to download the files)



-  [Anti-Bullying Week 2020: Assembly Plan PowerPoint](#)
-  [Anti-Bullying Week 2020: Primary School Film](#)

WHAT IS BULLYING? (5-10 mins)

SLIDE 2: Display this slide

Before revealing the definition of bullying, ask learners to think, pair, share with someone next to them, discussing what they think bullying means. Give very little guidance on the introduction so the learners are able to think honestly for themselves.

Ask for feedback from learners before revealing the definition on the next slide.

Definition of bullying (provided by Anti-Bullying Alliance) or you may wish to replace with your own agreed school definition.

SLIDE 3: Display this slide

ABA defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Share definition and ask learners to define highlighted words (provides vocabulary development as well as deeper understanding of the definition). Ask them to compare the definition to their previous thinking about what bullying is.

TYPES OF BULLYING (5-10 mins)

SLIDE 10: Display this slide and ask for suggestions about what constitutes each type of bullying.

When you click the examples will appear below.

- Verbal (name calling, calling people unkind names, verbal threats of violence)
- Physical (hitting, kicking, biting, pushing, tripping you up – anything that hurts you by touching you)
- Indirect (isolating someone, leaving them out, spreading rumours, threatening looks)
- Cyber/online (social networking pictures, WhatsApp groups to encourage bullying, abusive text messages, filming people without permission, prank calls)

Learners to think, pair, share for examples of each and give feedback.



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WE'RE UNITED AGAINST BULLYING (5 mins)

Explain that the theme for Anti-Bullying Week this year is 'United against bullying'. Ask them what we mean by the word 'united'.

Ask for examples of unity and show them the definition of 'united' on **SLIDE 5**.

Play the 2 minute United Against Bullying film to end on **SLIDE 6**. Please watch the film prior to showing it to learners.



Explain what you're going to do for the rest of Anti-Bullying Week and tell them that you take bullying very seriously as a school. Tell them how they can report bullying and discuss key points from your anti-bullying policy.



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LESSON PLAN

AIMS



- To explore ways in which we can stand united against bullying within our school community.
- To embed the idea of collective responsibility being an effective approach to uniting against/tackling bullying.
- To celebrate our differences.
- To understand roles involved in bullying.

TIME



- 60 - 120 min

OUTCOMES By the end of the lesson learners will:



- Recognise they we all have a role to play in reducing bullying in school and online.
- Understand that they are an important piece in solving the bullying puzzle.

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

This could be one or two lessons depending on the length of activities undertaken.



- [Anti-Bullying Week 2020: • Primary School Lesson Plan PowerPoint](#)
- [Handout 1: Cartoon](#)
- [Handout 2: Puzzle Piece](#)



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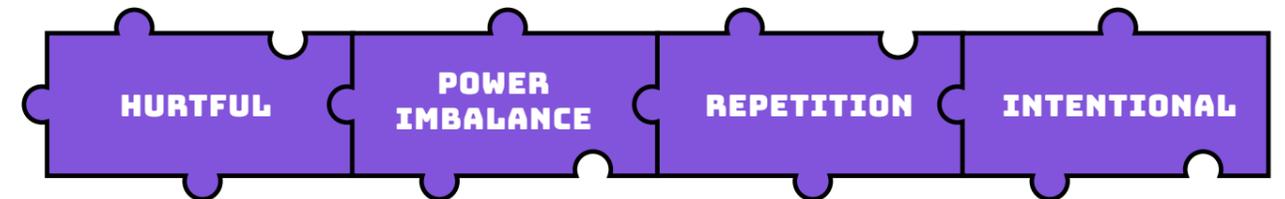
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WHAT IS BULLYING? (10 mins)

SLIDE 2: Display this slide

Ask learners to have a class discussion surrounding the definition of bullying that was shared in assembly. **Ask them to explain the four key elements of bullying.** You might want to share



CHOOSE UNDERSTANDING (10 mins)



WWW.BITSTRIPS.COM

SLIDE 2: Display this slide and/or share **Handout 1: Cartoon**

Ask learners to think about the questions on the slide in pairs or as a class:

- What can you see in this picture?
- What do you think is happening here?
- How do you think the children in the picture are feeling?

Create a 'wonder' question to accompany the picture, e.g.

- I wonder why the boy is being left out.
- I wonder if this has happened before.
- I wonder what age they are.

BULLYING AS A GROUP BEHAVIOUR (10 mins)

SLIDE 4-9: Display these slides (there are speaker's notes for each slide)

Introduce the different roles that individuals can play where bullying is taking place.

Give brief definitions of each:

- **The ringleader(s)** - Initiating and leading the bullying but not always the person 'doing' the bullying.
- **The target(s)** - 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' with what is going on.
- **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 in school.
- **Outsider(s)** - Ignores any bullying and doesn't want to get involved.

WHICH ROLE? (10-20 mins)

SLIDE 9: Display this slide

You can give learners **Handout 1: Cartoon** from earlier in the lesson as a handout to remind them. Ask the learners to consider which roles are in the cartoon. Ask them to write a 'what happened next' and ask them to decide what roles could help to stop the bullying. For example, the reinforcers might stop laughing along or the child at the back of the room could tell the teacher what's happening.

Extension activity: Can they think of any examples of these roles in films they've watched or books they've read where these roles apply? Some examples you could use are:

- **Harry Potter:** was there bullying at Hogwarts School? Who played what role? For example, Draco Malfoy or Harry's parents as ringleaders.
- **Matilda:** Mrs Trunchball bullying Bruce Bogtrotter. Did Matilda act as Bruce's defender?

BEING UNITED AGAINST BULLYING (15 mins)

SLIDE 10: Display this slide

Introduce the questions that we are asking learners to consider and explain that we want to hear everyone's views on the following two questions:

- 1. We must stand united against bullying in order to make change. Do you agree/disagree?**
- 2. What changes do we need to make to unite against bullying?**

SLIDE 11: Display this slide

Ask learners to give examples of what their school already does to tackle bullying. Make a visible list. This may include the actions of learners as well as teachers.

WHO IS RESPONSIBLE? (5-10 mins)

SLIDE 12: Display this slide

Ask learners to discuss either in groups or all together whose responsibility it is to prevent or deal with bullying.

- Does it go beyond school / teachers / learners?
- Are we all doing everything we can?
- What more could we do?

Make a visible list as appropriate to refer to throughout the lesson. It is important that learners are as open and honest as possible so real solutions can be considered.



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WHAT PART WILL YOU PLAY? (20 mins)

SLIDE 13: Display this slide

Ask learners to write down which actions they could take to prevent or respond to bullying. Remind learners that the actions must not put them in danger or result in them coming to harm themselves. **Ask them to think about it:**

1. In school
2. Online
3. Outside of school

You might want to show the learners the **Anti-Bullying Week Primary Film** again or if you haven't shown it to them already. It is 2 minutes long and we recommend watching it before showing it to learners.



SLIDE 13: Display this slide and distribute Handout 2: Puzzle Piece

Display puzzle piece and ask learners to think about what makes them unique, if they have whiteboards available, ask them to write words or draw symbols that represent their individuality and then lift their boards up so everyone can see their answers. If this activity is being conducted virtually you could ask them to type the words or write them on a piece of paper and hold it up.

Explain that we are all unique, and by uniting, it doesn't take that away from us, it simply makes us stronger. We have more power to overcome injustice and adversity when we join together.

Distribute the Handout 2: Puzzle Piece (this could be done virtually or face to face) and ask learners to think back to the activity on what they would choose to do to take a stand against bullying. In the centre of the puzzle piece, learners should write down their action, starting with 'I choose' ... for example:

- 'I choose to be kind and not leave people out at playtime.'
- 'I choose to tell an adult if I see someone being bullied.'

Once they have written their statement, they should design their puzzle piece in their own unique way that celebrates who they are. They could draw symbols of things they enjoy such as hobbies or clubs they are part of using colours they like or shapes they like. The choice is theirs!

CHOOSE TO CELEBRATE! (20 mins)

Take as many pictures of the learner's puzzle pieces as possible! Celebrate their diversity and uniqueness. If possible, take some videos of them saying:

"I'm a piece of the puzzle. We've all got our part to play, what will yours be?" and use on your school's social media platforms or website.

The pieces can be joined together to create a classroom display.



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CROSS CURRICULAR ACTIVITIES

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

MATHS



Team problem solving (In pairs or small groups, space permitting). Write the following numbers on cards (1 number per card), whiteboards or a large piece of paper in the middle of the desk.

2, 4, 8, 3,

Using the cards, make the following totals:

9, 10, 11, 12, 13, 14, 15

In their groups, learners have to work together to see which other totals can be made from the cards. They can use the four main operations (addition subtraction, multiplication and division) to explore this. There are countless possibilities but working united as a team will make the outcome more effective than if they worked alone.

ART/PSHE



This activity is called 'Colour, Symbol, Image' and can be used in any area of the curriculum. Ask the learners to think about the idea of standing united against bullying.

If the idea was a colour, what colour would it be?

If it were a symbol, what symbol would it be?

Draw an image to represent what it may look like.

Underneath, learners can write a few sentences to show the reasons for their choices. Could create a handout to go with this similar to this

Colour - Symbol - Image		
COLOUR What colour best represents this?	SYMBOL What symbols best represents this?	IMAGE What image best represents this?
Why did you choose this colour?	Why did you choose this symbol?	Why did you choose this image?

CREATIVE WRITING



Learners could create a short poem based on what they could do to stand united against bullying. Each child could write 4 lines (you could add rhyming as a challenge) and then they could be joined together to create a class poem! You could also create anti-bullying Haiku poems or acrostic poems using **UNITED** or **ANTI-BULLYING** as the starting point.

MUSIC



Create a chant or class rap based around the 'I choose' ideas from the lesson plan. Learners work in small groups (space permitting) to create a verse or chorus on the topic of standing united against bullying. This could be set to music through learners playing pulse and rhythm on percussion instruments, or, you could search online for some funky instrumentals to jam along to! Each group could perform their raps to the rest of the class and take feedback on what went well and what could be done even better. This would be a good follow-on from the lesson plan, as the ideas generated from the lesson could be used as inspiration for the raps. Remember that if this is being done virtually you will not be able to chant/perform together due to internet delays so will need to take it in turns to perform.

DESIGN & TECHNOLOGY



Design an Anti-Bullying Superhero!

Plan: Create a plan for your hero, including the following:

- Hero name
- Costume colour
- Logo or symbol
- Their powers and how they got them
- Who they protect or stand up for and why

Design: Draw the costume and label each part

Assess: Share Superhero ideas with the class and assess what has been done well and how the design could be supercharged even more! You will end up with your own Anti-Bullying Superhero Squad!



SCIENCE / LIVING THINGS / COMPUTING



If your school has access to iPads or computers, they could research creatures from the animal kingdom that work together to survive.

Examples:

- **Penguins** – A large group of penguins is called a 'rookery'. They hunt, swim and nest together in the same place. Penguins huddle together in the cold to keep each other warm and rotate so that every penguin gets a chance to be in the middle, which is the warmest part of the huddle!
- **Wolves** – These animals hunt in packs to catch large prey that would be too big for one wolf to catch alone. This means they have more food, therefore a better chance of survival in the wild.

Learners could create a short presentation on their chosen animal and share with the class.



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OTHER THINGS YOU CAN DO FOR ANTI-BULLYING WEEK 2020

1. If you want to shine more of a spotlight on cyberbullying you can use the [Stop Speak Support](#) materials which encourage positive action of bystanders online and the resources include lesson plans and activity ideas to help you.
2. On Monday 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.
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. You are able to purchase a range of amazing Anti-Bullying Week merchandise including wristbands and stickers from our [online shop](#).
6. You can share our [Anti-Bullying Week Pack for parents](#) developed with Kidscape among parents and carers in your school.
7. 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 is bullying cyberbullying and many others. 1,000s have accessed it so do not delay – complete today!
8. 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 in Anti-Bullying Week here.](#)
9. 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.



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

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.

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.

We'd like to extend our thanks to the following:

- All the young people involved in developing the theme this year and the school films. Especially the young people from Cotham School in Bristol who helped us with the film in this pack.
- Unique Voice CIC, who developed the films for Anti-Bullying Week 2020. Unique Voice work in schools and the community with children, developing social and emotional skills through creative arts.
- Lizzie Jennings who helped us write these resources.



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