

Anti-Bullying Week 2020
SECONDARY 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 3 and 4. **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.





CURRICULUM MAPPING

The following areas of the national curriculum for Wales have been met by delivering the Anti-Bullying Week secondary lesson:

CRITERIA: PERSONAL AND SOCIAL EDUCATION FRAMEWORK FOR 7 TO 19-YEAR-OLDS IN WALES

ACTIVE CITIZENSHIP:

- Develop respect for themselves and others
- Value families and friends as a source of mutual support
- Value diversity and recognise the importance of equality of opportunity
- Participate in school life
- Explore their personal values
- Be honest and fair and have respect for rules, the law and authority
- That personal actions have consequences.
- Be committed to active involvement in the community

HEALTH & EMOTIONAL WELL-BEING:

- Develop positive attitudes towards themselves and others
- The factors that affect mental health and the ways in which emotional well-being can be fostered
- 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 others and their environment

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



Rights, respect, equality: guide for young people -
Guidance to help young people 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 assess who is responsible for preventing or dealing with bullying.
- To understand the theme for this year's Anti-Bullying Week.
- To think about the ways we can work together to reduce bullying in school and online.

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 and responding to 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: Secondary School Film](#)
- [Handout 1: Puzzle Pledge](#)

UNITED AGAINST BULLYING (5 mins)

Welcome the learners whether you are online or face to face to this year's Anti-Bullying Week.

SLIDE 2: shows the manifesto for this year's Anti-Bullying Week

Ask them for their initial feedback on the manifesto.

- How does it make them feel?
- Do they feel the theme of unity is appropriate?
- Do they think if we work together we can stop bullying?

Learners give examples of the things that 'bullies' do? They will say things like

- 'calling people mean names'
- 'sending horrible what's app messages'
- 'spreading rumours'

Note all of them down either electronically or on a whiteboard. Ask the learners to put themselves into two groups of 'have done' and 'have not done'. Most people will put themselves in the 'have not done' group if they are being honest.

The message we are trying to get across to the learners is that we all have the power to make decisions about how we treat each other. Everybody makes mistakes. Everybody will make a bad decision at some point. What is most important is that we always reflect on how those bad decisions effect people. The smallest of actions can make a big difference to how someone's day goes. Working together will bring about the biggest change in our effort to stop bullying. Although your actions may not always seem like they have impact, they can play a major part in uniting against bullying.

FILM (5 mins)



SLIDE 3: Play the official Anti-Bullying Week film for this year.

It's just over two minutes long. We'd suggest watching it before you show it to ensure it's right for your learners. Ask learners for feedback on the message of the film. Do they agree with it? What role do they think they have to play in reducing bullying?



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WHAT PART WILL YOU PLAY? (5-10 mins)

Tell the learners that this Anti-Bullying Week we want to focus on how we can unite together to help reduce bullying in school and online. We all need to work together to do this.

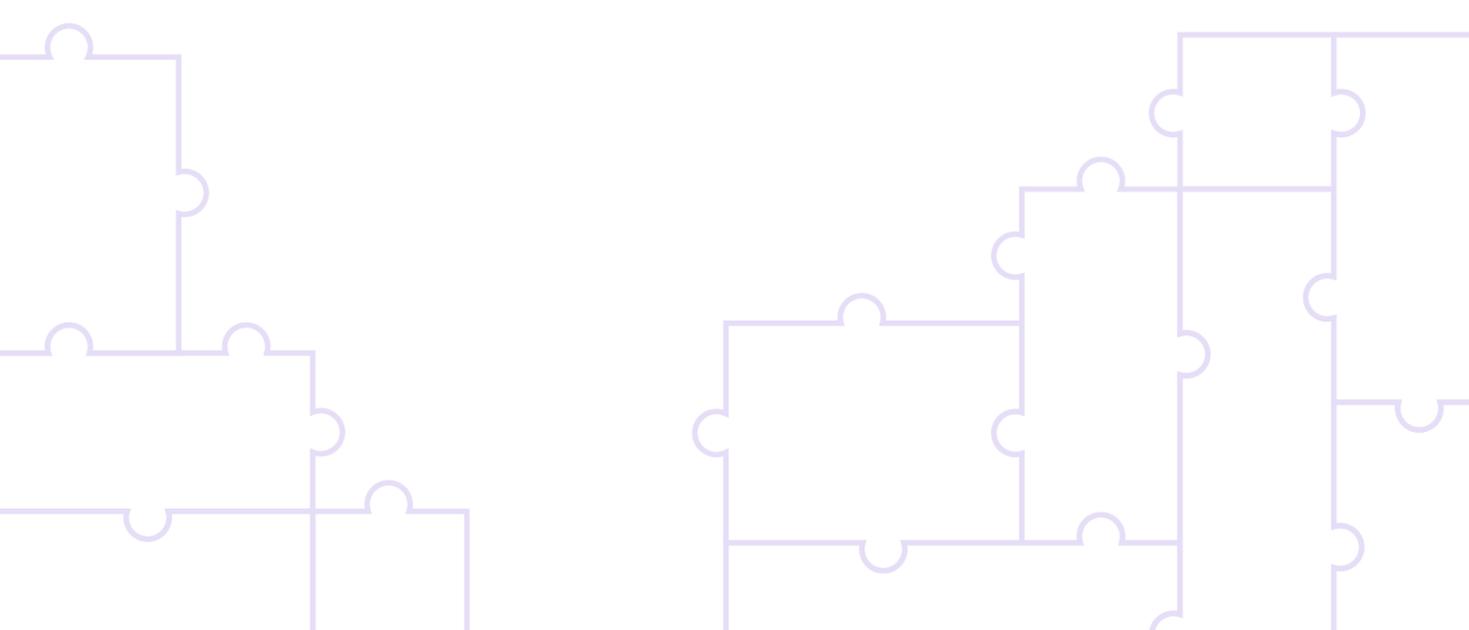
Tell learners that no one in school should have to put up with bullying. Explain how learners can report bullying and you may want to share your anti-bullying policy with them and your plans for the rest of Anti-Bullying Week.

An optional activity to end the assembly:

Ask each learner to make a pledge outlining how they will be playing their part to unite against bullying. They could do this in a number of ways:

- Write their pledge directly on the puzzle piece in [Handout 1: Puzzle Pledge](#).
- On a post it note that can be anonymously put on the outline of a puzzle piece in [Handout 1: Puzzle Pledge](#) you can print out. If you are doing this virtually they could share their pledge with you via messages. You may instead want learners to simply think about a pledge and keep it to themselves

If they are sharing their pledges, note them down either electronically or on a whiteboard.



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LESSON PLAN

AIMS



- To have an understanding about the group dynamics of bullying.
- To be able to make inclusive decisions that are logical and well-thought out, about how bullying can be prevented.
- To provide feedback to all school staff and learners about what works and what could be improved in their anti-bullying strategy.

TIME



- 60 - 120 min

OUTCOMES By the end of the lesson learners will:



- An understanding of the nuances of bullying and how they are displayed in a group setting.
- Discussed and expressed their own ideas on bullying that is happening in society and can identify ways to prevent it from happening in the future.
- An understanding of allyship and how vital it is to work together and be united in the fight against bullying.

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

You can adapt this lesson plan to meet the needs of your classrooms. You may want to spread these activities over 2-3 lessons or complete all activities in one go.



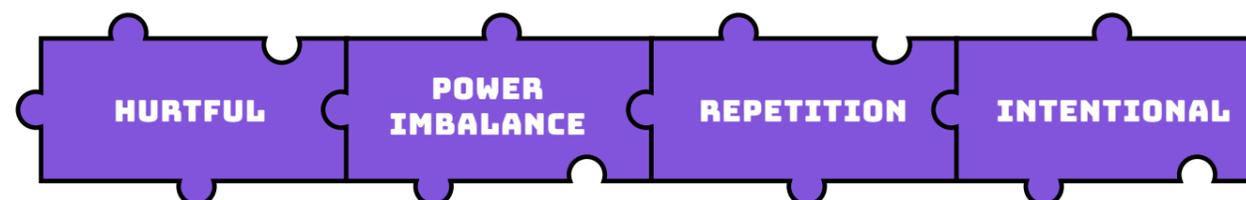
-  [Anti-Bullying Week 2020: Secondary Lesson Plan PowerPoint](#)
-  [Anti-Bullying Week 2020: Secondary Film](#)
-  [Handout 2: What roles can we play?](#)

Remind learners that it is Anti-Bullying Week and the theme is United Against Bullying.

WHAT DO WE MEAN BY BULLYING? (20 mins)

Spend some time talking about your school's definition of bullying or use **SLIDE 2** to use the Anti-Bullying Alliance definition of bullying.

Is it bullying? Activity: In pairs or groups, go through the examples on **SLIDE 3** and decide if it is bullying, not bullying or you need more information. Ask for feedback as a group. If you're using the ABA definition of bullying, test it against the four key elements of bullying:



Remember to remind learners that the examples don't really give you enough information to make a definite decision about whether it be bullying or not. Just because something isn't bullying doesn't necessary make it ok and it may be a sign bullying could happen. It would be pertinent to remind learners how to report bullying at this point.



IS BULLYING A GROUP BEHAVIOUR OR BETWEEN INDIVIDUALS? (30-40 mins)

SLIDE 4: say that often bullying is seen between two individuals. One is bad and one is good. But it's actually more nuanced than that. You may need to explain the definition of nuance.

Explain that bullying tends to be a group behaviour and it often has an audience. Research shows that there are some key roles that appear in bullying incidents.

Use SLIDE 5 TO 10 to show this. You can see notes in the PowerPoint for the key messages.



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Sort the class in to smaller groups and undertake the following activities:

- Discuss the roles involved in bullying ask learners if these roles ring true with them. Ask for feedback after their discussion.
- Ask the groups to come up with 2-3 examples in media / films / tv / sports shows of bullying where these roles existed. Can they come up with one where the roles did not use their power for good? And one that used their power to help stop the situation or help to make it better? Ask for feedback. There are no right or wrong answers. It's important for them to think about group behaviour and what influence others can have on the situations.
- Ask them to fill in the [Handout 2: What roles can we play?](#) with examples of what they think each role can do to help the situations. For example, can a reinforcer simply stop laughing along with the bullying? Or can a defender ask if they are ok?

WHAT IMPACT DO YOU THINK COVID-19 HAS HAD ON BULLYING BOTH ONLINE AND OFFLINE? (15 mins)

This is an opportunity to think about how this year has impacted bullying. For example, has bullying increased online? Or, do children feel more or less connected to their friends? It might be that there haven't been any changes but it may bring up some issues you were not aware of.

Ask learners to consider the positive and negative impacts of COVID-19 on bullying and the way we interact with each other. This could be delivered as a whole class activity where people contribute their positive and negative impacts either online or face to face or go into groups and ask for feedback.

We've put some examples below:

POSITIVES

Made us realise how important friendships are
Smaller group sizes mean we get to know each other better

NEGATIVES

Lockdown was hard if you didn't have any friends in school
More cyberbullying?

MESSAGE OF UNITY AND WORKING TOGETHER. (20 mins)

Reintroduce the theme for Anti-Bullying Week 2020 of '**United Against Bullying**'. Display and read out the manifesto. This manifesto was written with young people. Ask how it makes learners feel.

Ask learners to work in groups of 3-4. Learners should think of an event in history that affected an individual and discuss how people came together to make a change. Here are some examples they are struggling to come up with any ideas:

- Emmeline Pankhurst: **Suffragettes**
- Rosa Parks: Bus Boycot: **Civil Rights Movement**
- George Flyod: **Black Live Matters Movement**
- Nelson Mandela: **Resistance Against Apartheid**
- Harvey Milk: **LGBT Rights Movement**

Learners research and identify who played the following roles in bringing about change in these movements:

- **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.



If have haven't used the assembly plan or would like to remind learners, you could show the **official Anti-Bullying Week** again **SLIDE 11** which young people made in collaboration with us. It is just over 2 minutes long.



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WHAT WOULD HELP? (10-20 mins)

Ask learners to work in groups again. Ask them to decide on three things that they think would help to reduce bullying in school and three things they think would help to reduce bullying online. Ask them to consider how we can work together. Be open to learners making suggestions about school policy. They could be actions for learners, parents, social media companies and school staff for example. We've put some suggestions below in case learners are struggling.

3 THINGS TO REDUCE BULLYING IN SCHOOL



1. Having a shared understanding of bullying
2. For learners to set up an anti-bullying group that can help influence school policy
3. For learners to make a pledge to not bully at the start of the school year

3 THINGS TO REDUCE BULLYING ONLINE



1. Social media companies being quicker to respond to reports of online bullying
2. Government fining social media companies that don't challenge hate speech online
3. Setting privacy settings as high as possible when children sign up to social media platforms

Collect in the suggestions and remind learners that if we work together we can make the school environment a positive one for all learners.



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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.

IT: DESIGN YOUR PERFECT SOCIAL MEDIA PLATFORM



As learners to design their own social media platforms that don't have bullying. Ask them to consider:

- The community guidelines of the platform
- The ethos
 - How it handles reports of bullying
- Privacy settings
- How it handles hate speech

Ask for feedback and take the opportunity to consider how learners currently use social media.

ENGLISH AND WELSH – RESPONDING TO FICTION



Ask the learners 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 protagonist?
- In what way did they form alliances with supporting characters?
- How were they portrayed? What image do they conjure?
- How did the alliance help the protagonist to overcome the main conflict in the story?
- If no alliances were made, consider what could have been achieved if this had happened.
- What happens to the antagonist in the end? Would you like to be them? Why/why not?

FILM & MEDIA – THE ALLIANCE



Research/discuss the use of characters working in unity in film and fiction (e.g. Avengers, The Star Wars Rebellion, The Hunger Games)

How do these characters work together achieve their goals? Ask children for some examples from films or fiction they are already familiar with and allow some research time on computers or iPads if your school has them available.

Children could create a short presentation on message of unity between characters and share with small groups or the class.

CITIZENSHIP/ PSHE – DEBATING THE CROWD



Show the class this 4 minute TedTalk YouTube video.



We recommend you watch the video first. Watch the video about following the crowd. Get the learners to split into two groups. The two groups must debate the following questions for and against.

Questions for the learners:

- It is too difficult to stand out from the crowd?
- You are always responsible for your actions because you are responsible for your thoughts?
- He talks about the pressure to conform. What are the pressures society put on people to follow the crowd?



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SCIENCE – ROLES AND RESPONSIBILITIES



Honey Bees are often used as shining examples of teamwork in the animal kingdom; this isn't without reason. A hive of honey bees can consist of up to 60,000 bees. Each bee has a specific job that contributes to the overall success of the hive. Everybody plays a part in bullying and is responsible for specific behaviours. **Task:**

- Can children identify any other examples of teamwork in the animal kingdom?
- Identify the roles played in bullying. What behaviours does each role display?
- What roles would each person play in a 'good friendship'? How would their behaviours change from the part they play in bullying?

PSYCHOLOGY- THE BYSTANDER EFFECT



This activity is for KS4 and Post-16 learners.

The **bystander effect** occurs when the presence of others discourages an individual from intervening in an emergency situation or against a bully.



Get learners to watch the clip: <https://youtu.be/Wy6eUTLzcU4>

Discuss the theory presented in the video that people are less likely to help when they are in groups? What does it say about human instincts? This is a light hearted video but discuss bystanders in bullying situation.

Discuss what the barrier to intervening in bullying situations are. Especially focus on how to be an upstander in a safe way.

Learners can also research **The Murder of Kitty Genovese**.

Learners should link this story to events that have occurred throughout history. Discuss what could have been done if people intervened and helped.

ART – ANTI BULLYING FLAG COLLAGE



Ask learners to design an eye-catching flag that features a symbol of unity. They may use as many or as little colour as they wish. Ask the Head teacher to designate an area, preferably the assembly hall, to create a collage of all the flags.



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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.



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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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