



RIGHTS RESPECTING  
SCHOOLS ASSEMBLY

ANTI-BULLYING WEEK

MONDAY 15<sup>TH</sup> NOVEMBER 2021



Mrs Lavelle's Video  
Message

# INTRODUCING ANTI-BULLYING WEEK

Stuart introduces Anti-Bullying Week



Click [here](#) to watch on YouTube

## Anti-Bullying Week 2021: One Kind Word

Anti-Bullying Week takes place across the UK from 15 to 19 November 2021. It's coordinated by the [Anti-Bullying Alliance](#) in England and Wales, anti-bullying agency [respectme](#) in Scotland and The [Northern Ireland Anti-Bullying Forum](#). This year has the theme 'One Kind Word'.



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# LINKED UNCRC ARTICLES



There are three articles that provide a particularly strong link this week:

- **Article 2 – Non-discrimination:** The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- **Article 12 – Respect for the views of the child:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

**Article 19 – Protection from violence, abuse and neglect:** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

# EXPLORING ANTI-BULLYING WEEK



Bullying can take many forms.  
Can you think of and describe  
some of the **ways someone  
might be bullied?**

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# HOW MANY OF THESE DID YOU GET?

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- Physical – aggressive or violent action, being pushed, hit, kicked, intimidated
- Verbal – name-calling, threatening, being laughed at, teasing, being shouted at
- Social – being purposefully excluded from plans with your "friends"
- Cyber bullying (online, on social media or gaming forums) – unkind comments, sharing photos with negative comments
- Discrimination - against race, nationality, sexuality, faith or another protected characteristic
- Sexual bullying – unwanted sexual comments or contact, spreading of sex rumours
- Emotional or Psychological – when someone gets what they want by making others feel angry/sad (manipulation) or being told they are not good enough

Did you get any of these? What other answers did you have?



# PRIMARY ACTIVITIES

You do not need to complete every activity but if you have time you can try to complete more than one.



Draw **different emotion faces** on empty boxes (you can either find some online or drawn them on) e.g. a happy face, crying face, angry face etc. Use scrunched up paper or beanbags and throw them into the box. Wherever the beanbag lands, **invite the class to discuss a time they felt this way, or the emotion more generally.**

Watch and join in with this [Stop Bullying Now](#) song. **Discuss as a class why kindness and respect are important.**



**Types of Bullying** – write a list or draw posters of some of the types of bullying we looked at in the start of the pack.

Use this website to help you [childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/](https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/)

## What does a bully look like?

In your class, work in small groups or on your own, and draw what you think a bully looks like. Then talk about your poster with others. Why do you think your bully looks the way they do? Think about stereotypes.

# PRIMARY ACTIVITIES 2

You do not need to complete every activity but if you have time you can try to complete more than one.



**Write a letter to an advice column explaining that you are worried about a friend being bullied.** You can read an example on [Childline website](#).

Imagine you received the letter. **Write a letter back, offering some support and guidance to the person.**

What would you say?

Watch this inspiring anti-bullying choir, [Class Dynamix](#), on Britain's Got Talent.

**Write a song or a rap about anti-bullying.** Work in groups. If you like, perform it!



**Use your drama skills to create a freeze frame of a situation where someone is being bullied.**

Take it in turns for each person to 'un-freeze' and discuss what is happening and how the person may be feeling. Consider reasons behind **why someone might become the bully**. Discuss **conflict resolutions** that may be able to change the situation. Finish with another free frame showing the resolution.

**Explore the website [respectme.com](#).**

The website provides free campaign resources for anyone involved in influencing the life of a young person to help kick-start meaningful conversations about bullying and the importance of kindness.



# REFLECTION

Create some quiet time and find a safe and comfortable space. Read the words on the right-hand side very slowly and think about what they mean to you. (This could be powerful in an assembly with some background music).

**At some point this week, choose to say one kind word/sentence to someone in your school, you never know how much impact this might make.**

**ONE  
KIND  
WORD**

This year's Anti-bullying theme is 'One Kind Word'  
In a world that can sometimes feel like it's filled with  
negativity,

one kind word can provide a moment of hope.

It can be a turning point.

It can change someone's perspective.

It can change their day.

It can change the course of a conversation and break the  
cycle of bullying.

Best of all,

one kind word leads to another.

Kindness fuels kindness.

So, from the playground to Parliament,

and from our phones to our homes,

together,

our actions can fire a chain reaction that powers positivity.

It starts with one kind word.

It starts today.

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Have a good week and  
make sure you remember  
the information and  
advice from this  
Assembly!

***'It starts with one kind word.  
It starts today'***