

Anti-Bullying Week 2017

PRIMARY SCHOOL PACK

All Different, All Equal

All Different

All Equal

#ANTIBULLYINGWEEK



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INTRODUCTION

Anti-Bullying Week 2017 is happening from Monday 13th – Friday 17th November and has the theme 'All Different, All Equal'. It is coordinated by the Anti-Bullying Alliance which is based at the National Children's Bureau.

THE AIMS ARE TO:

- Empower children and young people to celebrate what makes them, and others, unique.
- Help children and young people to understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying.
- Encourage parents and carers to work with their school and talk to their children about bullying, difference and equality.
- Enable teachers and school support staff to celebrate what makes us 'all different, all equal' by celebrating difference and equality and taking individual and collective action to prevent bullying, creating safe environments where children can be themselves.

All of the ideas in this pack are designed to help children and adults in a school environment to think about, identify and celebrate the differences we see in our lives whilst recognising that there is much we have in common.

ASSEMBLY PLAN

The assembly is designed to encourage the children to think of the unique attributes that make them an individual, who is special in their own way. It then moves on to identify that our school is a better place when those around us feel valued, supported and able to be ourselves.

LESSON PLAN

Following on from this, the lesson focuses on how individual personalities should be celebrated and leads to the creation of a visual representation of the idea of people coming together as one, equal with each other. Examples are given as to how to extend the task for the older children as necessary. The timings are only a guide and extra time may be needed to ensure that the children's ideas can be fully explored.

CROSS CURRICULAR IDEAS

The cross curricular ideas take the theme of difference and sameness (equality) further. All of them require the same main objective to be explored; how things can appear different at first glance, but on closer inspection commonalities can be found.

ASSEMBLY PLAN

AIMS



- Empower children and young people to celebrate what makes them, and others, unique.
- Help children and young people to understand how important it is that every child feels valued and included in school, able to be themselves, without fear of bullying.

RESOURCES AND PREPARATION



A table to place the following on:

- A box (as ordinary or ornate as you would like) but one with a lid that easily opens.
- A mirror that fits flat in the bottom of the box so it does not need to be moved or touched and can only be seen by looking in.
- The separate ingredients for a cake; flour, eggs, milk, water, sugar, baking powder, butter.
- A picture of a cake or a sponge cake that has been made.

As the children arrive in the assembly hall **make sure that the only thing they can see at the front is the box. Keep the ingredients away from sight – either covered up or hidden under the table**

ASSEMBLY

Tell the children that you have something in the box that is very special and unique. There is nothing in the room quite like what is in the box. Emphasise how beautiful, important and crucial the thing inside the box is to the school. Select 4 or 5 children to come up and look inside the box; **making it as melodramatic as you can. Tell them that they must only answer your questions with YES or NO and they must not tell anyone what they saw.**

Ask these questions to the selected children:

- **Were you surprised?**
- **Was it unique?**

Next, ask the children who weren't your volunteers to think about what might be in the box. If someone says 'their face' or 'themselves' you can move on – if not **give them clues such as 'they all looked in and saw something different, but there is definitely only one thing in there? What could they have looked at?'**

Once you've identified their faces as the answer, discuss with the children that, whilst there are many things that make our faces the same, there are things that make them different and unique. **Emphasise that without each different person in the room the school would not be the same and that each person is valuable to the school.**

Compare the idea of a school being made up of different people to a cake by saying the following:

'In fact it is a lot like these things' – **at this point bring out the ingredients for the cake, one by one go through them** – 'We have a bag of flour, sugar, butter, eggs, baking powder, milk and water. Hmm, what could we make with these things?' Get some answers – one of which will hopefully be cake.

Ask the question 'What would the cake be like without water? Or eggs? Or butter? ... It certainly would not look or taste like a cake should!' **Tell the children that school is like that cake. It needs all of the unique ingredients** (each child and adult in the school) to be the best it can be. Being unique is fantastic but together we make something even better (at this point reveal the picture of the completed cake or real sponge cake). The cake is like the school – all the better for all the different ingredients that make it.



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PLEDGE FOR ANTI-BULLYING WEEK

This week is anti-bullying week and this assembly has shown us that we can and should celebrate our differences but also understand how important it is to work together and appreciate how those differences help us all to be a better community. **One that works together to prevent bullying.**

REFLECTION

Think of one thing you are going to do this week to make someone you know in school feel valued, respected and part of the school community. In your classes discuss what you could do with your teacher. It doesn't have to be very big – it is the small acts that often mean the most. Say that next assembly you will be asking people to share some of the ways others made them feel valued and unique, remembering that we are all different, but all equal.

TO FINISH

Ask everyone to shout 'We're all different and equal' over and again.

You could also share with them:

- What else the school is doing for Anti-Bullying Week 2017 e.g. lesson plans fundraising activity.
- Details of your anti-bullying policy.
- How to report bullying and anything children might be worried about.



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LESSON PLAN

AIMS



- Celebrating difference and equality and taking individual and collective action to prevent bullying
- Creating safe environments where children can be themselves

TIME



- 50 min

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



This lesson should take place AFTER the assembly in this pack.

- [↓ My favourite fruit activity sheet](#)
- [↓ Puzzle with pieces missing sheet](#)
- [↓ Puzzle pieces sheets](#) even mix of all four pieces ideally printed out for card. Enough for one per person in the class (including teachers) and one for the class name to go in the centre.

You will need space to layout your jigsaw pieces.

STARTER - (10 mins)

Discuss the assembly with the children and **explore the idea of being unique (and different) but equal (or the same) at the same time.** Recap the meaning of the cake being made up of individual ingredients that come together to make something new. Emphasise that this is what the individuals in the class/school do when they come together.

Give the children time to answer and complete the statement **'My fruit is...' on the activity sheet.** Ask them to turn to the person next to them and in turn share their favourite fruit. If they don't like fruit they can write that down instead. Ask the children how many of them said the same fruit as their partner and how many said a different one. Get children to walk around the classroom and do this exercise with as many people as possible as quickly as they can. The children could use the tally chart on the activity sheet to record how many people prefer which fruits. Afterwards children can move to areas of the classroom that have been identified by the teacher as flavour areas; e.g. banana, apple, orange, pineapple etc.

Bring the class together and ask them what they noticed. How many people were the SAME as them? How many were DIFFERENT? Was there anyone who didn't like fruit? Emphasise that **liking different things is great because if we were all the same it would be a very boring world!**

MAIN - (30 mins)

Show the children the image of the jigsaw puzzle with puzzle pieces missing. Ask the children what the picture on the puzzle is. Is it complete? Why not? **Encourage the children to understand that EVERY piece has to be in place for the jigsaw to be complete.**

Show the children the jigsaw piece with the class name on it. Ask the children 'How might a jigsaw be like our class?'

Next, give out each child and staff a puzzle piece you printed. **Identify that a jigsaw piece is like a person.** When a person is alone they are 'one piece' but when they come together with others they make something very special – a community that fits together perfectly, just like a jigsaw!

Ask the children what kinds of things could go inside their jigsaw piece to show who they were as individuals and how they are unique. For example you could ask them to write their name, pets, siblings, hobbies/interests, favourite food, future ambitions, one thing only a few people might know about you. Ask the children to decorate their jigsaw piece by writing and drawing representations of the things they have thought of inside the jigsaw piece. This jigsaw piece will represent them. **Once decorated, the children should cut out their jigsaw piece – some children may need help.**

POSSIBLE EXTENSION

Older children could use their name as an acrostic to create a short poem about themselves, or produce a fact file of information to go inside the jigsaw piece.

PLENARY - (10 mins)

Place the class jigsaw piece in the centre of a clear area of the classroom floor. Then get the children to come and place their pieces around it. **Get them to identify the things that are the same on the different pieces as well as the things that are different.** Make sure that staff have done this too.

Discuss how as a class they are stronger. **Ask how understanding differences and celebrating them might help us prevent bullying?** For younger children this will be identifying how they behave when they disagree with others over the use of a toy perhaps, older pupils may discuss more about understanding differences and acceptance of others views and working together to reduce unkindness to others.

Complete the lesson by asking; A normal jigsaw would have corners – why doesn't this one? The answer is to welcome others. Always having it with spaces on the edge means everyone is welcome in the class for who they are. All different, All equal.

Mount the jigsaw on a wall display afterwards to remind the children that they are all one class.



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CROSS CURRICULAR IDEAS

ENGLISH



Explain to the class that homophones are words that sound the same but are different in both meaning and spelling.

Identify the homophones in the poem below and correct them.

Folk law by Naomi Allman

The things eye've scene,
Many aren't a boar.
The places eye've bean
Eye've herd all about folk law.



Fairies and monsters and mermaids at see;
Creatures of day and monsters of knight.
Secret tunnels and doorways in need of a quay.
They always make me feel so lite!

But are they wrong oar are they write?
Are they filled with miss steaks?
Oh the answers eye've scene – oh what a site!
The excitement of the weight – how it makes me sheikh!

Yes, eye've always loved listening to folk law.
A weigh to sea imagination of the world's mined.
Eye'll always keep searching – Eye'll always want moor.
I tend to wonder what else eye could fined.

MATHEMATICS



Identify a shape that can tessellate (cover an area by repeating without gaps or overlapping), such as a quadrilateral. Ask the children to create their own 4 sided shape and see if they can tessellate it (this will involve them rotating or translating it to get it to fit together).

Extension: More confident children could try doing the exercise with polygons instead of quadrilaterals.

SCIENCE



Classification of animals:

Look at the classification of animals and how it can be done in different ways depending on different criteria. For KS1 children ask questions such as 'what animals have 2 legs, 4 legs, 6 legs, 8 legs?' 'Do they have other things in common?' 'What is the same/what is different about them?' For KS2 children, look at different animal classification types and identify their features as part of the KS2 Biology curriculum.

Smartie chromatography:

Put 3 or 4 drops of water over a smartie that is on the piece of kitchen roll/coffee filter paper. Slowly the different food dyes used to create that smartie's colour will separate and it will become clear which dyes were used. The children can then compare which smarties used the same dyes and which ones used different dyes.

HISTORY



Do a comparative study of how your local town centre has changed over the past 100 years. Look for archive pictures of the main shopping areas (or if possible the area around the school or school site if it is a relatively recent building) and compare them using google maps now.

What is the same, what is different? What could you do then that you can't now and vice versa? Interview a parent or grandparent about their experiences growing up in the area that the school is in. What has changed about it, what has stayed the same?

ART



Investigate what types of colour you can create with the three primary colours (red, yellow and blue). KS1 could investigate with using different amounts of colours to create other colours. KS2 could create their own colour wheel.

Ask children to draw a picture of their desert island. What would they take with them? Who would be there? Then compare their drawings to show how different everyone's island is.

MUSIC



Ask the children to each identify their favourite song and then share in small groups. If the songs are different, ask them to find out what the songs share. For example, do they have the same time signature, tempo, similar instruments etc

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OTHER IDEAS FOR ANTI-BULLYING WEEK 2017

1. Sign up to be a **supporter of Anti-Bullying Week** online where you can download a certificate for your school to display.
2. Display the **Anti-Bullying Week Poster** up around school.
3. You are able to purchase a range of amazing Anti-Bullying Week merchandise including wristbands and stickers from our **online shop**.
4. You can share our **top anti-bullying tips** for parents, pupils and teachers amongst your school.
5. 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 bullying is, cyberbullying and many others. 1,000s have accessed it so don't delay – complete today!
6. 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.
7. We've worked with Diana Award this year to develop some **tips for schools about how to involve pupils in planning and delivering Anti-Bullying Week**. Take a look.
8. Anti-Bullying Week isn't 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**.



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

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.

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 would like to extend our thanks to **SafeToNet** for supporting this year's Anti-Bullying Week. **SafeToNet** are an award winning company using technology to protect children and young people online.

Find out more at www.safetonet.com

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