Kidscape Anti-Bullying Week
Resource Pack

Stop and think – words can hurt
Introduction

Welcome to the Kidscape Anti-Bullying Week resource pack.

Anti-bullying Week is a great opportunity to raise awareness within your school about bullying and minimise bullying by sharing practical advice and strategies for the whole school to learn.

We have compiled this resource pack to facilitate your lessons and activities over the week and to tie in with this year’s Anti-Bullying Week theme - Stop and think, words can hurt.

Kidscape has 26 years experience in the anti-bullying field and our mission is a zero tolerance approach to bullying; we also believe in encouraging self-reliance and knowledge that helps children protect themselves.

Through the lesson plans in this pack specifically designed to engage with the Anti-Bullying Week theme, we aim to explain to young people that ‘Words can hurt but words can also help’. By using our pack you can enable young people to develop key social skills which can specifically help with the anti-bullying message.

Every penny can make a difference at Kidscape – we are a small charity which relies on donations to continue our important work. Without schools like yours, Kidscape would not be able to help the countless children and families that we do. Anti-Bullying Week is an interactive opportunity for young people to create activities to raise awareness of anti-bullying. We also have several fundraising ideas to choose from inside.

We encourage you to also have a look at our website, which has additional resources, information and downloads. You can also find out more information and book onto the training courses we offer, which basic and advanced Child Protection, Peer Mentoring courses and Bullying Intervention Training.

www.kidscape.org.uk

We hope you find this pack a useful resource.
KEY STAGE 2 LESSON PLAN

Anti-bullying week 2011 will be held from 14th -18 November 2011. This years slogan is “Stop and think – words can hurt.” Bullying can take many forms e.g. physical, emotional, cyber, however this years campaign is focused on tackling verbal bullying.

Participants: Students Year 4, 5, 6

Curriculum: Citizenship, P.S.H.E at Key Stage 2

Aim: To raise awareness of verbal bullying

Time: 50 minutes. Activity times are used as a guide

Materials: Whiteboard, writing paper, pens, (flipchart/pad/ pens optional), sufficient copies of Handout 1

Introduce the aim of the session, “To raise awareness of verbal bullying” and explain the session the session will be interactive with the use of group work, individual experiences, discussions and exercises.

For the session to run smoothly and on time it is important to introduce the concept of Ground Rules – see below for examples. Ground Rules should be discussed with the class and agreed – if the students feel they have other Ground Rules these should be discussed and added to the list. The Ground Rules should be displayed throughout the session so they can be referred to as necessary.

Ground Rules

- Listen to each other
- Respect each other’s point of view
- There is no such thing as a silly question
- Encourage each other to participate

Divide that class into pairs. Give each pair a copy of Handout 1. There are two buckets. Ask the pairs to write the words they find hurtful and in the other write the words they find friendly.

(5 mins)

From the discussion in pairs, ask the class to call out the words and phrases and write up on the whiteboard under the headings “Hurtful” and “Friendly”. You may find students ridicule and laugh at the words and phrases but refer them back to the Ground Rules.

To prevent teasing, ensure students don’t associate words with their peers

(5 mins)

Congratulate the class if there are more Friendly words than Hurtful words. If not, ask the class to come up with more Friendly words.

(5 mins)
Divide the class up into the same pairs as before. Ask them to discuss how they feel when hurtful words are directed towards them. (5 mins)

From the discussion in pairs, ask the class to call out how they feel. (5 mins)

Now ask the pairs to discuss how they feel when they are in situations where people are friendly towards them. (5 mins)

**Whole Class Activity**

Ask for two volunteers. One pupil pretends to be carrying a large pile of books across the classroom while the other accidentally knocks into them, causing the books to fall to the floor.

In the first example, ask the child who has dropped the books to act angry, and use the hurtful words written on the board in retaliation to the other child.

Next, ask them to act forgiving, and use the friendly words written on the board to the other child.

Ask how easy it is to use more friendly words rather than hurtful ones? Ask the other pupil how they felt when the hurtful words were used, and how they felt when the friendly words were used.

Discuss with the class -
- What effect do you think using more friendly words would have on you?
- How would you feel if you heard more friendly words?
- How would the world look if more friendly words were used? (15 mins)

To finish the session, the teacher summarises the activities and emphasises the use of words as either hurtful or helpful. (5 mins)

**Session ends**
HANDOUT ONE

Think about words that can be hurtful and words that can be friendly.

Below are two buckets. Fill the buckets with as many words as possible which you think can be hurtful or friendly.

Which bucket can you fill up to the top?
KEY STAGE 3 LESSON PLAN

Anti-bullying week 2011 will be held from 14th - 18 November 2011. This year’s slogan is “Stop and think – words can hurt.” Bullying can take many forms e.g. physical, emotional, cyber, however this year’s campaign is focused on tackling verbal bullying.

Participants: Students Year 7,8,9

Curriculum: Citizenship, P.S.H.E at Key Stage 3

Aim: To raise awareness of verbal bullying

Time: 50 minutes. Activity times are used as a guide

Materials: Whiteboard, writing paper, pens, (flipchart/pad/pens optional), sufficient copies of Handout 2

Introduce the aim of the session, “To raise awareness of verbal bullying” and explain the session the session will be interactive with the use of group work, individual experiences, discussions and exercises.

For the session to run smoothly and on time it is important to introduce the concept of Ground Rules – see below for examples. Ground Rules should be discussed with the class and agreed – if the students feel they have other Ground Rules these should be discussed and added to the list. The Ground Rules should be displayed throughout the session so they can be referred to as necessary.

Ground Rules
- Listen to each other
- Respect each other’s point of view
- There is no such thing as a silly question
- Encourage each other to participate

Write up the word, “Bullying”, “Bully” and “Victim” on the whiteboard. Ask the class to call out what they think each word means. Discuss each response as it is called out. (5 mins)

Display and read out HANDOUT 2: Definition of Bullying

Note: It is necessary to have a group consensus on the definitions of the words, “Bullying”, “Bully” and “Victim”. It is therefore important for the definitions from Handout 2 be read out and adopted to assist with the facilitation of the rest of the session.
Write up the heading “VERBAL BULLYING” on the whiteboard. Ask the class to now consider what verbal bullying is. In the same pairs as before ask the students to write down as many words and phrases that are intentionally used to verbally bully someone.  

(5 mins)

From the discussion in pairs, ask the class to call out the words and phrases and write up on the whiteboard. You may find students ridicule and laugh at the words and phrases but refer them back to the Ground Rules. To prevent teasing, ensure students don’t associate words with their peers.

(5 mins)

Now ask the students to consider the following:

- Who judges how hurtful words/phrases are – the bully or the victim – therefore does it matter what we think about how hurtful the words are?
- Do the words/phrases make sense or is it nonsense?
- Are the words/phrases sexist, racist or homophobic?

(5 mins)

Write the heading “OUTCOMES OF VERBAL BULLYING” on the board. Ask students to call out the different reactions that victims of verbal bullying may have. Write up on the board. Discuss and summarise.

(5 mins)

Having recognised the harm verbal bullying can cause, we would like the class to write up a language charter which everyone agrees to and can be displayed in the classroom.

Ask the class to call out the key words they would like to incorporate within a verbal language charter. Write up on the board.

(5 mins)

Divide the class into groups of four and ask the students to write a charter which indicates what is and is not acceptable when talking to people in the classroom. Encourage the students to use the key words already suggested, and make notes on why they want particular words in the charter.

(10 mins)

Groups are encouraged to read out their charters with the teacher writing down key themes on the board, with the teacher writing a final language charter encompassing the best of suggestions, which will be displayed in the class.

(10 mins)

Session ends
Definitions

Definition of BULLYING
Bullying is the use of aggression with the intention of hurting another person and which results in pain and distress to the victim.

Definition of VICTIM
The person who is the target of the bully. This person may be experiencing either physical or emotional distress caused by a range of deliberate acts.

Definition of BULLY
The person who deliberately uses aggression or intimidation to another causing pain or distress.
What is Kidscape?

We are a child protection and anti-bullying charity. We are widely known for providing information about street safety and child abuse, along with our work and experience with bullied children, bullying that may take the form of emotional, physical, or cyber attacks.

Bullying affects, according to a recent national survey, almost three-quarters of children. Not all of these receive the direct attentions of bullies, but learning can be seriously affected if children witness or participate in aggression.

Kidscape believes in encouraging self-reliance and the knowledge that helps children protect themselves. Children are taught to be self-reliant, observant, with the ability to make mature judgements. Our ZAP workshops teach them practical skills for turning the bullying around—which is successful in over 85% of the cases. We work with children from every location, every background, and recently have developed new techniques in bringing our message to children with special needs who are, unfortunately, often the target of bullies.

We believe firmly in prevention as well as remedy. In a wider way, we work with schools across the country to sharpen techniques, teaching peer support, or how to set up a supportive system. And we have often consulted on government initiatives to bring bullying to a halt.

A Helpline
We receive over 13,000 calls a year from parents worried about bullying. Our trained advisers offer practical support and advice to equip parents with the necessary knowledge so they are better able to help their children.

Publications
We produce a range of leaflets, booklets, books, DVDs, videos and posters for children, parents/carers, and caring professionals suggesting ways to keep safe and prevent bullying.

Website
Our website www.kidscape.org.uk offers extensive advice for children, parents and professionals; you can download booklets and read FAQs about bullying and child safety.

Confidence Building for Bullied Children – ZAP Assertiveness Training
These fun one day courses are the main focus of our work and teach children key assertiveness skills to help them learn new ways of dealing with bullying. Feedback shows that more than 85% of children who attend the courses are no longer the target of bullies three months after their session. Through funding and sponsorship, like the money raised by concerts and events, Kidscape is able to offer ZAP free of charge every year to hundreds of children in the UK who have suffered the most at the hands of bullies.

Child Protection Training
Kidscape provides basic and advanced child protection courses, which can be delivered on site, or at the office.

Youth2Youth
Our peer helpline service. The helpline is open two evenings per week for young people aged 11-19 to phone, email or chat online with a volunteer aged 16-21 about any worries they may have. Callers contact Y2Y with a wide range of concerns including relationship issues, school problems, sexuality and bullying, and our trained volunteers provide a listening service and a source of further information.
Kidscape Anti-Bullying Week
Fundraising

Non-Uniform Day!

We are aware that people often get bullied for their appearance and how they dress. Organising a non-uniform day specifically chosen to remind pupils that we are all unique and different and it is this which makes the world interesting!

So whether you are in your school uniform or own clothes be accepted for who you really are.

*Ask students to make a £1 donation to Kidscape to wear their own clothes for a day.*

Other great fundraising ideas –

**Cake and Bake Sale**

Are there any young bakers and cooks in your school, raise money for Kidscape by having a Cake and Bake sale with all proceeds going towards Kidscape charity, you may discover a gifted and talented individual in this area!

**School has talent show where parent/carers pay to attend**

With programmes such as X-Factor and Britain’s Got Talent is it any wonder that children and young want a chance to take part in performances at school which enable their talents to shine. Give them a platform to do this with a [School Name] has got talent evening. Parents and guests can pay a fee to attend and proceeds go towards Kidscape Charity.

**School Swap-shop**

All people bring new or nearly new items of clothing to exchange. Parents and young people pay a small fee to take part in the activity in the school hall. Each parent or young person can take have one or two items of clothing in exchange for the items they have brought with them.

**I’m a Teacher Get Me Out of Here!**

Pupils each pay a £1 donation to Kidscape to see teachers up against a challenge of difficult tasks or eating unusual things, in the spirit of I’m a celebrity get me out of here.
Every penny makes a difference at Kidscape…

£5 will pay for a “bully pack” to be sent to a family desperately needing support

£23 will pay for an entire year group to receive our "Moving Up" booklet to help them make the transition from primary to secondary school

£100 will pay for a teacher to attend a Kidscape workshop to learn how to create a peer mentoring scheme at their school

£200 will enable one young person to be trained as a helpline volunteer for Youth2Youth

£284 will fund a ZAP place for one severely bullied child and their parents

£1000 will pay for a Kidscape trainer to run a 2-day training course to equip pupils with behavioural issues with new skills in conflict management, mediation and social interaction

£2400 will pay for all the running and staff costs of our parents’ helpline for a month

£30,000 will enable Youth2Youth to open for one extra night a week for a year
Donating to Kidscape

Once all donations have been collected, you then need to decide on the easiest way for you to pay it in. There are two ways this can be achieved!

You can write a cheque for the sponsorship amount and send it into the office; the address is **2 Grosvenor Gardens, London, SW1W 0DH**.

You can make a direct bank transfer, the details you need are –

Bank name - Lloyds TSB
Account name - Kidscape charity
Sort Code - 309397
Account Number - 00861818
Stressed out and anxious about exams? Need to talk to someone?

Youth2Youth HELPLINE
Confidential helpline run by young people for young people

020 8896 3675 (Open Mon and Thurs 6.30-9.30pm)
talk@youth2youth.co.uk

www.youth2youth.co.uk