

## **The Big NO: Guide to Say NO to Bullying Assembly Plan: (Secondary School)**

For Anti-Bullying Week, Kidscape is launching a 'Say NO to Bullying' campaign to encourage students, parents, teachers, and communities all around the UK to take a stand against bullying and Say NO!

The following is an Assembly Plan to conduct with your students during Anti-Bullying Week, which will culminate in getting everyone to stand up and say a big NO to bullying. This will help bring together a sense of school community which clearly stands against bullying.

### **Say NO to Bullying Assembly Plan:**

#### *What is Bullying?*

'We are now going to discuss what bullying actually is, as it is not always easy to define.'

In most cases of bullying you will find that:

- It is deliberate hostility and aggression towards the target
- The victim is weaker and less powerful than the bully/bullies
- The outcome is always pain and distress for the victim

Although bullying can take many different shapes and forms, the key feature is that it is causing *deliberate* pain to another person. Any form of hurtful behaviour like name-calling can be classed as bullying if the bully persists with it after it is apparent that the victim is upset by what is being said.

*The different forms bullying can take:*

**Physical:** pushing, kicking, hitting, pinching, and any other forms of violence  
Intimidation: extortion, threats, stealing

**Verbal:** name-calling, spreading rumours, writing graffiti

**Emotional:** excluding someone, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, racial, homophobic or sexual taunts.

**Cyber:** Using technology to intimidate and upset, such as via text messages, email, social networking websites, internet

**Theft:** stealing a person's belongings

**Racial:** racist bullying can be verbal, emotional, or physical

**Homophobic:** homophobic bullying can occur regardless of a person's sexual orientation.

#### *A sketch about belonging - why it is good to be different:*

A sketch for six characters. Assign each student a character number and have them memorise this sketch to show how bullying and treating people unfairly for being 'different' is wrong.

'Now that we understand what bullying is, some students have arranged this sketch which might make you consider why it is good to be different.'

'1. We are here to tell you  
2. How very important it is  
3. That everybody, and I mean everybody  
4. Should really get on well  
5. With everyone else.  
6. What is needed throughout the whole world  
1. Is a little understanding  
2. Patience  
3. Tolerance  
4. Kindness.  
5. We are very good friends  
6. And we shall get on very well together.  
1. One reason of course is that we all wear hats.  
    You can see my lovely blue hat (*Puts it on*)  
2. And mine. (*Puts it on*)  
3. And mine. (*Puts it on*)  
4. Yes I've got a blue hat. (*Puts it on*)  
5. And so have I. (*Puts it on*)  
6. I've got a red hat.  
1. What did you say, a red hat?  
2. I couldn't have anything to do with people who wear red hats.  
3. Nor could I  
4. It's utterly irresponsible to wear a red hat.  
5. You must change your hat immediately.  
1. Change it now or we can have nothing else to do with you.  
6. But there aren't any other hats, and anyway, I like my red one.  
1. Then you can't stay here with us.  
6. But I thought we were friends.  
1. There's no buts about it... Go!  
2,3,4,5 (*In quick sequence*)... Go! Go! Go! Go!  
*Six goes*

'1. We'd better start again. We are here to tell you  
2. How very important it is  
3. That everybody, and I mean everybody  
4. Should get on really well  
5. With everybody else.  
1. Just a little understanding  
2. Patience  
3. Tolerance  
4. Kindness.  
5. We are very good friends  
1. One reason of course is that we all wear shoes.  
    You can see my smart shoes  
2. And mine  
3. And mine  
4. Yes I've got smart shoes  
5. Yes and I've got these smart trainers?  
1. What did you say, trainers?  
2. I couldn't have anything to do with people who wear trainers.  
3. Nor could I.

4. It's utterly irresponsible to wear trainers.  
 1. You must change into your proper shoes straight away.  
 5. But I like trainers. Why should I change?  
 1. You change your shoes or else...  
 5. I haven't got any other shoes here.  
 1. Then you can't stay with us.  
 5. But that's stupid!  
 1. Stupid? Get out!  
 2,3,4 (*In quick sequence*)... Go! Go! Go!  
*Five goes*

'1. We'd better start again. We are here to tell you  
 2. How very important it is  
 3. That everybody, and I mean everybody  
 4. Should get on really well with everybody else.  
 1. Just a little understanding  
 2. Patience  
 3. Tolerance  
 4. Kindness.  
 1. One reason that we get on well is that we all eat fruit.  
   Look at my lovely apple.  
 2. And mine  
 3. And mine  
 4. I've got a super banana.  
 1. You've got what?  
 4. A banana  
 1. I can't have anything to do with people who eat bananas.  
 4. But I like bananas.  
 1. Then you must like them somewhere else.  
   Go!  
 2,3 Go! Go!  
*Four goes*

'1. We'd better start again. We are here to tell you  
 2. How very important it is  
 3. That everybody, and I mean everybody, should get on really well with everybody else.  
 1. Just a little understanding  
 2. Patience  
 3. Tolerance  
 1. We are always careful to be prepared in case it should rain.  
   You see my umbrella.  
 2. And mine  
 3. I have a rain coat.  
 1. Where's your umbrella?  
 3. I haven't got an umbrella.  
 2. Haven't got an umbrella?  
 1. But we are umbrella people. You must get yourself an umbrella.  
 3. There isn't an umbrella to be had.  
 1. If you haven't got an umbrella we can't have you here, you must go.  
 2. Go!  
*Three goes*

'1. Well we must start again. We are here to tell you  
 2. How very important it is

1. That everybody and I mean everybody
2. Should get on really well
1. With everybody else.
2. What is needed throughout the whole world
1. Is a little understanding
2. Patience
1. Tolerance
2. Kindness. Take a lesson from us.
1. You will note we are always polite.  
Should I meet you in the street, I will say,  
Good Morning or Good Afternoon.
2. And I'll say, Hi there!
1. You'll say what?
2. Hi there!
1. You must be joking.
2. No, I just like to say, Hi there!
1. And you meant to continue?
2. Of course.

*There is a short pause.*

*One looks hard at two and points to the next exit.*

*Two goes.*

'1. I don't know what the world is coming to. I am here to tell you that what matters to keep yourself to your own kind. Maintain traditional behaviour. Refuse to allow any deviations. Have nothing to do with the people you suspect are – in fact, when I look at you, I'm not at all sure...

*Has been backing away, and finds self in a circle of others who have returned. They put their heads in conference and then turn to face audience.*

- '1. It seems that we should start again.  
We are here to tell you
2. How very important it is
  3. That everybody, and we mean everybody
  4. Should get on really well
  5. With everybody else.
  6. What is needed throughout the whole world
  1. Is a little understanding
  2. Patience
  3. Tolerance
  4. Kindness
  5. Love
  6. Respect.
  1. We've only got one world.
  2. We've made rather a mess of things so far folks
  3. But we're going to try a little harder.
  4. (*to three*) Would you like a banana?
  3. Thank you very much (*They start going off together*)
  2. (*Going across to five and six*) I rather like that red hat, don't you?
  5. Yes, I must try one (*They start going off together*)
  2. (*Looking back at one*) Are you coming with us?
  1. Yes, certainly. (*To audience*) Well, that's it.  
Good day to you. (*A little hesitantly*)  
Hi there! (*Leaves stage*)

## *Why are some people bullied?*

We are now going to consider why some people are bullied. Who are the victims of bullying? Why are they picked on? And how can they present themselves in a way to reduce the likelihood of being targeted?

It is important to acknowledge that the victims of bullying do not deserve to be bullied and that the bullying is not their fault. For this reason, from here on, we will use the term 'target' instead of 'victim'.

To understand why some people are targets of bullying, and others are not, it is important to consider how you present yourself. We have already understood that bullying relies on an unbalanced power relationship. A target of bullying is likely to have, unconsciously, presented themselves as weak (perhaps seeming under confident). This can be in a number of ways: through body language, eye contact, and a lack of assertiveness. This can indicate to a bully that this person might be an 'easy target'.

*The following exercise is best illustrated with an assistant (with who you have previously discussed this) displaying the behaviour/body language described. It tends to be more effective when it is something the students can actually see.*

Directions for assistant: Don't stand up straight, hunch over, crumple your body, look at the ground, have your arms wrapped around yourself (like folded), fidget, shuffle around on your feet, don't smile, look uncomfortable.

'Body language is a key indicator as to whether a person is an 'easy target' or not. Look at [assistant] – s/he is not displaying any confidence and looks to be weak. Why is this? How can s/he appear more confident?'

Get the students to 'unpick' your assistant's body language – put their hands up and suggest ways s/he can look like less of a target (things such as unfold your arms, stand up straight, loosen your shoulders, and the key one – look at me. Eye contact is crucial for this exercise).

'This exercise demonstrates the importance of looking assertive and confident, even if you don't necessarily feel it on the inside.'

## *What to do to avoid bullying?*

'There are three key things you can do to seem more assertive, to help you avoid becoming a target, and to prevent bullying. These are a ways of 'bully-proofing' yourself.'

### *Body language:*

'As the previous exercise demonstrated, assertive body language is crucial. If you look un-confident/weak, bullies will assume you are weak and this can make you a more likely target. Even if you don't feel confident, if you present yourself in a way that makes you seem confident, people will never know the difference.'

### *Eye contact:*

'Body language takes you half-way, which can be finished off through maintaining eye contact. This is not intended to be threatening, but simply by holding the eye contact of the person you are with it demonstrates that you are comfortable in

yourself and don't have a problem with them. Try it with the person sitting next to you. Don't laugh or smile, but similarly, don't frown or look intimidating.'

Say *NO!*

'There is no magic wand to stopping bullies. Showing weakness or pain is life-blood to bullies, although that is no excuse for their bullying behaviour. One way to start gaining confidence is to practice shouting 'NO!' [*demonstrate this NO*]. This, when shouted in a deep voice, is a good method to stand up to a bully as all you need to remember is one small word, said in a big voice. This will alert bystanders to the situation and embarrass the bully.'

'Kidscape, a national anti-bullying charity, are launching a campaign to Say NO to Bullying during this Anti-Bullying Week. Together as a school, we want to join together and take a stand against bullying by saying 'NO!'. [get everyone to stand up]

'Stand tall, shoulders back. Everyone on the count of three, shout 'NO!' in a deep voice. The shout should come from the stomach and sound like a foghorn.'

'One

Two

Three

"NO!!!!!"

Have the assembly group practice shouting no until the rafters rattle. This is an energising way to bring the students together to say NO to bullying.

Please try and document your school saying NO to bullying. Take a photo or a video, or start a petition and get all your students to sign it (or alternatively sign the petition on the Kidscape Say NO to Bullying website), and please send this back to Kidscape at [sntb@kidscape.org.uk](mailto:sntb@kidscape.org.uk) or write to us at Kidscape, 2 Grosvenor Gardens, London, SW1W 0DH. We would love to feature stories about schools all around the country who have stood up and said NO to bullying this Anti-Bullying Week.