








# ACTIVITIES TO DO WITH YOUR CHILD DURING ANTI-BULLYING WEEK



## ACTIVITIES WITH YOUNGER CHILDREN

- 1. Being Me - helping your child to celebrate who they are.** Help or ask your child to draw round their hand. Ask them to write or draw on each finger one thing they like to do. Ask them to write or draw on their thumb one thing they would like to do. Talk about what makes them special and unique, how we are all different, and that sometimes we like the same things, sometimes we like different things and that is okay! 
- 2. Finding friendship - understanding the true meaning of a friend.** Draw an outline of a person, or you could find one on the internet, or draw round your child (or they could draw round you). Use pictures or words to describe all the things that make up a good friend. Alternatively, you could cut out pictures from newspapers or magazines of words or photos that represent friendship. Use this to talk about what is important in a friend (e.g. a big heart, a smile, kindness, trust, fun). 
- 3. Showing kindness - "Carry out a random act of kindness, with no expectation of reward, safe in the knowledge that one day someone might do the same for you." - Princess Diana.** There are always opportunities in every day to show kindness to someone. Work with your child to think of lots of random acts of kindness you could do. Write these on paper or post it notes and pop them in a jam jar. Pull one out every day and have a competition as a family to see who has managed to do the act of kindness! 
- 4. Me and my power - learning to be assertive.** Assertiveness is not shouting or demanding your own way, it is having the power to stand up for yourself and for other people. Help your child practice different ways of sitting or standing (e.g. shy, scared, brave, strong, confident). Help your child practice saying or signing, 'No' and 'Stop'. Help them understand how important it is to say no or stop to something that makes them feel scared or they do not like. Practice saying no and stop in a firm clear voice. You could then combine this with sitting or standing in a position that makes them feel calm and powerful. It may help to read books or watch TV programmes with characters demonstrating assertiveness. 

- 5. Who can help - It is important to think about all the different people that can help us in a difficult situation.** Here are some examples you could talk through with your child... Who could help....? 

- If I am sad at school
- If I have seen something on the internet that makes me scared
- If I see someone who is lonely
- If a family member or friend is poorly
- If I get lost in a shop
- If I see someone being unkind

## ACTIVITIES WITH OLDER CHILDREN

- 1. Understanding my journey - helping your child develop a positive sense of self.** It is important to help children explore their family history, to see the hurdles they have overcome, and to consider the resources they already have to manage future events and challenges. Draw a timeline on a piece of paper. Help them plot out the main events in their life, and their family life. Write or draw the good and bad times, events they particularly remember, people who have been important to them, things they are proud of. Talk about who or where they might be in five- or ten-years' time. What can they do, who can help or what will need to happen? What strengths do they already have that could help them on their journey? Where are the areas they would like to grow or learn new skills? 
- 2. My relationships - supporting your child to develop positive relationships with others.** As your child grows older, they may have already established their friendship group, or they may still be struggling with what it means to be a friend and finding it hard to develop positive relationships. If they are moving up to secondary school, they may also be anxious about meeting new friends, and it is very common for children to fall in and out of friendships. As they grow older, they may also start to develop romantic and/or sexual relationships with others and as their parent you have a vital role to play in encouraging positive relationships. Help them think about their current friendships and the qualities they value in their friends. If they have a phone, they could 



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share with you their favourite photos or videos of their friends. Talk about what makes a good friend, times their friends may have let them down and how they dealt with it. If they struggle to form relationships practice how you might introduce yourself to someone else (e.g. say or sign hello, ask them something about themselves and really listen to their reply, take it in turns to listen and ask questions). Talk about the difference between friends and followers online and the importance of having a circle of trust. You could draw this circle of trust on a piece of paper and ask them to put in the circle those people with whom they feel they can share their thoughts and feelings. Who would be outside of that circle of trust? Why might it be important to be careful what you share with others - particularly online?

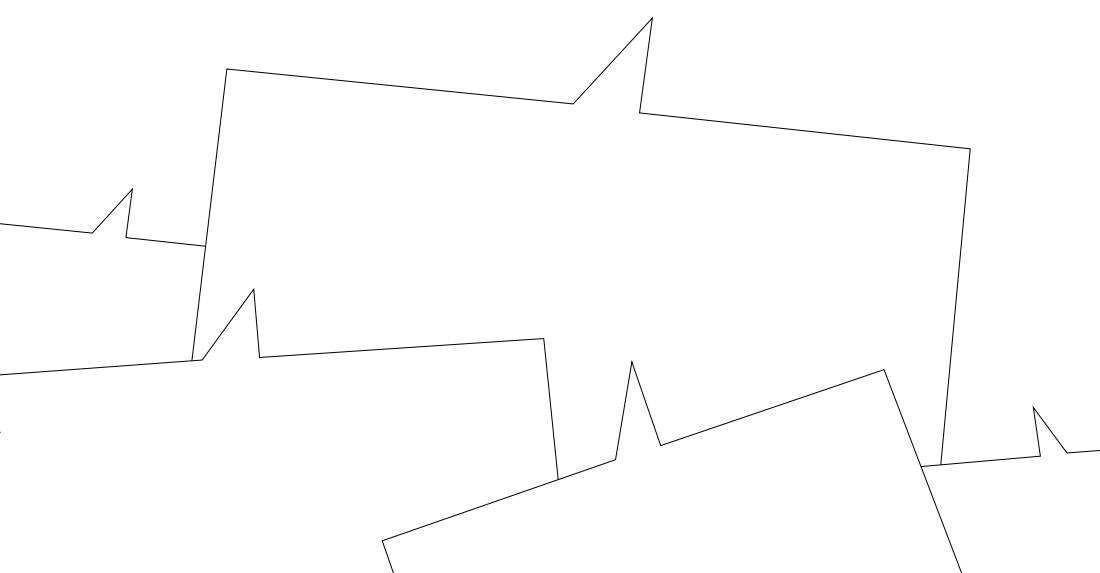
**3. Being the change.** Children and young people have a huge capacity for challenging injustice and bringing about positive change. It is important as parents that we encourage this and help children identify their values and their passions. Explore with your child what really matters to them and what they would like to change. Once they have found their passion help them think about positive actions they can take. For example, if their passion is challenging racism, they could find out how other learners in their school feel about racism, what their school are currently doing and how learners can get involved. If their passion is climate change, they could research books and podcasts to listen to, find out what personal action they can take (e.g. reducing plastic use) and write to their local MP.



**4. What I can and cannot control.** It is challenging for all of us to recognise what we can and cannot control. In a bullying situation it may be very difficult for us to change someone else's behaviour, but we can control how we react. Talk through the following scenarios with your child and explore what they can and cannot control.



	WHAT YOU CAN CONTROL	WHAT YOU CANNOT CONTROL
You read something offensive or hurtful online		
Someone calls you a horrible name		
Your parent loses their job		
You see someone who is always on their own		
Your area goes back into lockdown		



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5. **Safe in my world.** As your children grow older it is important that they recognise situations that are unsafe and strategies they can use to keep themselves safe. You will not always be with them in every situation but as a parent you can guide them and help think through their options. Try to resist answering for them or imposing your expectations, or what you would like them to do. Here are some scenarios you could talk through together (See below).



**SCENARIO**

**WHAT ARE MY VALUES? WHAT MATTERS TO ME?**

**WHAT ARE MY CHOICES?**

**WHAT MIGHT BE THE CONSEQUENCE OF THOSE CHOICES?**

**WHO COULD HELP ME?**

Your friendship group has been repeatedly laughing at a boy on your journey to school and some of the group have posted comments about him online

You have been bullied by another young person for some time now and someone suggests you should carry a weapon to protect yourself.

You have formed a relationship with someone online. They have asked you to send photos and videos of yourself, but you do not feel comfortable about it.

You are not enjoying your time at school and have been coming up with reasons not to go in. This is upsetting your Mum.

You have noticed that this girl is always on her own at lunchtime. The other people in your group think she is strange, but you want to help.



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