

ABW (Primary) Assembly Plan Part 1

Beatbullying

“I have the right to be safe”

“I have the right to be safe” projected/written on board in big clear text so that entire audience can read it - this could be there when the children come in.

Slide 1

What are rights?

Slide 2

“Rights are things that everyone should have or be able to do.” Project/pin up (depending on resources) four images of activities and things they have a right to do e.g. play, learn, eat lunch, say what’s on their mind.

Explain that “for example, if we were to block off the toilets we would be taking away your right to use it.”

Optional:

Do the blue & green eye/brown eye activity. Pupils are involved in an activity in which those with blue or green eyes are treated very differently to those with brown eyes. It is up to teachers to decide whether pupils should be told in advance whether this activity is “pretend” or not.

Invite 20-30 pupils to come up onto the stage and explain that you are going to split them into two groups - those with blue and green eyes and those with brown/hazel eyes. You may wish to explain that you are conducting an “experiment” or alternatively keep them “in the dark” about what is happening. Split them into the two groups and tell them that the pupils with blue eyes are superior to the pupils with brown eyes. Tell the brown-eyed pupils that they are not allowed to talk to or play with the members of the “superior”/“better” group. Tell the brown-eyed pupils that you think they are not as clever as those with blue eyes and will have to work through their lunch hours to catch up with them. They will also not be allowed to play with play/sports equipment anymore. Then ask

them all to sit down. If you have not done so already, reveal that this an activity to make a point about rights.

Discuss the following with everyone:

- Do they think your actions were fair? If not, why not?
- What rights did you take away from those with brown eyes?
- What evidence did you have to make the statement about brown-eyed pupils being less clever than blue-eyed pupils?

Explain that this is an example of rights being taken away because of prejudice (assumptions made based on inaccurate evidence about people).

Another example is if someone is mean to another person or bullies them, this would be taking away that person's right to be happy.

Rights and Rules:

Slide 3

However, continue that “sometimes it might seem unfair that you're being prevented from doing something that you really want to or asked to do something which you don't - project four further images showing a sign that no ball games allowed in the playground so that quieter games can be played (ball games are played elsewhere), two children being told to stop talking during a lesson, children lining up to wait for lunch, two children having an argument with a teacher mediating - but this is because sometimes we have to think about rights in terms of what is the best and safest thing to do in a situation. Remember that school rules are there to keep you safe.”

Stress that where the exercise earlier was about taking away rights, important rules such as looking before you cross the road, not running with scissors, treating each other kindly are there to keep you safe.

“You have a right to do something unless it might hurt you or others and this is why there are rules at home and in school: to keep you safe. Ask if anyone can “explain why Nemo (Finding Nemo) and Simba (The Lion King) were told not to do something (swim over the drop-off/go to the elephant graveyard)? To keep them safe...”

So, what does safety and keeping safe mean?

“You all have the right to be safe. So...What makes you safe?” Ask for ideas - most likely to start with warmth, food, not being physically injured etc, but try and move this on to feelings. “What makes you feel safe?”

“Who keeps you safe?” Start a list perhaps in the form of cards that volunteers can hold up.

“How do they keep you safe?” Again, cards held up by volunteers.

By this point you should have a group of ‘whos’ and a group of ‘hows’ on the stage.

Ask them to sit down and ask the audience what they think this ‘keeping safe’ is all about? I.e. people keeping you safe. “Do you think that you might also have a responsibility to keep others safe?”

Tell them that between now and next time (the second assembly), they should have a think about: “who do you keep safe?”