

# What's happening in the news this week?



Let's have a look at this week's poster!

11th - 17th November 2024





## Let's look at this week's story

This year, Anti-Bullying Week takes place on 11<sup>th</sup>-15<sup>th</sup> November with the theme, 'Choose Respect'. As part of the week, Odd Socks Day is on Tuesday 12<sup>th</sup> November, with odd socks being worn to celebrate what makes us all unique. There are many other ways schools are raising awareness and taking action to tackle bullying, including several pupils working towards becoming Anti-Bullying Ambassadors.



Learn more about this week's story [here](#).  
Watch this week's useful video [here](#).  
This week's Virtual Picture News [here](#).

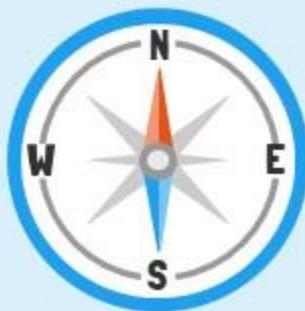
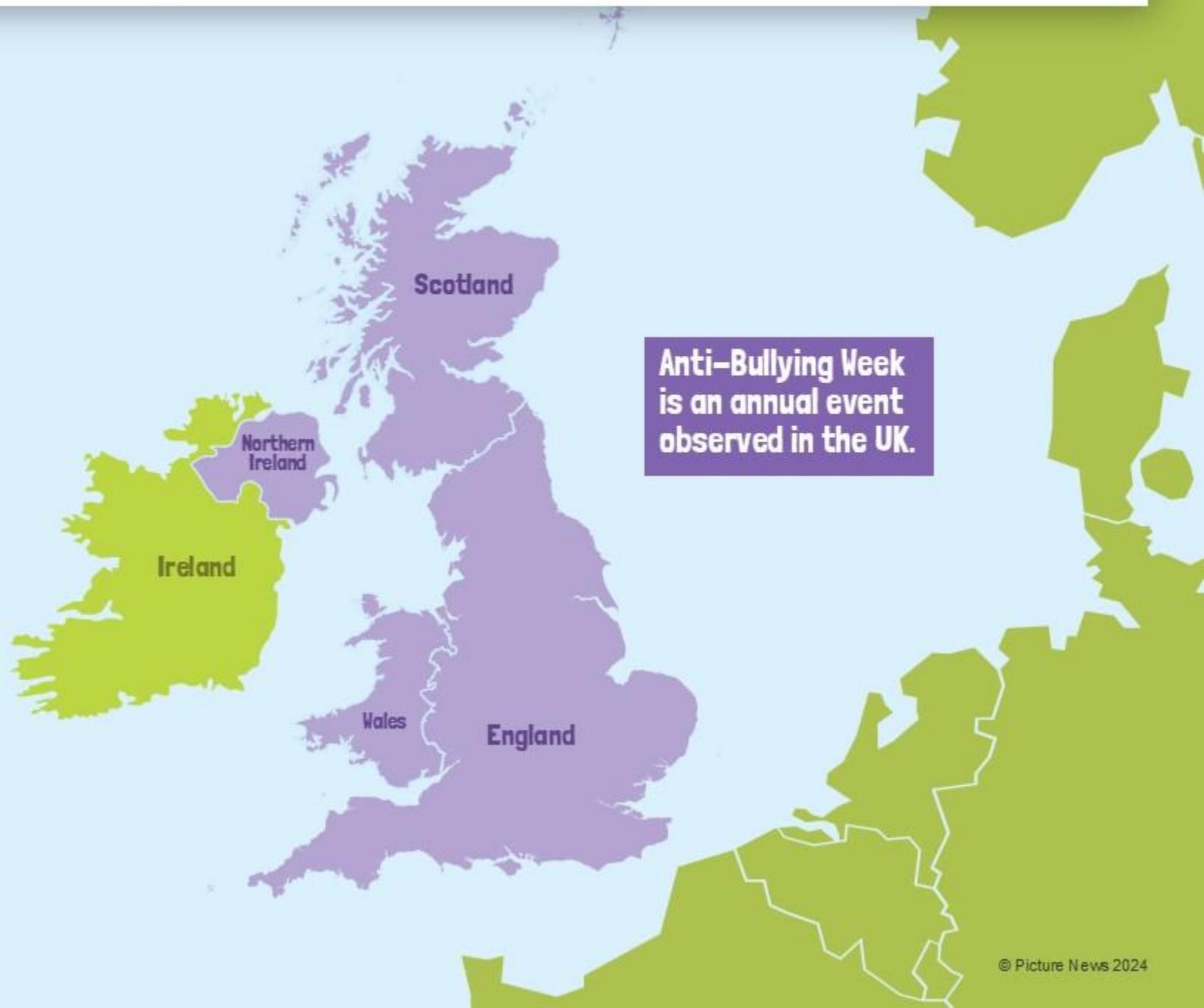


# How does it make me feel?



<b>sad</b> despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	<b>angry</b> aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	<b>happy</b> beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	<b>confused</b> addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	<b>excited</b> animated elevated enlivened enthusiastic exhilarated exuberant thrilled	<b>worried</b> agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	<b>overwhelmed</b> engulfed inundated overburdened overloaded saturated submerged swamped	<b>afraid</b> alarmed apprehensive daunted fearful frantic horrified petrified terrified
<b>guilty</b> ashamed compunctionous contrite culpable penitent responsible rueful	<b>jealous</b> bitter covetous desirous envious envying resentful wary	<b>thankful</b> appreciative grateful gratified indebted obliged relieved	<b>shocked</b> astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	<b>disgusted</b> affronted appalled horrified repelled repulsed revolted sickened	<b>inspired</b> activated encouraged exhilarated galvanised influenced motivated	<b>embarrassed</b> ashamed awkward chagrined demeaned discomposed humiliated self-conscious uncomfortable uneasy unsettled	<b>interested</b> absorbed captivated curious engaged enthralled fascinated gripped intrigued riveted

# This week's story looks at events related to ...





Read the information found below about the Diana Anti-Bullying Ambassador Award. Talk about the impact you think the role of the ambassadors could have in school.

## What is the Diana Anti-Bullying Award?

The programme raises awareness of bullying behaviour, and supports schools and young people in tackling it across the UK and beyond.

## What training do Anti-Bullying Ambassadors have?

### The Basics of Bullying

A definition and the different types of bullying behaviour, so students can identify when it may be happening.

### How to Support Peers

The importance of being an Upstander and how to intervene safely, alongside practical steps for supporting a peer who may be experiencing bullying behaviour.

### How to Lead Social Action in School

Social action planning, with ideas and next steps to launch a whole-school anti-bullying campaign.



## What is an Anti-Bullying Ambassador?

An Anti-Bullying Ambassador is someone whose role is to help educate other pupils on bullying behaviour, lead on anti-bullying campaigns, promote a culture of celebrating and tolerating differences, and help keep everyone safe both online and offline.



**Pictured above:** The badge awarded to all Anti-Bullying Ambassadors. More information about the award found here: <https://diana-award.org.uk/>.

It was an interesting, thought-provoking session, we explored lots of scenarios and learned about the different types of bullying behaviour and we learned how to diffuse difficult situations.

"It was good and I'm pleased to become an ambassador to help others.

Abi, aged 14 from Sir John Colfox Academy, who recently took part in the training.

## Resource one



Look at the resource below, which shares some of the things you can do if you feel you are being bullied.

### Talk to someone

Tell someone you trust such as a teacher, family member or friend how you are feeling and what is happening to you. Trying to deal with bullying on your own can be much harder.



### Speak to the person bullying you

Not everyone understands the impact their words or actions are having. Telling the bully clearly to stop, or explaining you do not like what they are saying or doing, can help them to realise they are hurting or upsetting you.



### Write it down

Writing down what has happened and how you are feeling can sometimes be easier than talking about it. If lots of little things have happened over a period of time, it helps you keep track of it. Writing down how you feel might also help you understand what is happening.



### Focus on yourself

Think about all the reasons you are amazing and the things that make you happy. Perhaps taking part in a sport, spending time with a friend, playing a game, reading or drawing can help you to feel better.

**Have you ever done any of these things before? Which do you think might help you? Are there any that wouldn't help? Can you think of anything else you could do?**

## Resource two



Look at the resource below, which shares some information about Anti-Bullying Week.

### What is Anti-Bullying Week?

Anti-Bullying Week is an annual UK event coordinated by the Anti-Bullying Alliance (ABA). It aims to raise awareness of bullying in schools and other places, to and highlight ways of responding to it and preventing it.

Taking place in November each year since 2002, it has grown with 80% of UK schools now taking part.



The ABA logo.

### How does Anti-Bullying Week raise awareness?

- Odd Socks Day forms part of the campaign. It highlights that we are all unique.
- ABA provides lots of resources that can be used in schools.
- Millions of people are reached through Anti-Bullying Week trending online.
- The campaign is shared in the media.
- A parliamentary event is held each year.
- A number of influencers and celebrities support Anti-Bullying Week and help by using their voices.



### Why is Anti-Bullying Week needed?

Research from ABA shows:

- 30% of children have been bullied in the last year.
- 17% have been bullied online.
- Approximately **one child** in every classroom is experiencing bullying each day.
- The effects of bullying can impact life into **adulthood**.



Each year, there is a theme.  
The most recent themes were:

- 2019 - Change Starts With Us
- 2020 - United Against Bullying
- 2021 - One Kind Word
- 2022 - Reach Out
- 2023 - Make A Noise About Bullying
- 2024 - Choose Respect



Pictured above: This year's Anti-Bullying Week information, including the theme and social media hashtags. Source: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

How important do you think Anti-Bullying Week is? Why?



# Reflection



Bullying can affect anyone. It impacts health, wellbeing and learning, and can cause loneliness and fear. There are many different things that can be done together to help build stronger and kinder communities.





## Mutual Respect and Tolerance

My behaviour actions and words can affect others. Listening to each other, showing kindness, celebrating differences and choosing respect can help to make everyone feel happy, comfortable and safe.

# Protected Characteristics



Bullying can sometimes be discrimination. Discrimination is when someone is treated unfairly because of a protected characteristic. We can all 'Choose Respect' to help make our school happy, comfortable and safe for everyone.



Sex



Sexual Orientation



Age



Disability



Gender Reassignment



Marriage and Civil Partnership



Pregnancy and Maternity



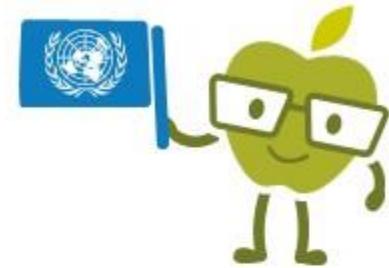
Race



Religion or Belief



## UN Rights of the Child



All children have these rights. No child should be bullied because of who they are, where they live, the language they speak, their belief or religion, what they look like, if they are a boy or girl or if they have a disability.



# Useful vocabulary

## Ambassador

A person who represents and promotes a group, cause or values to others.

What difference do you think having **ambassadors** could make in school?

## Social action

Steps or efforts taken by individuals or groups to create positive change in society.

**Social action** planning, with ideas and next steps to launch a whole-school anti-bullying campaign.

## Culture

The shared attitudes, values, and practices within a group, like a school or organisation.

An Anti-Bullying Ambassador is someone whose role is to ... promote a **culture** of celebrating and tolerating differences.

## Tackle

To actively work on solving or reducing a problem.

Can you think of any ideas to help prevent or **tackle** bullying?

## Diffuse

To calm down and reduce tension in a tense situation.

We learned how to **diffuse** difficult situations.

## Upstander

Someone who sees wrong or harmful behaviour and chooses to take action to help stop it or support the person affected.  
**Antonym:** bystander.

The importance of being an **Upstander**.



**Can you use them in your writing this week?**

# Collective worship



## Pupil involvement

Encourage children to participate in Odd Socks Day on Tuesday 12<sup>th</sup> November by wearing mismatched socks as a celebration of what makes each of us unique!

Look at all the different socks around you. What colours, patterns, or designs do you notice? Ask a friend why they chose those socks today – maybe there's a story or a favourite colour behind their choice!

Now, think about what makes you special or unique, e.g., interests, likes/dislikes, talents, family traditions, or favourite activities. Share your thoughts with the people around you.

Considering that we are all special and unique, small acts of respect can show others that we understand and value them. This week, think about what small acts of respect you could do – like listening carefully to someone or helping a friend.

**Bible Link:** John 13:34-35

**Christian Value:** Respect

**Theme:** Choose Respect

## Pupil talk

- Think about what respect means in your life. Can you share a time when someone respected you, or when you showed respect to someone else?
- Imagine someone is listening to you, helping you, or showing kindness – how does that make you feel?
- What are some ways you can show respect to friends and teachers each day?

## Think

This year, Anti-Bullying Week takes place on 11<sup>th</sup> -15<sup>th</sup> November with the theme, 'Choose Respect'. As part of the week, Odd Socks Day is on Tuesday 12<sup>th</sup> November, with odd socks being worn to celebrate what makes us all unique. There are many other ways schools are raising awareness and taking action to tackle bullying, including several pupils working towards becoming Anti-Bullying Ambassadors.

Respect is about treating others with kindness, even when we don't always agree with or understand each other. Jesus taught us to love and respect one another as he loved us. By respecting others and celebrating our uniqueness, we help build a world that mirrors God's kingdom – one of love, peace, and inclusion.

## Invitation prayer

Dear God,  
Thank you for creating each of us unique and special.  
Help us to show kindness and respect to everyone we meet, valuing their differences as much as we value our own.  
Teach us to follow the example of Jesus by loving one another and choosing respect in all we do.  
Amen

## Key stage 1 class discussion

- What's one thing about you that makes you different from your friends?
- How does it feel when someone respects you for who you are?
- Why is it important to respect other people, even if they're different from us?

## Key stage 2 class discussion

- Can you think of some ways we can show respect at school and at home?
- Do you think it's possible to show respect even if we don't agree with someone?
- Think about the difference respect makes in our friendships and classrooms – how does it help everyone feel valued and welcome?

## Worship song

This Little Light of Mine



God



Creation



Fall



People of God



Incarnation



Gospel



Salvation



Kingdom of God

# Picture News



## What impact can bullying have on a community?

This year, Anti-Bullying Week takes place on 11<sup>th</sup>-15<sup>th</sup> November with the theme, 'Choose Respect'. As part of the week, Odd Socks Day is on Tuesday 12<sup>th</sup> November, with odd socks being worn to celebrate what makes us all unique. There are many other ways schools are raising awareness and taking action to tackle bullying, including several pupils working towards becoming Anti-Bullying Ambassadors.



- Look at this week's poster and describe what you can see. This week is Anti-Bullying Week, share what you already know about the week.
- The poster shows staff and students attending Anti-Bullying Ambassador Training at Normanton Common Primary Academy. Read the information found on the assembly resource about the Diana Anti-Bullying Ambassador Award. What difference do you think having ambassadors could make in school?
- Discuss the impact bullying can have on individuals and communities. Can you think of any ideas to help prevent or tackle bullying?
- Watch this week's useful video that shows celebrities talking about this year's Anti-Bullying Week theme of 'Choose Respect'. What does respect mean to you? What part do you think it has to play in Anti-Bullying Week?

## Reflection

Bullying can affect anyone. It impacts health, well-being and learning, and can cause loneliness and fear. There are many different things that can be done together to help build stronger and kinder communities.

# Picture News



## KS1 focus

### What can you do if you are being bullied?



- Write 'bullying' on the board. Have you heard this word before? What do you think it means?
- The Diana Anti-Bullying Award says that bullying is 'repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.' This means it happens more than once and is done on purpose. Have you ever made anyone feel upset? Has anyone made you feel upset? Was it on purpose? Did you or they say sorry? Did it happen again?
- If someone does something or says something unkind on purpose and does it again and again, this is bullying. What can you do if this happens to you? What can you do if you see it happening to someone else?
- Look at resource 1, which shares some of the things you can do if you feel you are being bullied. Have you ever done any of these things before? Which do you think might help you? Are there any that wouldn't? Can you think of anything else you could do?
- Focus on the picture on resource 1. It shows someone feeling upset, uncomfortable and unsafe because of the unkind things being said. Can you think of some kind things you could say to help this person?

## Reflection

There are things we can do if we are being bullied or see someone else being bullied. Think about how you can show kindness to yourself and each other this week – and always!

# Picture News



## KS2 focus

### What is Anti-Bullying Week and what does it achieve?



- Share your experiences of Anti-Bullying Week from the past. Can you remember taking part in any activities or seeing anything about it on TV or online? What did you learn?
- Look at resource 2, which shares some information about Anti-Bullying Week. How important do you think Anti-Bullying Week is? Why?
- Approximately one child in every classroom is experiencing bullying each day. How does this make you feel? Does this surprise you? Have you ever come across bullying? If you would like to, share your experiences.
- Since 2002, Anti-Bullying Week has grown with more schools now taking part. How do you think the number of schools taking part impacts the campaign and its aims?
- Discuss some of the other ways awareness is raised, found on resource 2. Which do you think are the most powerful? Which do you think will raise the most awareness among adults? Can you think of any ideas to help prevent bullying?
- Focus on the themes of Anti-Bullying Week. Do you think it is a good idea to have a theme? How might it help engage people in the campaign?
- Through the campaign, ABA hopes to bring an end to bullying. Do you think this is possible? Explain your thoughts.

## Reflection

Anti-Bullying Week aims to raise awareness of bullying and highlight ways to prevent and respond to it. By joining the campaign, you may find you are able to help yourself and others and bring an end to bullying.



## KS2 follow-up ideas

### Option 1

Recap some of the figures shared in resource 2:

- 30% of children have been bullied in the last year.
- 17% have been bullied online.
- 80% of UK schools now take part in Anti-Bullying Week.

Complete the challenges:

- Can you record each percentage as a fraction and a decimal fraction?
- What percentage of UK schools do not take part in Anti-Bullying Week?
- How many children are there in your school?
- Can you work out 30% of that amount?

Use this opportunity to consider what these percentages could mean in your school.

### Option 2

Think about this year's Anti-Bullying Week theme, 'Choose Respect'.

- What is respect?
- How can choosing respect help prevent bullying?
- How does it feel to be respected? How do you feel when you are not?

Share the acrostic poem below and discuss how it can help promote respect. Create your own poem to show what respect means to you.

Recognise the differences and similarities in each of us

Encourage others

Share how you would like to be supported

Promote kindness to others and yourself

Educate others and share your experiences

Create an inclusive environment

Treat others as you wish to be treated



## KS1 follow-up ideas

### Option 1

Use pictures, words and/or sentences to make a poster to help raise awareness and share some of the important messages of Anti-Bullying Week. You could include:

- What to do if you're being bullied.
- Ways to show kindness.
- Ways to show respect.

Put them up in your classroom as a reminder for this week and every week!

### Option 2

Fold a piece of paper in half then unfold it. On one half write the words, 'upset, uncomfortable, unsafe' on the other half write, 'happy, comfortable, safe'. Create a piece of art to express these words. Think about:

- Where and when do you feel happy, comfortable, safe?
- What and who makes you feel happy, comfortable, safe?
- Have you ever felt upset, uncomfortable or unsafe?
- What colours might show these feelings?
- What marks, lines or shapes might represent these feelings?

Choose your materials and create your art.

- Does everyone's art look the same?
- Can you always tell which half shows which feelings?



## This week's useful websites

### This week's news story

<https://bit.ly/4hn2STy>

### This week's useful video

Celebrities speaking about respect

<https://youtu.be/xJN4JE7h4S0>

### This week's Virtual Picture News

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

### This week's vocabulary

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The importance of being an **Upstander**.

## Game On!

At Glasgow Children's Hospital, there's a new, exciting job - a gamer-in-residence! Steven Mair, a full-time gamer, spends his days playing video games like *Mario Kart* and *Minecraft* with children, who are in the hospital. Steven's job is to help them feel less lonely and bring a bit of fun to their hospital stay. 'Lots of the children say they miss playing with friends,' said Steven. 'Gaming together helps them feel connected and happy.' The role, funded by donations, also means the hospital can get new gaming consoles. Seven-year-old Jace, one of the patients, loves playing with Steven. His mum shared, 'Seeing him smile and



Pictured: Steven Mair, new gamer-in-residence at Glasgow Children's Hospital.  
Source: @GCH\_Charity on X.

laugh while playing games was a huge boost for him.' With volunteers and even sports stars joining in, the gaming room is the happiest spot in the hospital!

**What do you think of the new gamer-in-residence role?**

**How might it help children staying in the hospital?**

Let us know what you think about this week's news



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@HelpPicture

## Kickin' for the Euros

The women's football teams from Wales, Northern Ireland, and Scotland are one step closer to reaching Euro 2025 after some big wins in October! They'll each face another team in the final play-offs in a few weeks to see if they can qualify for the tournament. England are the reigning champions and qualified back in July, so all four UK teams might make it! Euro 2025 will be held in Switzerland from 2<sup>nd</sup> to 27<sup>th</sup> July, with games across Swiss cities. If Wales qualify, it will be their first major tournament ever. 'It's an amazing

opportunity,' said Welsh star Jess Fishlock. 'We're giving it our all!' All three teams are dreaming big, hoping to clinch their spot at Euro 2025!

**Will you be watching any of the matches?**



Pictured: Lauren Wade, winger for Northern Ireland. Source: @WEURO2025.

**What are the qualities that make a good leader?**



*A good leader should be determined, clever, honest and kind.*

**Mateo**

## Speaking to the Space Station

Children at Robert Drake Primary School in Thundersley, Essex, were given the unique opportunity to speak to an astronaut aboard the International Space Station (ISS). 250 miles above Earth on the ISS, Sunita Williams was on hand to answer all their space-related queries. The NASA Astronaut and Starliner Crew Flight Test Pilot talked about training to go into space, and what it was like to be on the space station – including what there is to eat and do for fun!



Pictured: Sunita Williams talking with girls from the Girlguiding organisation from the ISS.  
Source: ISS Research on X.



Pictured:

Sunita Williams.  
Source:  
@Astro\_Suni  
on X.

The co-headteachers at the school stated that, 'The pupils were so excited to come together and listen to Sunita answering their questions – the energy in the school was electric. This was the launch of our Space Week where the pupils are participating in a variety of scientific activities including rocket making, learning about famous astronauts and NASA. After the call with the International Space Station, we now have pupils who are aspiring to be our next generation of space explorers. We are very proud of all of our pupils at Robert Drake, for their positive attitudes and enthusiasm, in the build-up to this once in a lifetime experience. So many happy memories were made that will last a lifetime.'

**What would you like to ask an astronaut? Do you have any questions about the ISS?**

Let us know what you think about this week's news



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@HelpPicture

## Missing Macaws

Two critically-endangered parrots have been found safe and well, around 60 miles away from their home at London Zoo. Lily and Margot, who are very rare blue-throated macaw sisters, were spotted by a family in Buckden, Cambridgeshire, high up in the trees behind their garden. The parrots then flew away to a field and public footpath in nearby Brampton, where zoo staff were able to catch up to them and treat them to their favourite snacks – pumpkin seeds, walnuts, and pecans. London Zoo posted the following message once the birds were found, 'Lily and Margot, our two-year-old blue-throated macaws, were safely returned to London Zoo on Sunday 27th October, after flying off during a routine free-flight on 21st October. They were found in Cambridgeshire thanks to local tip-offs; when Lily and Margot spotted our bird keepers, they flew down from the

North London area notice 7 23 October 2024

**LONDON ZOO**  
a ZSL conservation org

### Our macaws

Two of our blue-throated macaws flew off this week (Oct 21) while flying freely as part of their regular routine at the zoo.

We've been liaising with nearby bird groups, other zoos and Westminster Council to make them aware of this.

You may have seen our keepers out in the local area looking for the birds.

The birds will tend to stay high up in the trees, but may soon come down lower to forage for food.

If you see them, please don't approach or feed them - send a photo and location to [birds@zsl.org](mailto:birds@zsl.org) or call 0344 225 1826

Thanks for your assistance



Supply a what3words location if possible



Pictured: The appeal sent out to local residents by London Zoo. Source: London Zoo on Facebook.

tree they were resting and straight onto the arms of our keepers. The macaws are in good health and currently in quarantine—a standard 30-day precaution—before rejoining their parents, Popeye and Ollie. We're grateful to everyone who helped bring them home safely!

**Have you ever seen a parrot? Where? Do you know any facts about parrots?**

**What are the qualities that make a good leader?**



A good leader needs to be able to make difficult decisions and focus on what is best for everyone.

Fi

# TAKE HOME

11th - 17th November



Share your thoughts and read the opinions of others

## In the news this week

### Things to talk about at home ...

- What do you know about Anti-Bullying Week?
- This year's theme is 'Choose Respect', what is your definition of respect? Ask others at home.
- This week's story explores the role of Anti-Bullying Ambassadors. Do you think this a good way of tackling bullying? Can you think of any other strategies?

Please note any interesting thoughts or comments

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

