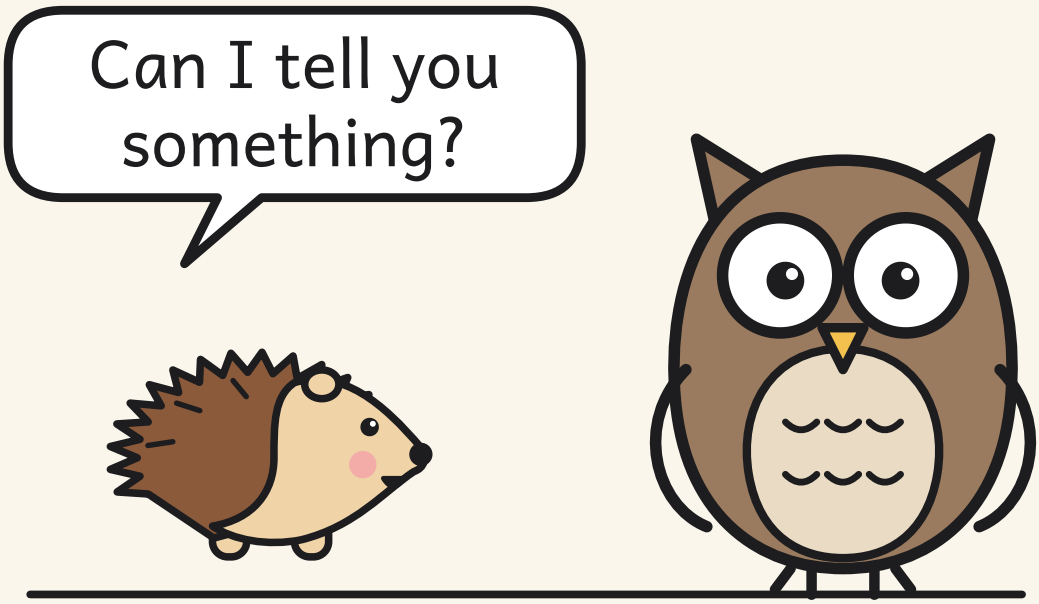
PACK 3 · ANTI-BULLYING WEEK ACTIVITIES

Break the Silence

Help children aged 4–8 spot bullying, name the grown-ups they trust and practise what to say.



Inside this pack

- ★ Who Could You Tell? helping hand
- ★ STOP: Is It Bullying? sorting cards at three levels
- ★ Worry Monster Post Box and worry slips
- ★ Our Class Promise poster
- ★ What Could You Say? comic at three levels
- ★ Teacher notes, safety tips and suggested answers

Ages 4–8 · Reception to Year 3
Free printable · A4

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Welcome to Break the Silence

Break the Silence is the theme of Anti-Bullying Week 2026. This pack helps children aged 4–8 spot bullying, name the grown-ups they trust and practise what to say. Each activity takes 10 to 20 minutes.

What's inside

Activity	What children do	Levels	Page
Who Could You Tell?	Draw round your hand and add a trusted grown-up on each finger	All	4
STOP: Is It Bullying?	Learn STOP, then sort the cards: kind or unkind, one-off or several times on purpose, then what could you do?	3 levels	5–11
Worry Monster Post Box	Make a friendly monster and feed it worries for a grown-up to read	All	12–13
Our Class Promise	Agree four or five kind class rules, decorate the promise and sign it	All	14
What Could You Say?	Finish a comic about Hazel being left out	3 levels	15–17

Suggested answers are on page 18.

Choosing a level

Level	Best for	What changes
★ Starter	Reception and Year 1	Picture cards and choosing an answer
★★ Medium	Years 1 and 2	Short sentences and finishing a sentence
★★★ Challenge	Years 2 and 3	Trickier situations and writing their own words

Children can move up a level as soon as one feels easy. Let them say answers out loud before they write, or write for them.

A plan for the week

Tuesday: the STOP poster and a STOP sort. **Wednesday:** Who Could You Tell? and the Worry Monster. **Thursday:** What Could You Say? **Friday:** Our Class Promise.

It fits Anti-Bullying Week (16 to 20 November 2026), and works just as well in any week of the year.

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Before You Start: Keeping It Safe

- **Know your procedures.** Talking about bullying can lead a child to share something real. Never promise to keep a report secret. If you're worried about a child, speak to your designated safeguarding lead (DSL).
- **Check the Worry Monster every day,** and tell children which grown-up reads it, so they know someone will see their message.
- **Practise the brave response, not the unkind behaviour.** Role-play what to say and who to tell, rather than acting out the hurtful part.
- **Keep it at a safe distance.** The animal characters let children talk about bullying without anyone feeling put on the spot.
- **Talk about bullying behaviour,** rather than calling any child "a bully". Behaviour can change, and labels stick.
- STOP is a mnemonic many UK primary schools already use, so check whether your school has its own words.

Words that help

- "Bullying is when someone hurts you on purpose, again and again, and it's hard to make it stop."
- "Telling to keep someone safe is always OK. That's not telling tales."
- "It's never your fault if someone is unkind to you."
- "If you tell a grown-up and nothing changes, keep telling until someone helps."

Where to get help

Children	Childline: 0800 1111, free and confidential, any time (childline.org.uk)
Grown-ups	NSPCC Helpline: 0808 800 5000 (nspcc.org.uk)
Schools	The Anti-Bullying Alliance's free Anti-Bullying Week resources (anti-bullyingalliance.org.uk)

If a child is in immediate danger, call 999.

England: Relationships Education (RSHE)

- Types of bullying, its impact, what bystanders should do (mainly tell an adult) and how to get help
- How to be assertive and express their needs
- How to ask for help, and to keep trying until they are heard
- Kindness, courtesy and respect

Paraphrased from the statutory RSHE guidance for primary schools (from September 2026). In Reception, these activities support the EYFS goals for personal, social and emotional development.

Anti-Bullying Week is coordinated by the Anti-Bullying Alliance, which shares free official films, lesson plans and assemblies. This pack is a free extra from Change The World With Karyn.

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Name: _____

Who Could You Tell?

Draw round your hand. On each finger, draw or write a grown-up you trust.

My helping hand



Ideas



my teacher



a grown-up at home



a grandparent



a teaching assistant



a lunchtime helper



the head teacher



the school office



a coach or club leader

Remember: if you tell a grown-up and nothing changes, keep telling until someone helps.

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STOP: Is It Bullying?

Bullying is when someone hurts you **on purpose**, ***again and again***, and it's hard to make it stop.

If it happens...		...then do this!
S Several	→	**S** Start
T Times	→	**T** Telling
O On	→	**O** Other
P Purpose	→	**P** People

Four questions to ask

- Did it hurt my body or my feelings?
- Has it happened again and again?
- Did they mean to do it?
- Is it hard for me to make it stop?

> Not sure if it's bullying? Did something unkind happen just once? You can **still** tell a grown-up you trust.





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Name: _____

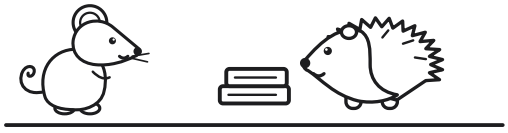
STOP Sort: Kind or Unkind?

★ Starter

Cut out the cards. Is each one kind or unkind? Sort them onto the next page.

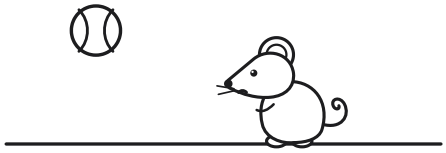
✂ Cut along the dashed lines.

1



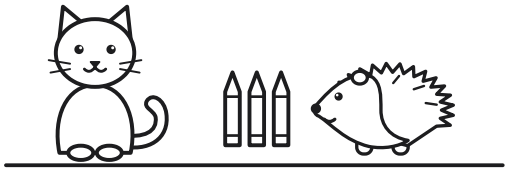
Pip helps Hazel pick up her books.

2



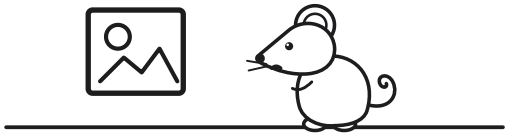
Someone says, "You can't play with us."

3



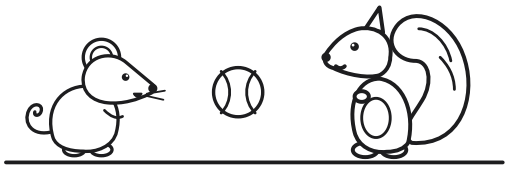
Maple shares her crayons with Pip.

4



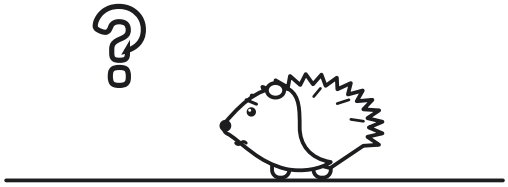
Someone laughs at Hazel's drawing.

5



Hazel says, "Come and play!"

6



Someone hides Pip's hat.

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Name: _____

STOP Sort: Kind or Unkind?

★ Starter

Glue each card in the right column. Then talk about it: what could you do if someone was unkind?



Kind
This is a kind thing to do.



Unkind
This could hurt someone.

glue a card here

glue a card here

glue a card here

glue a card here

glue a card here

glue a card here

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Name: _____

STOP Sort: Is It Bullying?

★★ Medium

Cut out the cards. Did it happen just once, or several times on purpose? Sort them onto the next page.

✂ Cut along the dashed lines.

1

Bear bumps into Frog by accident.

2

Every day, Fox hides Duck's pencil and laughs.

3

Hen and Goat fall out over a toy. Then they make up.

4

Every playtime, Mole tells Wren, "You can't play."

5

Toad says something unkind once, then says sorry.

6

Again and again, Badger pushes Bunny when no grown-up is looking.

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Name: _____

STOP Sort: Is It Bullying?

★★ Medium

Glue each card in the right column. Which ones are bullying? Who could the animals tell?

☆ **Just once** An accident, or a one-off.	Ⓢ **STOP** Several Times On Purpose.
glue a card here	glue a card here
glue a card here	glue a card here
glue a card here	glue a card here

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Name: _____

STOP Sort: What Could You Do?

★★★ Challenge

Cut out the cards. Glue each one into a row on the next page.

✂ Cut along the dashed lines.

1. Bear trips over Frog's bag by accident, and Frog hurts her knee.

2. Every lunchtime, Fox takes Duck's snack and says, "Don't tell anyone."

3. Hen and Goat both want the swing. They argue, then agree to take turns.

4. For two weeks, some of the class have whispered about Wren and laughed when she walks past.

5. Toad says something unkind to Mole, then says sorry straight away.

6. Every day, Badger sends Bunny unkind messages in an online game.

Ideas: what could you do?

Tell a grown-up you trust | Say "Stop, I don't like that" | Ask them to play with you | Stay with a friend | Check they are OK | Say sorry | Take turns | Don't reply, and show a grown-up

> **Remember STOP:** Several Times On Purpose? Start Telling Other People. Even if something unkind happens just once, you can still tell a grown-up.

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Name: _____

STOP Sort: What Could You Do?

★★★ Challenge

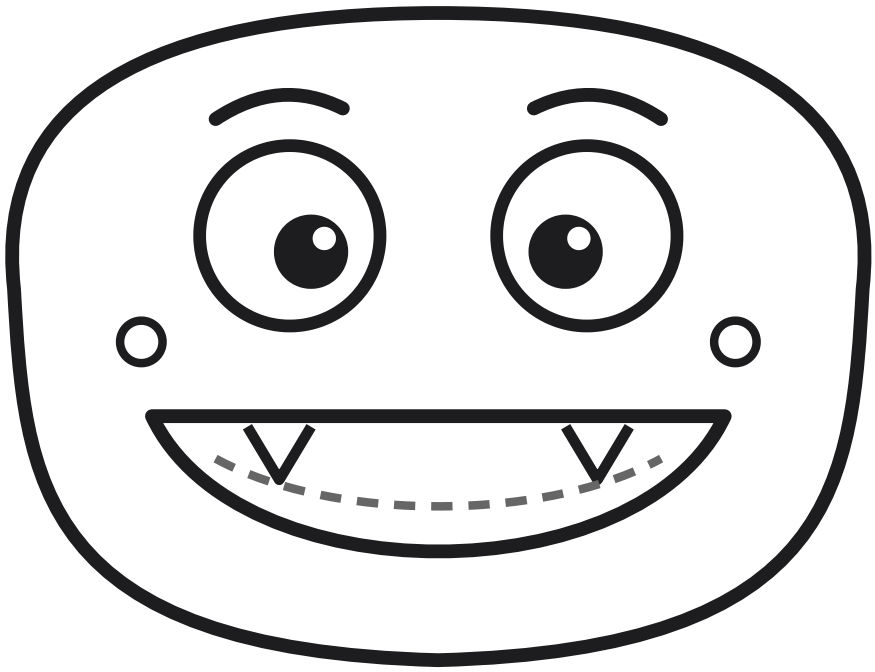
Glue a card in each row. **Circle** "Just once" or "STOP". Then write what you could do.

Card	Bullying?	What could you do?
glue a card here	Just once or **STOP**	
glue a card here	Just once or **STOP**	
glue a card here	Just once or **STOP**	
glue a card here	Just once or **STOP**	
glue a card here	Just once or **STOP**	
glue a card here	Just once or **STOP**	

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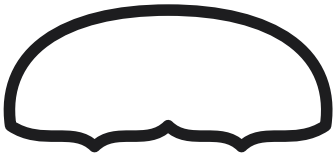
Make a Worry Monster

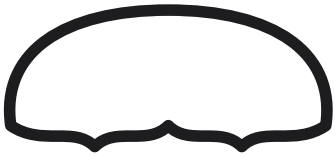
1 Colour the parts. **2** Cut them out. **3** Stick them on a tissue box or a paper bag. **4** Ask a grown-up to cut a slot in the box behind the mouth (or post worries into the top of the bag).















Feed me your worries!

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Worry Slips

Draw or write a worry. Fold it up and feed it to the Worry Monster. **A grown-up will read it and help.**

Cut along the dashed lines.



My worry

Draw it or write it.

My name (if I want to): _____



My worry

Draw it or write it.

My name (if I want to): _____



My worry

Draw it or write it.

My name (if I want to): _____



My worry

Draw it or write it.

My name (if I want to): _____



My worry

Draw it or write it.

My name (if I want to): _____



My worry

Draw it or write it.

My name (if I want to): _____

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Our Class Promise

In our class, we promise to...

1 _____

2 _____

3 _____

4 _____

5 _____

Signed by:

names, drawings or handprints

Class: _____ Date: _____

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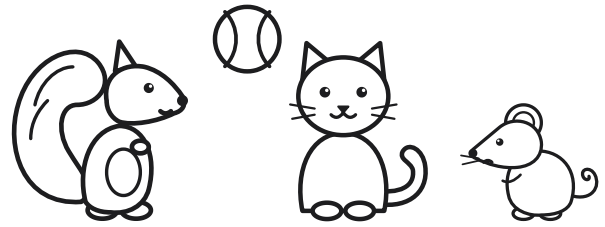
Name: _____

What Could You Say?

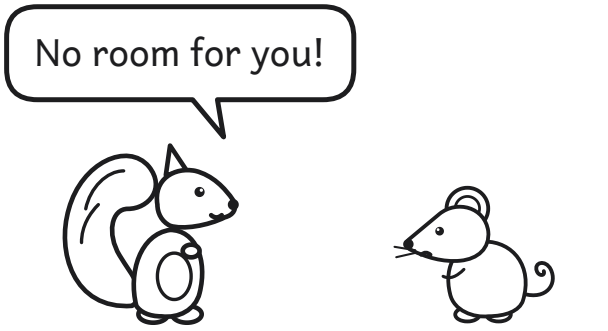
★ Starter

Look at the pictures. Talk about how Hazel feels.

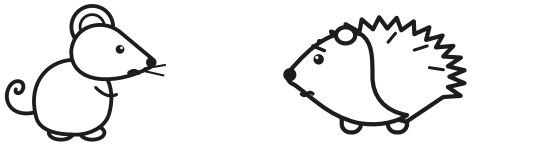
1 Rusty and Maple are playing ball. Hazel wants to join in.



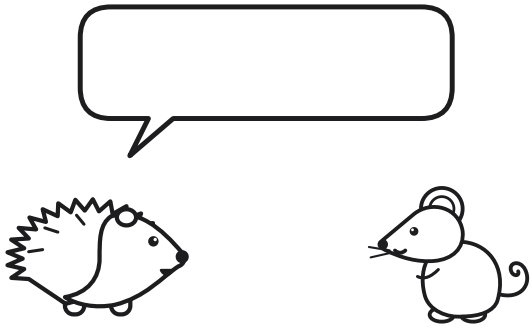
2 "No room for you," says Rusty. It happens every day.



3 Pip sees Hazel sitting on her own.



4 What could Pip say?



Circle what Pip could say. There may be more than one!

Come and play with me!

I'll tell Miss Owl.

Ha ha!

Now draw Pip and Hazel playing together.

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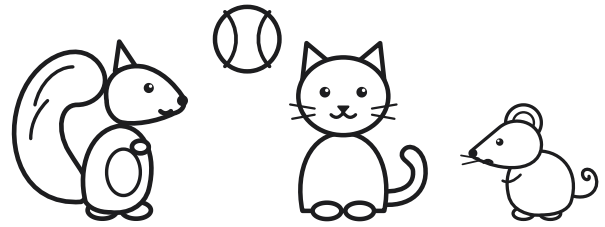
Name: _____

What Could You Say?

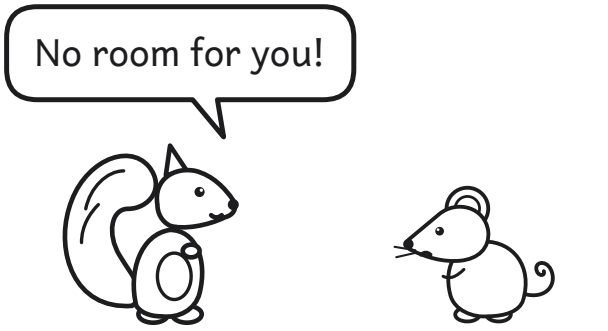
★★ Medium

Read the comic. How does Hazel feel? How do you know?

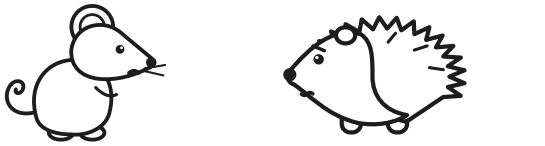
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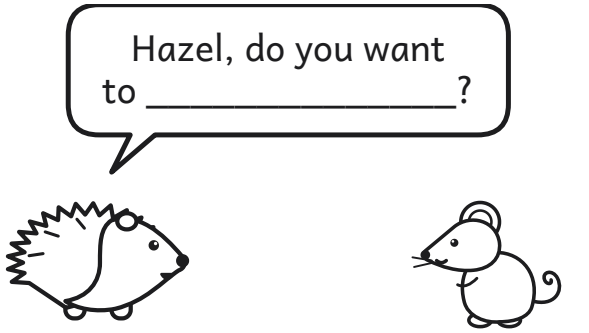
2 "No room for you," says Rusty. It happens every day.



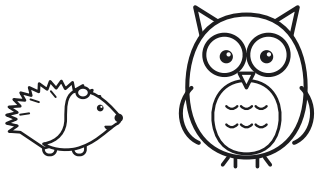
3 Pip sees Hazel sitting on her own.



4 What could Pip say?



Finish the sentence in the last picture. Then finish what Pip tells Miss Owl.



"Miss Owl, I'm worried about Hazel because

_____

_____

_____

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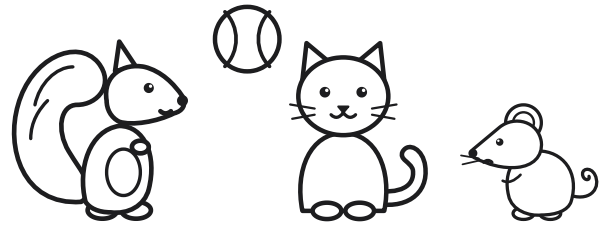
Name: _____

What Could You Say?

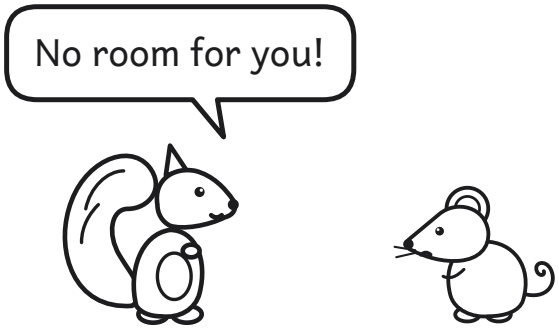
★★★ Challenge

Read the comic. Why is Hazel on her own? What is the problem?

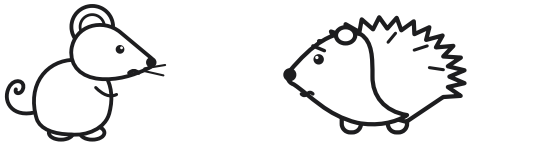
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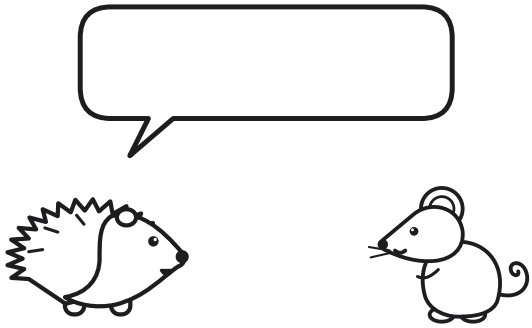
2 "No room for you," says Rusty. It happens every day.



3 Pip sees Hazel sitting on her own.



4 What could Pip say?



Write Pip's words in the empty bubble. Then write what Pip could say next.

To Rusty:

To *a* grown-up:

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Suggested Answers

Accept any kind, safe answer a child can explain. These are starting points for talking, not the only right answers.

Who Could You Tell?

Any grown-up the child trusts. If a child can't think of five, help them add people from school, such as a teaching assistant or a lunchtime helper.

STOP Sort

★ **Starter.** Kind: cards 1, 3, 5. Unkind: cards 2, 4, 6.

★★ **Medium.** Just once: cards 1, 3, 5. STOP (several times on purpose): cards 2, 4, 6. Card 5 is still unkind: Toad was right to say sorry, and anyone who is upset can still tell a grown-up.

★★★ **Challenge.**

Card	Bullying?	What could you do? (ideas)
1	Just once	Check Frog is OK and fetch a grown-up. Bear can say sorry.
2	STOP	Tell a grown-up you trust. "Don't tell" is a reason to tell.
3	Just once	Take turns, or ask a grown-up to help if you can't agree.
4	STOP	Tell a grown-up. Be kind to Wren and ask her to play.
5	Just once	Mole can say how it felt. If Mole is still upset, tell a grown-up.
6	STOP	Don't reply. Show a grown-up you trust, and ask them to help block it.

What Could You Say?

★ **Starter.** "Come and play with me!" and "I'll tell Miss Owl." are both kind, brave choices. "Ha ha!" would hurt Hazel even more.

★★ **Medium.** For example: "Hazel, do you want to play with me?" and "I'm worried about Hazel because Rusty keeps saying there's no room for her."

★★★ **Challenge.** For example: to Hazel, "Do you want to play with me?"; to Rusty, "Stop, that's unkind. Everyone can join in."; to a grown-up, "Miss Owl, can I tell you something? Hazel keeps getting left out, every day."

Our Class Promise and the Worry Monster

There are no wrong answers. Promise ideas: we include everyone; we use kind words; we tell a grown-up if someone is being hurt; we listen to each other; we say "stop" if something is unkind.

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