

ASSEMBLY OUTLINE

Break the Silence

Suitable for: Primary or secondary, adaptable by age	Time: 10–15 minutes
Format: Whole-school or year-group assembly	Theme link: Break the Silence
Can be reused/adapted year-round: Yes	

Purpose

A short assembly designed to raise questions and start conversations rather than try to solve bullying in fifteen minutes.

The central idea is:

Silence is not only about somebody experiencing bullying not speaking. Other people can be silent too.

1. Opening: What is silence?

Begin by asking:

When we talk about silence and bullying, whose silence do we mean?

Allow a few answers.

Then widen the question:

- It might be the person experiencing harm.
- It might be a friend who knows something is wrong.
- It might be somebody who witnessed what happened.
- It might be someone who joined in and now regrets it.
- It might even be an adult or organisation that has noticed a problem but has not yet acted.

Key line

Breaking the silence can begin in more than one place.

2. A fictional situation

Present a short scenario:

A pupil has become the focus of jokes within a group. At first they laughed too. Now it happens most days. Other people have noticed, but nobody has said anything.

Ask the audience:

Who could change what happens next?

Take several suggestions.

Avoid looking for one correct answer.

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3. Five possible actions

Introduce:

SPEAK	Say something when something needs to be said.
LISTEN	Take people seriously when they trust you enough to talk.
NOTICE	Pay attention to what is happening around you.
ACT	Do something safe and useful.
FOLLOW UP	Check whether things are actually getting better.

Stress that these are **possibilities, not instructions that will work in every situation.**

4. The people watching

Ask:

Does helping always mean confronting somebody?

No.

Helping might mean:

- refusing to laugh
- not forwarding something
- checking on somebody afterwards
- standing beside a friend
- telling a trusted adult
- helping someone ask for support

Nobody should be expected to put themselves in danger.

5. Adults have a role too

Say:

Young people are often told to speak up.

But speaking only helps if somebody is prepared to listen.

Adults therefore have responsibilities too:

- listen
- take concerns seriously
- explain what will happen next
- think about safety
- follow up

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6. One-minute reflection

Ask everyone to think silently about one of these questions:

What makes it easier for someone to speak?
What makes it easier for someone to listen?
What could somebody watching safely do?
What should happen after somebody asks for help?

No one has to share their answer.

7. Closing

Finish with:

Breaking the silence is not only about asking people to speak. It is about creating places where people know they will be heard.

Anti-Bullying Week can start a conversation. What happens afterwards matters too.

Optional follow-up

Schools could continue with:

- the Primary or Secondary lesson plan
- one of the nine Actionwork Creative Anti-Bullying Activities
- pupil reflection sheets
- tutor-group discussion
- peer-support activity
- reviewing how pupils can report concerns