

THEME LESSON — 2023

Make A Noise About Bullying

When should we speak, and how can we make sure someone hears us?

Suitable for: Upper primary and secondary, adaptable by age	Time: 45–60 minutes
Theme: Anti-Bullying Week 2023 — Make A Noise About Bullying	Permanent resource: Yes

Learning aims

Pupils will have opportunities to:

- explore different ways people can speak up
- consider why making noise is not the same as simply being loud
- think about how peers and adults can help concerns be heard
- examine what can make speaking feel risky
- identify practical ways to raise a concern safely

Important note for staff

Use fictional situations rather than asking pupils to disclose personal experiences.

If a safeguarding concern is raised, follow the school's safeguarding procedures.

1. What does “make a noise” mean?

Write:

Does speaking up always mean speaking loudly?

Invite ideas.

Pupils may suggest:

- telling a trusted adult
- supporting someone privately
- refusing to join in
- reporting something online
- writing something down
- asking a friend to come with you
- challenging a group
- creating a campaign
- raising an issue through student voice

Key idea

Making a noise can mean finding a way for something important to be noticed and heard.

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2. Different ways to speak

Give groups a fictional situation:

A pupil has been mocked repeatedly in a group chat. Several people know, but nobody has raised it with an adult.

Ask groups to think of as many different ways as possible that somebody could respond.

Then sort the ideas into:

Direct
Private
With support
Anonymous or indirect

Discuss which might feel safer in different situations.

3. Who gets heard?

Ask:

Are all voices listened to equally?

Explore reasons why some people may feel easier to ignore, such as:

- age
- confidence
- popularity
- status
- communication style
- whether someone has already been labelled a “troublemaker”
- whether the issue is uncomfortable for adults

Then ask:

What can adults and organisations do to make sure quieter voices are still heard?

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4. Noise without listening

Present this situation:

A pupil has tried to raise the same concern several times. Each time, someone says they will deal with it, but nothing changes.

Ask:

Has the pupil “made a noise”?

What is missing?

Explore:

- listening
- action
- follow-up
- accountability
- feedback about what happens next

Key idea

Speaking only helps if somebody is prepared to hear and respond.

5. Build a safer route

Ask small groups to design a simple route for someone who wants to raise a concern.

It might include:

- 1 who they could go to
- 2 whether they can bring a friend
- 3 how the concern will be recorded
- 4 what happens next
- 5 how they will know it has been followed up

Ask:

What would make this route feel trustworthy?

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6. Make a noise creatively

Invite groups to create one short anti-bullying message in any of these forms:

- a six-word slogan
- a 20-second spoken message
- a freeze-frame
- a short poster line
- a question for school leaders
- a social-media-style message without actually posting it

The message should encourage people to notice, listen or act without implying that one response works for everyone.

7. Final reflection

Complete:

“Making a noise matters when...”

“People are more likely to speak when they know...”

Closing message

Making a noise about bullying is not only about being louder. It is about making sure concerns can be raised, heard and acted on.

Follow-up possibilities

This lesson could lead into:

- **What kind of help would help?**
- **The People Watching**
- student voice work
- reviewing reporting routes
- creating campaign messages
- asking pupils how they know what happens after a concern is raised