Anti-Bullying Week focuses on speaking up

LEVEL B1


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I. WARM-UP

1. What makes you feel safe and included at school?
2. Have you ever worn odd socks or a fun outfit for a cause? Why?
3. Who do you talk to when something online upsets you?

II. KEY VOCABULARY

- **theme** — the main idea or message of an event or piece of work
- **encourage** — to give someone support so they feel able to do something
- **include** — to make someone part of a group or activity
- **assembly** — a school gathering where teachers and students meet
- **awareness** — knowledge or understanding of a problem or issue
- **celebrate** — to show that something is special in a happy way
- **symbol** — an object or action that stands for an idea
- **trust** — to believe someone is honest and will help you

III. READING

In 2026, Anti-Bullying Week runs from Monday 16 November to Friday 20 November, with the theme Break the Silence. The idea is to encourage people to speak up, listen, and act together so no one feels alone. The Anti-Bullying Alliance defines bullying as repeatedly and intentionally hurting someone.

It can happen online or in person, and may be physical, verbal or emotional. Many schools hold a special assembly to raise awareness, and they celebrate Odd Socks Day. Wearing odd socks is a symbol that differences matter and everyone should be themselves.

You should include people who seem left out, ask others to join a game, and be supportive if someone looks upset. If you are worried about bullying, you should talk to an adult you trust, such as a teacher or someone in your family. You can also call ChildLine for free on 0800 1111, and find more tips on BBC Bitesize.

Reading text adapted from reporting by **BBC News:** *"What is Anti-Bullying Week?". Original article linked at* theenglishwire.com.

IV. COMPREHENSION QUESTIONS

1. What dates does Anti-Bullying Week cover in 2026?
2. What is the theme of the week?
3. How does the Anti-Bullying Alliance define bullying?
4. How do many schools mark the week? Name one way.
5. What free phone number can you call for help?

V. DISCUSSION

1. Which small actions at school help people feel included?
2. How could your class make Odd Socks Day more fun and meaningful?
3. When should you ask an adult for help about bullying? Why?
4. What respectful rules should your group follow in chats or games?



VI. GRAMMAR FOCUS

Advice vs obligation: should vs must / have to

Use should for advice or recommendations. Use must / have to for rules or obligations; mustn't = not allowed, don't have to = not necessary. Forms: should + verb; must/have to + verb.

"If you're worried, you **should** *talk to a trusted adult."*

"At assemblies, students **have to** *respect others."*

VII. GRAMMAR EXERCISE

Complete each gap with should, must, mustn't, have to, or don't have to.

1. School policy says students (report) ___ bullying they see.
2. If a friend looks upset, you (ask) ___ if they're okay.
3. Students (not/post) ___ hurtful comments online.
4. If it's optional at your school, students (not/wear) ___ odd socks.
5. It's a class rule: we (let) ___ anyone join our games.

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



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I. LESSON GUIDE

- Timing: 6–8 minutes warm-up, 8–10 minutes vocabulary, 12–15 minutes reading and comprehension, 8–10 minutes grammar, 10–12 minutes discussion.
- Pre-teach quickly: theme, assembly, awareness, symbol. Check students understand repeated vs one-off behaviour in bullying.
- Run the reading in pairs: skim for dates and theme, then scan for definitions and examples. Sensitivity: the topic involves bullying; let students speak about general school situations, not personal stories, and allow anyone to pass on a question.
- For discussion, start with a quick class vote on two or three "include others" ideas, then in pairs create one concrete action the class could try this week.

II. DISCUSSION FACILITATION TIPS

1. Board student ideas, then push for specifics: where, when, and who does what.
2. Do a 2-minute brainstorm, then a quick vote. Ask how the plan includes everyone.
3. Elicit signs it is serious (repeated, intentional). Offer sentence starters for advice.
4. In groups of three, write three clear rules. Combine them into a class code at the end.

III. EXTENSION ACTIVITIES

Writing: In pairs, write a 70-word announcement for your school assembly about Odd Socks Day.

Role-play: In trios, act out telling a trusted adult about a bullying situation and how they respond (3 minutes).

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Advice vs obligation: should vs must / have to

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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These answers are for teachers only. Please do not share this page with students.



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IV. COMPREHENSION QUESTIONS

1. What dates does Anti-Bullying Week cover in 2026?
   From Monday 16 November to Friday 20 November.
2. What is the theme of the week?
   Break the Silence.
3. How does the Anti-Bullying Alliance define bullying?
   Repeated, intentional harm to someone, online or in person.
4. How do many schools mark the week? Name one way.
   With a special assembly or by celebrating Odd Socks Day.
5. What free phone number can you call for help?
   0800 1111.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Complete each gap with should, must, mustn't, have to, or don't have to.

1. School policy says students ___ bullying they see. **must/have to report**
2. If a friend looks upset, you ___ if they're okay. **should ask**
3. Students ___ hurtful comments online. **mustn't post / must not post**
4. If it's optional at your school, students ___ odd socks. **don't have to wear / do not have to wear**
5. It's a class rule: we ___ anyone join our games. **must/have to let**

VI. GRAMMAR FOCUS

Key point: Use should for advice or recommendations. Use must / have to for rules or obligations; mustn't = not allowed, don't have to = not necessary. Forms: should + verb; must/have to + verb. (Examples constructed.)

*"If you're worried, you **should** talk to a trusted adult."*

*"At assemblies, students **have to** respect others."*