

“Who Could You Tell?” — a ten-minute assembly

Built on *Who Erased My Name?* (Lena series, Book 9). Read aloud as written; no preparation needed. Timings are a guide.

1 • Odd socks

1 minute

Look down at your socks. If you are wearing odd socks today — well done, you are officially different. If your socks match... you are still different. Everybody in this hall is. That is the whole point of today. And this week we are going to talk about something that happens to almost everyone who is different, which is everyone: being left out — and what to do about it.

2 • The list with eight names

3 minutes

Read aloud — the opening of the story, told simply:

Lena is ten. On Tuesday evening she walks past the noticeboard and sees the team list. Eight names. She reads it once. She reads it again, slowly, with her finger. Her name is not there.

Then the practice time changes — and nobody tells her. Her messages to the group go unanswered, one after another. And in class, two girls whisper, one of them glances at Lena, and they both laugh.

And inside Lena's head a film starts playing. She can see it as clearly as if it were on a screen: They're laughing at me. They did it on purpose. I am not wanted. The film feels completely true.

So Lena does what she has always done. She goes quiet. She stops sending messages. She stops going to practice. She stops, before anyone can tell her to stop. If nobody can see her, nobody can leave her out.

Stop here. Do not tell them what happens next.

3 • Two questions to the hall

2 minutes

Hands up — what do you think Lena is going to do next?

Take three answers. Then:

Now a harder one. What would you want her to do?

Take three answers. Most children say “tell someone” or “ask them”. Say: *That is exactly what this week is called. Break the Silence.*

4 • The three-line card

2 minutes

In the story, Lena's mum does not say "just ignore them". She gives Lena a card with three lines on it. Say them with me.

SEE

What did I actually see?

THINK

What did my head add?

CHECK

Shall I wait — or ask?

Lena saw two girls whisper and laugh. Her head added: "about me". She checked — she asked. The whisper was about a drawing of a potato with a nose. It was never about her. Most of the films our heads write are like that. The only way to find out is to check.

5 • The safety line

2 minutes

*But not everything is a misunderstanding. Some of what happened to Lena was on purpose, and it happened again and again, and it was meant to hurt. When it is **deliberate**, and **repeated**, and it **frightens you** — that is not something to check. That is something to tell.*

You tell a grown-up you trust. You do not have to prove it. You do not have to collect evidence. Proving it is not your job. Telling is your job — and listening is ours.

Name them now — the adults in this school a child can go to (class teacher, teaching assistant, office, the named safeguarding lead, any adult in a lanyard). Say it slowly. Say it twice.

Finish

30 seconds

*One question stays on the wall this week. Not "what would you do?" — "**Who could you tell?**" If you can answer that, you have already broken the silence.*

For the adults, after the assembly

- Put the three lines on a card in every classroom. The card is the week's tool; the slogan is not.
- The five-day plan and the printable pack (questions, lesson, worksheets *The Three-Line Card* and *The Five-Rung Ladder*) are on the Anti-Bullying Week page at Kidsbooks.
- Bullying is **repeated**, **intentional** and involves an **imbalance of power** (Anti-Bullying Alliance). Keep that line clear: children speak up sooner about real bullying when they are not told every unkind moment counts.
- Story: *Who Erased My Name?* — *A Lena Story About Feeling Left Out*, ages 8–12, Kidsbooks.