

What is Bullying and how to address it?

Age	16+
Duration	3 hours
Group size	10-30

Overview

This activity aims to introduce the topic and discusses strategies on how to address this type of violence in the work of the participants.

Objectives

- To raise awareness of bullying
- To reflect on the roles of bully, bullied and bystander
- To develop ideas on how to address bullying in our groups

Materials

- Role cards (appendix)
- Prepare flipchart posters for solutions
- Flipchart posters, markers

Step by step instructions

1. Mention that this can be a personally very sensitive session and that participants can share only what they want to share and can ask for a break at any time.
2. The participants briefly discuss with their neighbours what bullying is (max 5 minutes) and then share their thoughts in plenary. Write down the keywords on a flipchart. Then in plenary, brainstorm on how bullying can manifest itself and note down the answers.
3. Explain that you will use theatre in the next session. To warm up, you will do two exercises:
 - Copy Cat: Participants stand very still in a circle. They choose one other person that they will copy. Any movement they do, they copy and exaggerate it.
 - Emotions game: Walk around the room, greeting the people you meet. When facilitator claps, everyone stands still and facilitator gives instructions (e.g.: you are all 90 years old; you are running to the train station; you are meeting after suddenly landing on the moon)
4. 10 participants get role cards (see appendix), describing different personalities (bullies, bystanders, bullied). During 10 to 15 minutes, they play their roles while the others observe the situation and take notes of their observations. After 15 minutes, they get out of their roles.
5. Ask the observers:
 - What happened? What did you see? What did the different people do? What do you think their roles were?
6. Ask the actors:
 - How did you feel? How did the others react to you? Why did you think that was?
7. Ask everyone:
 - Why is it so difficult to step in when someone is bullied? Would you have reacted differently in this scene?
8. Now you will think about how to react when bullying happens: The facilitator will read descriptions of bullying. Each situation is first discussed from a child's perspective, and then in the next round from a leader's perspective.

9. For each situation three possible responses are given. A fourth response is always open if participants think of a different response. Each corner of the room is numbered. After they hear the situation and the responses, participants go the corner that represents what they think they would do in this situation.
10. Read out the bullying situation and give the participants time to choose their response and go to the corresponding corner of the room. Once the participants have taken a position, ask a few in each position why they chose that response and some of its advantages and disadvantages. Allow those participants who chose the open corner to explain how they would respond.

Debriefing

- How do you feel now?
- How can you identify bullying? What are signs you should look out for to realise if someone in your group is bullied?
- How could you support people in your group being bullied? What is the best way to find solutions acceptable for the victim?
- How can you best talk to bullies? (As a peer and as a group leader)
- When should you inform other people about a bullying problem in your group? Who should you inform?
- What do you think is the main challenge in tackling bullying?
- What do you think is the main tool to combat bullying?

Appendix: Role cards

1. No matter what happens, you simply laugh and try to be ironic.
2. You stay on your own and observe what happens, without doing or saying anything.
3. You always try to be on the side of the strongest and to support the stronger side.
4. You are annoyed when something unfair happens and you try to intervene.
5. You think you are the strongest and you also want to show that everywhere.
6. You often become aggressive and are prone to violence (only verbalise what you might do in this role!)
7. You insult and ridicule others and use swear and insulting words.
8. You always try to isolate people who you think are inferior and with whom you want nothing to do.
9. You are an introverted person and you are scared, obedient and submissive.
10. You feel left alone and you don't feel good.

Appendix: Bullying scenes

Child's Perspective	Leader's Perspective
<p>Your group leader keeps calling you 'annoying' every time you make a joke and says that he has enough of you. Other children have started calling you names too. What would you do?</p> <ol style="list-style-type: none"> 1. Go straight to the leaders of the organisation and tell them what is happening. 2. Start missing group meetings because you don't like going anymore. 3. Ask your parents if you can go to another organisation instead. 4. Something else (Open corner) 	<p>You realised that another group leader keeps calling a child 'annoying' every time they make a joke and says he has enough of them. Other children have started calling them names too. What would you do?</p> <ol style="list-style-type: none"> 1. Wait until the child comes to you to complain. 2. Go to the group leader and tell him that you don't think his behaviour is ok. 3. Go to the child and ask how they feel in the group. 4. Something else (Open corner)

<p>Your friends start calling you names, sending you nasty text messages and forcing you to give them things. You don't feel good when these things happen. What would you do?</p> <ol style="list-style-type: none"> 1. Nothing. You must have done something wrong to make your friends act like that. 2. Start calling them names in return and threaten them. 3. Speak to your parents or teacher and tell them what is happening. 4. Something else (Open corner). 	<p>A child comes to you, telling you that their friends started to call them names, sending nasty text messages and forcing them to give them things. They don't feel good about what happens. What do you do?</p> <ol style="list-style-type: none"> 1. I go to the friends to ask them casually why they do this and talk with them about the feelings the other child has. 2. I discuss with the child how they can defend themselves and how they can tell their friends to stop. 3. I have a closer eye on the child and the next time I see the friends doing something, I intervene when I see the bullying happens. 4. Something else (open corner)
<p>You notice one of your friends is teasing and making fun of the younger children in the summer camp. Your friend has started taking things from them as well. What would you do?</p> <ol style="list-style-type: none"> 1. Tell the camp leaders what is happening without letting your friend know. 2. Help your friend in taking things from the younger children in case he/she starts to take things from you. 3. Tell your friend that you think that what he/she's doing is wrong and that they should leave the younger children alone. 4. Something else (Open corner). 	<p>You notice one child is teasing and making fun of the younger children in the summer camp. They have started taking things from the younger ones as well. What would you do?</p> <ol style="list-style-type: none"> 1. You contact the parents and send the child home. Stealing is unacceptable. 2. You tell the child off and give them a last warning. If you see this again, they will be sent home. 3. You bring the older boy and the younger children together and start a discussion on how it is best to interact in a group so that everyone feels good. 4. Something else (Open Corner).
<p>A group of kids in your class are spreading hurtful rumours about you by sending online messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think they may be true. What do you do?</p> <ol style="list-style-type: none"> 1. Nothing. No one will believe you if everyone thinks the rumours are true. 2. Start spreading bad rumours about the other kids. 3. Tell everyone the rumours are untrue. 4. Something else (Open corner). 	<p>You realise that one child seems to be upset when they are looking on their online profile and that other children are less and less talking to them. What should you do?</p> <ol style="list-style-type: none"> 1. You try to have a look at the profile to see what's on there. 2. You take the child aside in a calm moment and ask how they are feeling and if they are upset about something. 3. You organise a role play activity about online bullying for the next meeting, so that you can discuss the topic without concretely targeting this child. 4. Something else (Open corner)
<p>A tall boy in your group started to give you small punches, and keeps hitting you when no one is looking. You're quite scared of him, the punches hurt but he goes on and on with it. What would you do?</p> <ol style="list-style-type: none"> 1. Tell the group leader what is happening. 	<p>You realise that there is a participant in your group who changed a lot in the last weeks. He seems quieter and somehow scared. He's not enjoying the activities as much as he used to. What would you do?</p>

<ol style="list-style-type: none">2. Stop going to the children's group.3. Tell him that it hurts and to stop doing it.4. Something else (Open corner).	<ol style="list-style-type: none">1. You don't really know what's happening, and continue to observe if he gets better or not.2. You talk to the parents and ask how he is feeling at home.3. Talk to the boy and ask why he doesn't like coming to the group anymore.4. Something else (Open Corner)
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This activity is an adaptation of 'Bullying Scenes' from Compasito.