

Bullying Scenes

Every bully is a coward in disguise!



Complexity



7-13 years



60 minutes



4-30 children



Discrimination



Violence



Human Rights

Type of activity

Discussion with some movement.

Overview

Children discuss bullying and then position themselves to show how they would respond to different bullying scenarios.

Objectives

- To deepen understanding of different kinds of bullying
- To identify strategies, people and organisations that can support children being bullied
- To analyse different responses to bullying

Preparation

Mark the four corners of the room as numbers 1– 4. Children should be able to move freely from one corner to another.

Select a few of the Bullying Scenes at the end of this activity that are most relevant for your group.

Materials

- A space that allows the children to sit in circle.
- Coloured Paper
- Markers
- Scissors

Instructions

1. Introduce the topic of bullying asking questions such as these:
 - What is bullying?
 - Is there a difference between being mean and bullying? What is it?
 - What are the different ways people bully?
 - Why do you think people bully?
 - How does bullying affect people who are bullied? People who bully? The whole community?
2. Ask each child to trace one of their hands on a piece of coloured paper and cut it out. For each finger, they should think of one person that they could turn to for support if they are being bullied (e.g. friend, parent, teacher, school administrator, police, counsellor, sibling). Ask the children to explain why they chose those supporters.
3. Explain that you are going to look at different ways people can respond to cases involving bullying. Demonstrate how this will work:
 - The teacher will read out a description of bullying. For each situation, three possible responses are given. A fourth response is always available if anyone thinks of one.

- Each corner of the room has a number. After you hear the situation and the responses, go to the corner that represents what you think you would do in this situation.
4. Read out the bullying situation and give the children time to choose their responses and move to the corresponding corner of the room. Once the children have taken a position, ask a few of them in each position to explain why they chose that response and some of its advantages and disadvantages. Allow those children who chose the open corner to explain how they would respond to the situation.

Debriefing and evaluation

1. After responding to five or six bullying scenes, debrief the activity by using some of the following questions. Select a few from the list: do not attempt to use them all!
 - What did you think of the activity? What feelings did you have during it?
 - Were any of the scenes difficult to respond to? Which ones and why?
 - Did any of the bullying scenes feel familiar?
 - Do people who are bullied need help and support? Why?
 - Where can people who are bullied find help and support?
 - Why do people bully others? Is it fair?
 - What could you do if you're being bullied, and the person you turn to for help and support doesn't do anything about it?
 - Who is responsible for helping and supporting children when they are being bullied?
 - What can be done to make bullies change their behavior?
 - What happens if no-one stops people from bullying? What happens to the bullies? What happens to the community?
2. Relate the activity to human rights by asking questions such as these:
 - Which human rights are violated when someone is bullied?
 - Who has the responsibility to protect children from bullying?
 - Does the bully have any rights? Does he / she have the right to bully you?
 - Can you imagine what it would be like if no-one was bullied?
3. At the end of the debriefing, ask the children to look back at their 'hands of support' and add any other people or organisations they can think of that they could turn to for support when being bullied. Display the 'hands of support' around the room so that the children can refer to them in the future.

Suggestions for follow-up

You may like to focus further on violence by running the activity 'Picturing Ways Out of Violence'. The activity 'Words that Wound' also focuses on verbal bullying and could be run before or after this activity.

Ideas for action

Discuss how the group could create a 'No Bullying' campaign and ask members of the community to join in the initiative. For example, you might like to organise an exhibition, invite a professional from a

child support organisation to talk to the children, and/or identify an adult in the school or community to be the key person children can turn to for help.

Create a theatre performance that shows how children can respond when they're bullied, and perform it for other groups of children.

Find out if there is a local children's hotline / helpline that children who are being bullied can call. Find out which services children can turn to for support in the local community. Give this information to children during the activity, and if possible invite someone from one of these agencies to speak to the group.

Tips for the facilitator

Introduce a magic stick / talking stick or 'microphone' so that people wanting to speak must wait their turn.

Some form of bullying may exist among children in your group. Bullying affects all children to varying degrees and may take different forms. Be sensitive to the dynamics within your group, but try not to focus on specific individuals or relationships.

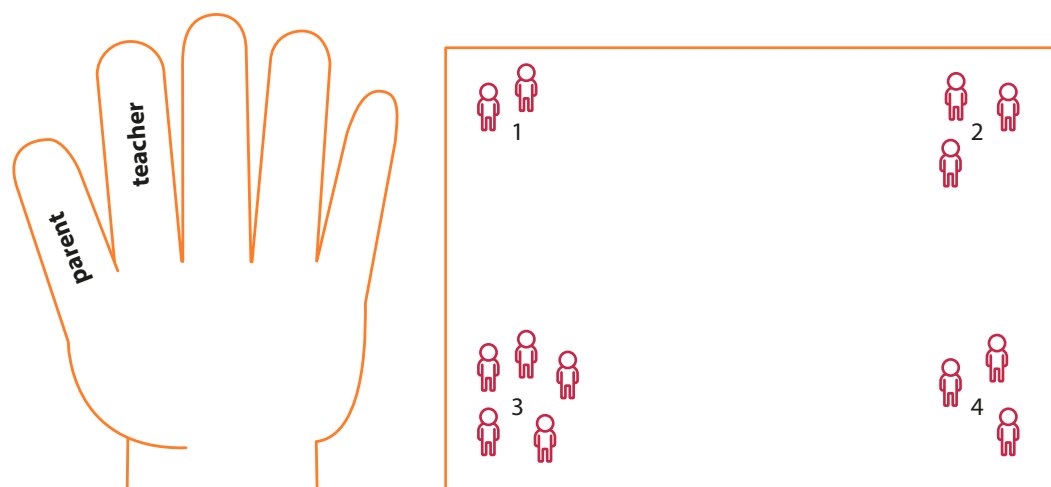
Adaptations

Write your own bullying scenes that the children in your group can relate to instead of using those that are provided.

Instead of doing the activity with the whole group, you could divide the children into small groups and allow them to discuss the statements together, as a group or as an individual reflection.

Divide children into small groups, give each group a bullying situation and ask them to role play both the bullying and their response. Discuss and debrief the role play, asking other groups for alternative responses.

You could use the first part of the activity 'Hands of support' as an activity by itself. You could also do this part after the 4-corners discussion – as part of the "solutions".





Handout: Bullying Scenes

Case 1

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?

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).

Case 2

A group of kids in your class are spreading hurtful rumours about you by sending instant messages around. Many kids now won't play with you or even speak to you. Even your friends are starting to think the rumours may be true. What would you do?

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).

Case 3

Your older sister or brother keeps hitting and kicking you when nobody is looking and tells you that if you tell anyone she/he will just hurt you more. What would you do?

1. Tell your parents or teachers what is happening.
2. Ask your friends at school to help you fight the older brother or sister.
3. Tell her/him that it hurts, and to stop doing it.
4. Something else (Open corner).

Case 4

Your teacher keeps calling you "stupid" every time you get an answer wrong in class and says that there's no point in even trying to teach you because you can't learn. Other children have started calling you names too. What would you do?

1. Go straight to the headteacher and tell them what is happening.
2. Skip the class of that teacher.
3. Ask your parents if you can change class or change school.
4. Something else (Open corner).

Case 5

You notice one of your friends is teasing and making fun of the younger children at the summer camp. Your friend has started taking things from them as well. What would you do?

1. Tell the camp leaders what is happening, without letting your friend know.
2. Help your friend take 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 he/she should leave the younger children alone.
4. Something else (Open corner).

Case 6

A group of older kids from another school like to pick on younger children from your primary school. They wait to catch children walking home, or waiting for the bus alone, surround them, and then take money, food, or toys away from them. They also throw rocks and sometimes threaten even worse things. What would you do?

1. Be very careful, and make sure you go to and from school with friends.
2. Tell adults at your school what is happening and ask for help.
3. Carry rocks or a knife to protect yourself.
4. Something else (Open corner).

Case 7

A new boy in your class is a refugee. Your friends always say racist things to him, make fun of his English and tell him to go back home. What would you do?

1. Join in: he's not your friend so you don't have to worry about him.
2. Tell your teacher that your friends are saying racist things to him.
3. Offer to give him English lessons when you're not playing with your friends, to help him fit in.
4. Something else (Open corner)

Case 8

You've been teasing one of your friends because he or she is really bad at reading and writing and you noticed that recently he/she has started to sit alone. Once you noticed tears in the child's eyes. What would you do?

1. Nothing, he/she was probably just having a bad day and it has nothing to do with you.
2. Stop teasing your friend and ask him/her why he/she was crying.
3. Tell your friend that you won't tease him/her in front of anyone anymore but that he/she really is stupid and he/she should get some extra lessons.
4. Something else (Open corner).

Case 9

A group of kids in your class have been spreading a hurtful rumour about you and posting edited photos of you on social networking sites. Many kids now won't play with you or even speak to you. What would you do?

1. Nothing. Everyone probably believes the rumours so there's no point doing anything.
2. Tell your parents or a teacher about the posts and ask them for help.
3. Start posting a new rumour about someone else and hope that everyone soon forgets what was posted about you.
4. Something else (Open corner).