



**Activities to explore issues around bullying**

**October 2019**

**These resources were used during our Junior Peacemaker workshops about anti-bullying. The activities took place sequentially over a day. You can use them as you wish as part of your activities for Anti-Bullying Week. We ran the activities with the children in a circle.**

The Junior Peacemaker workshops are facilitated by Peacemakers in partnership with the Peace Hub.



## **About Peacemakers**

We want a world where people are equipped to deal peacefully and creatively with the inevitable conflicts that arise for all of us.

We work with schools, units, clubs, committees, teams, collectives and groups of people regardless of age or anything else.

We support people within communities to build, strengthen and repair relationships at all levels.

[www.peacemakers.org.uk](http://www.peacemakers.org.uk)

Contact Jackie Zammit for more info about our work in schools:

[jackie@peacemakers.org.uk](mailto:jackie@peacemakers.org.uk)



## **About the Peace Hub**

A friendly, shop-style space, focussed on peace & justice.

We're open 11am-5pm Tue-Thu. Pop into:

- inform yourself
- have your say
- take action
- grab a complimentary cuppa
- buy books & Fairtrade snacks

We'll have a chat and you can take part in a simple action to help make the world a better place. And you can relax with a complimentary cuppa at the same time! We're at 41 Bull St, Birmingham, B4 6AF

[www.peacehub.org.uk](http://www.peacehub.org.uk)

## About Anti-Bullying Week



Anti-Bullying Week 2019 is happening from Monday 11th November - Friday 15th November 2019 and it has the theme 'Change Starts With Us'



'Whether it is verbal, physical, online or in-person, bullying has a significant impact on a child's life well in to adulthood. By making small, simple changes, we can break this cycle and create a safe environment for everyone. Because together, we can challenge bullying. Change starts with a conversation. It starts with checking in. It starts with work together.'

Change starts here.

Change starts now.

Change starts with us.

This year the goal is to inform schools and settings, children and young people, parents and carers to know that it takes a collective responsibility to stop bullying. We are excited for this campaign as we want to create empowering, positive messages addressing the fact that when it comes to bullying **CHANGE STARTS WITH US!**

## **Resource**

### **Children's anti-bullying music video - "[Peace for You and Me](#)"**

This video was playing as children arrived at the workshop. We chose it because it is made by children and it brings together anti-bullying with the theme of peace.

#### **Video blurb:**



‘This children's anti-bullying music video was performed by "Peace Project" for our “Caring and Courageous Kids” assembly at our elementary school (2011). The lyrics to "Peace for You and Me" offer a "formula" to show how our actions "add up" to help break the

cycle of bullying! Standing by and not approving of bullying is not enough to make it go away. We need to show we care by mustering the courage to stand up by saying something, or doing something, with peace in our heart.

When we stand up one by one and stand together to show our disapproval of bullying, we show those who bully that we will no longer accept it. The song is upbeat and joyful, and the perfect song to get stuck in the hearts and minds of children to add a little more peace in our world!!!

We are not professional actors or filmmakers so you don't need to point out any mistakes (those comments will be deleted). This was made from the hearts of these caring and courageous students to tell a story to the rest of our school and to anyone else who wants to be inspired. Our original version of the song was professionally recorded with singer Grant Bentley and is available for download at [www.cdbaby.com/cd/deedigioia](http://www.cdbaby.com/cd/deedigioia)

The song is also featured in my new movie for elementary children called "Which Team Will You Choose?" -- an original professionally filmed 45 minute movie for elementary school children. It's a fun and educational story which inspires children (and their grown-ups) to discover the power within each one of us to help stop "bucket-dipping" and bullying by becoming more caring, courageous, and compassionate. Become a Champion of Bucket-filling!’

## **Activity 1—Check In**

Check in/out is a good way to help build relationships in a class. It allows a class to settle, and gives everyone the chance to speak. A talking piece is passed from person to person in the circle and everyone gets the chance to ‘check in’. The crib sheet below was written for schools working with Peacemakers, and committed to including check in and out with classes [and staff] on a regular basis.



- Ideally, all check-ins **should** take place in a circle. Make setting up the circle part of a class challenge. Assess the class and positively comment on behaviours both you and the class appreciate during this activity.
- Check in’s should happen every Monday morning and Friday afternoon as a minimum, some schools choose to do them after lunch.
- Check in/out should last between 5 and 10 minutes **maximum**.
- Start by training your class using simple (favourite food), one word or thumbs up check-ins.
- It is essential that each class carries out the check/in out and they become part of the fabric of the school day/week.
- Check in/out are there to set goals and expectations together. This is part of classroom management. The more emphasis you place on these techniques, the less time you will spend fire fighting poor behaviour.
- Adults should take part in the check in/out process.
- If you have children with SEN in your class, discuss with them how they would like to contribute to this process in advance of it happening.
- Give responsibility of ‘remembering to do’ the check in/out to a child. As the class get more confident – they could even lead them.

Example check ins—*How are you feeling from 1-5? [If 1 is not great/unhappy, 3 is ok/fine and 5 is fantastic]; My goal today is to; Something that has made you smile today.*

## **Activity 2—The Sun Shines on You**

The instructions for how to play this game can be found on our [website](#):



### **The Sun Shines on You**

Great game for mixing and an excellent ice breaker. Works with children and adults of all ages!



It can also be found in our resource, *Learning for Peace*, which can be purchased [here](#)

## **Activity 3—What is Bullying?**

The Anti-Bullying Alliance defines bullying as:

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.**

**Bullying can be physical, verbal or psychological.**

**It can happen face-to-face or online.**

Elicit definitions from children along with different types of bullying, using their own words. Examples of bullying are:

Homophobic

Sexist

Racist

Religious

Classist

Xenophobic

Lookist

Disabilist

## Activity 4—What do you need?

When raising conversations about a sensitive issue, it can be useful to establish first, the needs of those in the room. This allows those who want to, to voice concerns or anxieties. It can also help establish an agreement for the session, and can be referred back to when things go wrong—and when things go right!

### 2.6 What do you need?

**Aim:** For children and adults to be able to express what they need from one another. To be able to recognise what happens when some people's needs are not met.

**Skills:** Communicating, reflecting, empathy

**Age:** 5-11

This activity can help introduce the idea of needs.

Download a set of needs cards from the website.



At the beginning of the session, lay the cards out in the middle of the circle. Ask the group “what do you need from the circle in order to be able to give your best today?”

You could have a basket of pebbles, blocks or other counters and ask children to come forward one at a time, take a counter and place it on their chosen card or allow them two or three counters so they can select more than one.

You will now have a visual ‘map’ of what the class needs which you can refer back to as the session progresses.



Exploring needs using counters as a class

Discuss with the class which ‘needs’ seem to be most important today and how others in the class can help to meet those needs.

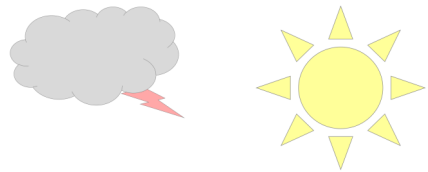
When you notice that something is missing (perhaps it's always the same people speaking up, or there are people in the class who are not being chosen for things), ask which need is missing and what we can do to put that right.

You can use these cards regularly to reinforce the ideas.

The activity can be found in [Learning for Peace](#). A set of cards can be found [here](#). In our workshops people said they needed:

TRUST  
COOPERATION  
FRIENDSHIP  
FAIRNESS  
SAFETY  
SUPPORT  
KINDNESS  
LISTENED TO

### Activity 5—Sunshine and Clouds



Ask children to work in small groups. Give each group a large sunshine and a large cloud to write on.

On the sunshine write down things that people have done or said that have left you feeling sunny. This could be words or pictures. It could be a compliment, an action, a look.

On the cloud write down things that people have done or said that have left you feeling cloudy or thundery. This could be things that you have heard or seen someone else experience.

This exercise allows everyone to share thoughts and feelings, if they feel comfortable. You can use it to gauge individuals' confidence and trust in being able to share openly. Encourage lots of positive as well as negative experiences. Encourage team-working and reflect on how well groups were able to listen to each other and to complete the task.

### Activity 6—Myths and Facts

Prepare two sets of cards. One set of myths and the other facts.. Give them out and ask children to match the myth with the fact. Discuss any surprises.

[We used this website for our set of myths and facts:](#)



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### Bullying myths and facts

There are many myths surrounding bullying issues and some of these myths can often trivialise bullying and suggest the bullied individual is making a big deal out of nothing when actually that is not the case. This can undermine how a person feels if they are being bullied. Bullying should not be tolerated in any form. We believe it is important to address bullying whether it is in a workplace, school or in a neighbourhood so that the message is clear that bullying is unacceptable.

The myths and facts below can be a great discussion point to raise awareness of bullying with children and young people.

**Bullying**

[What is bullying](#)

[Bullying Myths And Facts](#)

[Verbal Bullying](#)



## Activity 7—Oleander—Rubbing Out Language

### 3.9 Rubbing out language

**Aim:** To explore unkind language and the impact it has on people's feelings and behavior.

**Skills:** Listening, empathy, participating, reflecting

**Age:** 5-11

This activity explores the idea of rubbing out language, and affirmative language. The first half of the activity can be uncomfortable as it seems to be reinforcing negative behaviour but lays the ground for the learning in the second half.

You will need a large A3 picture of Oleander Grubb, a fictional character, and lots of small (A6) pictures of her (available from the website).



First, place the large picture on the floor in the middle and explain that Oleander is a pupil, perhaps a new pupil at the school.

Give pairs of pupils a small copy of the picture, and an opportunity to say something unkind while placing their mini Oleander face down on top of the large picture.

When explaining the teacher can model this, saying something mean like, "You have silly hair," which shows the students it is okay to say something hurtful in this activity.

Each pair in turn deposits their picture until Oleander is completely covered or "rubbed out."

Ask learners:

- What do you think Oleander is feeling?
  - What might she be thinking?
  - How might this affect her behaviour?
- (Refer to Thoughts, Feelings, Behaviour - p.48)

Now give the pupils an opportunity to withdraw their comments, and say something more affirming. They could even deposit something attractive like a star to replace the piece of paper. Often pupils will apologise during this second round.

You may find that the group becomes giggly as the unkind comments are made or they may start to throw the paper on to her. The temptation may be to show that you find this difficult or to stop the activity.

Allow the class to do what is coming naturally to them until the end and then ask, "How did our behaviour change as we went around the circle?"

The children will reflect and you can start to discuss the dynamics of groups and group mentality. They may say they felt uncomfortable but other people were laughing so they felt they had to join in. This is a great opportunity to hear children express their feelings.

This activity can be found in

[\*Learning for Peace.\*](#)

[A copy of the image can be found here:](#)

To explore the roles people play in bullying, [visit this website](#). As an extension of the activity, ask someone to be Oleander and ask others to take on the other roles. How does it feel to be an outsider? Or an encourager? How easy is it to help? Does the person bullying need support too?

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Bullying

What is Bullying

The Roles Kids Play

Who is at Risk

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### The Roles Kids Play in Bullying

## Activity 8—Human Bingo

Find someone who.....

Has a birthday in September	Can whistle	Goes to a different school
Doesn't like spiders	Has a pet	Plays a musical instrument
Is left handed	Likes pizza	Has a younger brother/sister

This activity can be used to help build confidence. It encourages children to talk to

people in the class they might not otherwise speak to. Everyone needs to make sure they have a different name for each category. Encourage the class to be 'adventurous' by approaching people in the room they have not spoken to much today. You can add other categories depending on the size of the group.

After you have played the game, ask the class how they felt about playing it. Were there any surprises? How does the game help develop confidence? What does it mean to be confident?

### Additional Activities—Assertiveness

Practicing assertiveness is a way to help build resilience against bullying behaviour. These activities come from our resource, [Learning for Peace](#).

#### 1.6 Dignity stance / walk

**Aim:** For children to learn how to walk away from an uncomfortable situation with dignity.

**Skills:** Assertiveness, self control, communicating

**Age:** 7-11 and beyond

Explain the principle briefly. Ask for a volunteer to role play with the leader in the centre of the circle.

First of all, practise the Dignity Stance: Leader tries to deliberately provoke the volunteer child into being drawn into an argument. The child stands their ground firmly but non-aggressively. They must check their body language to see that they are not sending out confrontational signals (bodies and faces must be relaxed and neutral). This is the Dignity Stance.

#### Dignity Walk

The volunteer child has a number of verbal responses ready e.g. "I'm sorry but I don't think this is worth falling out over", "I'm not going to get involved in this", and finally "I'm going to walk away from this situation now"

The volunteer is instructed to use the Dignity Walk:

- they walk away calmly and unhurriedly;
- they keep their bodies relaxed;
- they refuse to look back over their shoulder;
- they never verbally reply to any comments thrown at them as they walk away.

The activity is then processed by those watching using questions such as:

- Who is in control?
- Who's the strongest person now in the situation?
- How does the aggressor look now?

People can now practise the skills in pairs.

## 1.5 Walking name call

**Aim:** For children to learn how to be assertive.

**Skills:** Looking, assertiveness, communicating

**Age:** 7-11 and beyond

This activity helps to practise assertiveness - being cool, calm and clear under pressure. People can often be provoked into reacting to situations in a negative way, but this activity gives children the chance to resist such pressures.

Everyone is seated in the circle. The teacher walks up to someone in the circle and says "(NAME) please give me your chair." The teacher says this with a calm and clear voice. They make good eye contact and they stand still - not fidgeting or looking uncomfortable.

The person seated on the chair can refuse to give up their chair, if they want to. If they refuse, the teacher asks again "(NAME) please can I have your chair."

The person seated can refuse again, but must give up their chair on the third go. The teacher sits in the chair and says "thank you".

The person who gave up their chair must now approach someone else in the circle and assertively asks for their chair. This continues until everyone has had a go.

Children learn to be assertive by:

- Making good eye contact;
- Using names;
- Being polite;
- Being cool, calm and clear regardless of how the other person is behaving;
- Not pleading for the chair;
- Not getting drawn into a discussion about why they want the chair;
- Using confident body language (not fidgeting or looking uncomfortable).

You can reinforce this in lessons. "Courtney, please show me you are listening". Repeat it calmly following the guidance above.

**Variation:** Once the children have practised this, you could role play scenarios for children to practise being assertive in different ways. For example, Tom is teasing Jenny with a nickname she doesn't like. Jenny says "Tom, please can you call me by my name". Or Naomi has taken Abdi's pen. Abdi says "Naomi, please can I have my pen back".




Taking it Further...


**Be Assertive**  
Express what you think and feel in a positive way. Create mutual respect.

**Passiveness**  
Avoiding, giving in, not expressing your feelings.  
This disrespects you!

**Aggressiveness**  
Put downs, yelling and physical violence. This disrespects others.

## Activity 9—Change starts with...

Change starts with? ...		What could you do?	
You see your friend push someone & say, 'You can't play with us' to another pupil.		Smile	Compliment them
Someone makes a joke about Isaac. He doesn't laugh and looks upset.		Laugh	Find an adult
Someone sends a mean message to you about a person in your class.		Sit with them	Walk away
		Ask if they are OK	Invite them to join
		Ignore them	Ask if you can help

O<sub>2</sub> 

The [Anti-Bullying Alliance website](#) has an assembly powerpoint and lesson plans. These include the scenarios above. We handed out the scenarios to pairs and asked them what they could do in these situations. Some possible ideas are on the powerpoint. Other ideas the children at our workshop came up with are:

Walk away from the situation, with them.

Block them [on social media]

Report it on online apps

Tell an adult

Ask 'Is everything OK?'

Say 'I can see this has upset you'

Say 'Come and join us'

Suggest peer mediation

Introduce them to your friends

## Activity 10—Thank You X

During this workshop we asked the Junior Peacemakers to start the beginnings of a wall mural based on the work of Thank You X, a street artist. [We watched this video.](#)



The mural idea came from a teacher in the US who had used the work of Thank You X to create a mural in her school. You can read about the school project and [download some resources from this link](#). **Please send us pictures of your finished anti-bullying murals. We would love to share them on social media!**

**jackie@peacemakers.org.uk; @wmqpep.** The mural below was started at one of our workshops:



The mural contained pictures and message to encourage kindness at school.

## Front

Cut out the front and back of these shapes, glue together and laminate. Give out as a resource for children.

### If you are experiencing bullying:



Be Assertive



Don't fight-back



Block people if online

Tell someone

Tell someone you trust

### If your friend is being bullied:



Listen



Go with them to tell an adult



Remind them how great they are



Comment so they know you are there but don't respond to nasty messages

### If you think you might be hurting someone:



Stop any behaviour that is causing harm, whether through words or actions



Talk to someone you trust or write them a letter



Gain respect in other ways—through sport or music for example



Repair the harm. Ask for help if you need it

Back

If you need help and don't know what to do, whether you are being bullied or think you might be hurting someone, call Childline or visit their website.

# childline

ONLINE, ON THE PHONE, ANYTIME

Tel: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

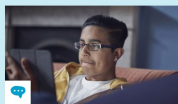
The website has lots of advice and games. There is an online journal just for you, an art box and a balloon activity to send your worries far away.

## CALL, CHAT ONLINE OR EMAIL US



### Call free on 0800 1111

The quickest way to get through to a counsellor. Talk to Childline from any phone for free without needing credit or it showing on the phone bill.



### Log in for a 1-2-1 counsellor chat

Talk to a counsellor in a safe online chat. While waiting for a counsellor to be available you can look at other things that might help like videos and games.



### Send an email

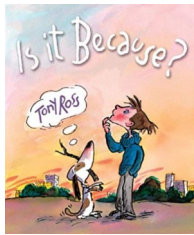
Send an email from your Childline locker when you don't need a reply straight away. We'll try to reply within 24 hours, but it might sometimes take longer.



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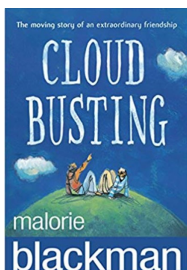


## **Fiction to explore Bullying**



This book tells the story of a boy who is the victim of an unpleasant bully. The boy questions why the bully might be picking on him, with a repeated refrain of 'Is it because....?'. After much questioning, the boy decides that he is not the one at fault after all and begins to realise that the bully is unhappy and jealous. This is a picture book that cleverly uses rhyme and visual humour to approach the complex topic of bullying in an accessible way.

An absorbing story about bullying and friendship crafted with the right balance of warmth and tension to engage readers in upper KS2. The narrative alternates between the viewpoints of teenagers Alex and Dan. Daily life is a struggle for Alex, plagued by worries caused by his OCD and living in fear of the awful bullying at school. Dan's life is not straightforward either. Since his older brother left home, everything in Dan's world feels different. Dan plays out his frustrations at school, messing around in class and finding easy targets at school to bully with his friends. As time goes by, the boys end up working together on a raft-building project and a new empathy begins to develop as their relationship grows. A highly recommended story for KS2.



Written in different forms of poetry and told as a flashback, this is a heart-wrenching story that offers many possibilities for engagement and discussion. Dealing with themes of bullying, courage, unlikely friendships, loyalty and betrayal, this book explores a child's ability to perceive everyday experiences in a multi-sensory way.

Davey is new at school and attracts the attention of the school bully, Sam, who makes fun of the holes in his jumper and his unusual ideas. But then Davey heroically saves Sam's life and the pair become friends. Davey shares a secret with Sam, but when Sam betrays that secret it puts Davey in a life-threatening situation which changes everything.

<https://www.booksfortopics.com/bullying>