Ministry of Education

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المجلس الأعلى للأمومة والطفولة
THE SUPREME COUNCIL FOR
Motherhood
& Childhood

Addressing Bullying in Schools: Training Manual

Addressing Bullying in Schools: Training Manual

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The Supreme Council for Motherhood and Childhood

Foreword by HH Sheikha Fatima Bint Mubarak

Chairwoman of the General Women's Union, President of the Supreme Council for Motherhood and Childhood, Supreme Chairwoman of the Family Development Foundation.

The UAE visionary leadership gives priority to education in the country, following in the steps of late Sheikh Zayed bin Sultan al Nahyan, may his soul rest in peace, who did not spare any effort in supporting education and learners. It also devised the UAE plan aiming to elevate education to the highest levels.

The Supreme Council for Motherhood and Childhood is keen on elaborating programs targeting all categories of children, of all age groups, taking into account their present and future desires and aspirations. Bullying was the focus of one of the important programs that were put in place by the Council with schools, which proved its impact on student behavior. The program underlined the need to handle this issue positively by presenting ideas, initiatives and activities that encourage students to steer away from negative behavior.

The Supreme Council for Motherhood and Childhood put in place a 2-year program in collaboration with the Ministry of Education, UNICEF, and Abu Dhabi Education Council which targeted our dear students, as well as school principals, mentors, nurses. The program, the first of its kind in the Arab world, played a pivotal role in safeguarding our students, keeping them away from anything that might harm their education. It also has an impact on all form of acquisition in their education. It was designed following the study of 13 international successful programs, and it was adapted to the UAE specificity.

Bullying is one of the negative phenomena among school students that constitutes a serious threat to the health and safety of bullies, victims and observers, now and in the future. These might include a desensitization, anxiousness, lack of self-confidence, and might lead to chronicle diseases in the future, an increase in aggressiveness among victims, and a decrease in the education level.

The Supreme Council for Motherhood and Childhood and UNICEF evaluated schools in which the program was implemented. It was shown that the program was efficient and was able to decrease bullying. Results were quite encouraging and students tended to show improved behavior thanks to the programs designed for them. Hence, the number of students being bullied went down, and there was an increase in the number of positive social relations among students.

I invite parents and teachers to exert additional efforts in raising their children to do the right thing, and to benefit from the programs put in place by concerned entities, particularly The Supreme Council for Motherhood and Childhood, that is keen on providing all the needed support to parents to address negative aspects of student life inside and outside school.

The Supreme Council for Motherhood and Childhood

Foreword by HE Rym Abdullah Al Falasi

Secretary-General of the Supreme Council for Motherhood and Childhood

The Supreme Council for Motherhood and Childhood put in place an anti-bullying program over the past two years that demonstrated amazing success. This was possible thanks to the support of HH Sheikha Fatima Bint Mubarak, Chairwoman of the General Women's Union, President of the Supreme Council of Motherhood and Childhood, Supreme Chairwoman of the Family Development Foundation.

The statistics and results from the program's first phases confirmed the successful achievement of the program objectives, which are to raise awareness about the risks of bullying and reduce bullying in schools.

During the first phase of the program, the Supreme Council for Motherhood and Childhood, in cooperation with the UNICEF Gulf Area office, and in coordination with the Abu Dhabi Education Council and Ministry of education, put in place a program for the 'Anti-bullying in schools'. The program was implemented in 2015-2016 on 24 public and private schools from cycle II. In this phase, around 130 teachers and educators in the said schools were sensitized on the means of addressing bullying. In fact, 1793 students benefitted from the program, 52% of which were female and 48% male.

The Supreme Council and UNICEF performed an evaluation of this phase showing its efficiency. The evaluation demonstrated a decrease in bullying cases, in the number of bullies and the bullied, as well as the number of students who feel unsafe in school. More importantly, there was an increase of positive social relations among students.

The positive results and successes in the first phase encouraged the Supreme Council to roll out the program to other schools in the UAE. Sixty-one public and private schools from cycle II were selected as part of the second cohort for 2016-2017.

The evaluation conducted upon the completion of the second phase highlighted that enhancing social skills has had a positive impact and reduced bullying, especially among female students, and also in many of the boys' schools. There was a decrease in the cases of bullying. Students, both male and females, expressed their admiration of the activities implemented. They said that the interventions contributed in reducing bullying in their schools.

These amazing results achieved motivated the Supreme Council to take part in the World Anti-Bullying Forum, organized in Stockholm, Sweden, in May 2017, where SCMC presented the UAE experience in preventing bullying in schools. It is considered the first experience of its kind in the Arab world. Participants were impressed by the experience and the successful results achieved by the UAE Supreme Council for Motherhood and Childhood.

Foreword by HE Jameela Al Muhairi

Minister of State for Public Education

Allow me in the outset to extend my heartfelt gratitude and appreciation to the Mother of the Nation HH Sheikha Fatima bint Mubarak, Chairperson of the General Women's Union, Chairperson of the Supreme Council for Motherhood and Childhood, Supreme Chairperson of the Family Development Foundation for Her Highness's infinite care and support to all issues relative to families, children, women in areas of development, protection and children; as well as Her Highness's infinite support to the efforts of educators, to improve the level of education, and all relative programs, including the anti-bullying program. We hope the latter will contribute in streamlining the efforts of educators and social workers, in order to eliminate this issue from our schools.

Dear teachers…

You are educators, a role model that makes us proud. We are convinced that you are completely aware of the needs of your students in terms of support, care, encouragement and motivation. This is why we look forward to seeing you be the best mentors, advisors and model to your students. You are capable of understanding them despite their differences, be they positive or other more challenging and problematic differences. They need someone to understand and discuss their problems, to take the needed decisions, and propose solutions that serve their educational needs. You are vital partners in educating and the molding future generations. In this manual we propose a number of activities that stimulate empathy, cooperation, accepting of oneself and others. It contributes to building the capabilities of students to be responsible, respect themselves and others. These also help in reassuring them, enhance their self-confidence and trust in others so they can stand up to bullying.

The ultimate benefit from this manual depends on your determination in making it a success. It also depends on the cooperation and partnership with school faculty and parents. Always remember that your success in this noble mission is tightly connected to your capacities and capabilities in achieving the targeted education goals using effective tools and methods that would help students in understanding and adopting desired values and behaviors, and encourage them to take active part in activities.

We greatly depend on the pivotal role you play in the effective implementation of such a program in our schools as a necessary means to prevent from and fight bullying. We also look forward to your efforts, opinion, and insights during and post implementation that will help us build on successes and identify challenges and areas of improvement. It will also allow us to enhance study and research tools in order to devise the best solutions to protect and support our students, to create a cohesive, positive and inspiring school society.

I wish you all the best in your endeavors.

UNICEF Gulf Area Office

Foreword by HE Shahida Azfar

Interim UNICEF Gulf Area Office Representative

Bullying is a problem that affects a large minority of students in many countries, which can have serious and sometimes long-lasting consequences negatively impacting victims' welfare and mental health. The UNICEF Gulf Area office, in cooperation with the Supreme Council for Motherhood and Childhood, conducted a preliminary pilot study to assess the school environment, and the level of violence and bullying among students. The study aimed to develop a protection and safety framework for schools, in order to improve the education environment in general. Having reviewed more than 13 successful specialized programs in the field, we developed a comprehensive national intervention program adapted to the UAE context and based on best international practices. The program adopted an approach that encourages active participation from students, works on changing the position and views of school staff, and improves the social environment in general, as well as raises awareness of parents.

As part of this program, a 'Manual for Bullying Prevention' was developed that contains a section on the six intervention methods to handle bullies and victims. The manual also contains a section on social skills, a set of interactive activities to equip students with the needed social skills.

The program was implemented in two phases and covered 61 second cycle public and private schools in the UAE. Each school established an anti-bullying committee comprising of a social worker, a nurse and the vice principal. They were trained on intervention methods in a series of workshops. The program had successful results in building capacities, increased the knowledge of students and staff about bullying, and largely decreased cases of bullying among students. These encouraging results pushed us to invite the Ministry of Education to adopt the program and roll it out to all schools in the UAE.

Acknowledgements

This manual is the fruit of cooperation between many individuals and organizations, that are deserving of all our appreciation and gratitude.

We extend our heartfelt gratitude to HH Sheikha Fatima bint Mubarak, Chairperson of the General Women's Union, President of the Supreme Council for Motherhood and Childhood, Supreme Chairperson of the Family Development Foundation, for her amazing support and continuous care of children and youth programs locally, regionally and internationally.

Our appreciation also goes to all those who have contributed to the publication of this training manual, particularly from the Ministry of Education, Abu Dhabi Education Council, Ministry of Health, Ambulatory Healthcare Services (SEHA) for their active role as real partners in the program for the bullying prevention in schools.

We would like also to express our gratitude to the team, coordinators, and trainers who made exceptional efforts to guarantee the success of this program. We would like to thank artist Ms. Mosa Said Ismail Al Saboosi for her efforts and contributions in painting the Emirati character on the outer cover and inside the manual.

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	School Name	Emirate
1	Al Montaha School	Abu Dhabi
2	Al Mutanabi School	Abu Dhabi
3	Baynouna School	Abu Dhabi
4	Al Adel School	Abu Dhabi
5	Al Qodra School	Abu Dhabi
6	Al Ajbaan School	Abu Dhabi
7	Al Maqam School	Abu Dhabi
8	Maryam Bint Omran School	Abu Dhabi
9	Al Suqoor School	Abu Dhabi
10	Al Asayel School	Abu Dhabi
11	Al Shabhana School	Abu Dhabi
12	Al Hemma School	Abu Dhabi
13	Hamdan Bin Zayed School	Abu Dhabi
14	Al Muraijib School	Abu Dhabi
15	Al Shawamekh School	Abu Dhabi
16	Al Gharbiya School	Abu Dhabi
17	Al Ittehad National Private School – Abu Dhabi	Abu Dhabi
18	Horizon Private School	Abu Dhabi
19	Horizon Private School - Branch	Abu Dhabi
20	Rawafed Private School	Abu Dhabi
21	Maplewood International School	Abu Dhabi
22	Al Nahda National School - Girls	Abu Dhabi
23	Al Andalus Private Academy	Abu Dhabi
24	Al Hamadanya Grand Private School	Abu Dhabi
25	Al Bashair Private School	Abu Dhabi
26	Manar Al Ilm Private School	Abu Dhabi
27	Al Adhwa Private School	Abu Dhabi
28	Al Marfaa International School	Abu Dhabi
29	Al Alfiya School	Dubai
30	Al Wasl School	Dubai
31	Nad Al Hamar School	Dubai
32	Mohammed Noor School	Dubai
33	Ahmed Bin Rashid School	Dubai
34	Al Muhallab School	Dubai

35	Al Talaa School	Sharjah
36	Al Nouf School	Sharjah
37	Mohammed Al Fateh School	Sharjah
38	Ali Bin Abi Taleb school	Sharjah
39	Al Mataf School	Sharjah
40	Jumana Bint Abi Talib School	Sharjah
41	Umm Ammar School	Ajman
42	Al Zawra School	Ajman
43	Al Hamidiyah School	Ajman
44	Rashid Bin Humaid School	Ajman
45	The Islamic Scientific Institute	Ajman
46	Al Riyada School	RAK
47	Al Mataf School	RAK
48	Al Ghub School	RAK
49	Abdul Rahman bin Ouf School	RAK
50	Othamn Bin Abee Al-A'as School	RAK
51	Mousa Bin Nuseir School	RAK
52	Al Berirat School	RAK
53	Umm Al Quwain School	UMQ
54	Safiyya Bint Abdul Mutallib School	UMQ
55	Falaj Al Mualla School	UMQ
56	Hatem Al Ta'ee School	UMQ
57	Al Diyaa School	UMQ
58	Masafi School	Fujairah
59	Safiah Bint Hoyaye School	Fujairah
60	Al Ibtihaj school	Fujairah
61	Al Qe'an School	Fujairah
62	Zaid Bin AL Khattab School	Fujairah
63	Seif Al Dawla School	Fujairah
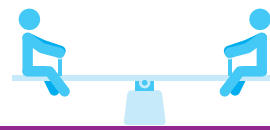
Introduction

This manual has been developed to assist schools encountering bullying among students. It is unfortunately the case that some degree of bullying goes on between students in every country in which the prevalence of bullying has been researched. While some bullying is relatively mild and can be handled well by most students, there is no doubt that it can and does cause a great deal of psychological and sometimes physical harm to a minority of students who find it difficult or impossible to cope. A school in which bullying takes place regularly is a very unhappy place for such children and can greatly hinder their capacity to learn.

Since identifying bullying as a serious problem for schools in the 1990s a great deal of research has been conducted in many countries to discover what can be done by schools and by parents to prevent bullying and to help children who become involved in bullying, as bullies or as victims. This has led to some improvements. Research now shows that in many countries and in many schools the prevalence of bullying has been significantly reduced. Much of the research evidence has been summarised and published by Rigby and Smith (2011). However, despite some positive trends, bullying is still a matter of great public concern in the United Arab Emirates, as it is worldwide.

In this manual the focus is upon how schools can best educate students about bullying and help them develop attitudes and social skills that will make bullying much less likely to occur. It also addresses the question of what teachers and school counsellors; social workers and parents can do when cases of bullying come to their attention.

In reading this manual and applying what is being suggested, it will become very clear that there is no simple answer to the problem. For instance, while applying rules and punishment to children who bully is sometimes well justified, it is not the only answer. In fact, other ways of dealing with the problem are often more appropriate and more effective. There is a great deal for teachers and counsellors to learn and apply before schools can approach being bully–free.

This manual provides instructions for teachers based upon what has been discovered by research into bullying. But that is very far from being all there is to it. The wisdom of teachers based upon their unique experiences of working with children is equally important. How teachers apply what they learn can make the difference between success and failure. Hence, we would encourage each teacher to reflect on how they can best apply what is proposed in bringing about a bully-free school and to share that understanding with others.

PART ONE:

Training Sessions for Teachers

Purpose

The purpose of this part of the manual is to provide suggestions for sessions in which teachers can learn more about school bullying and how it can be countered.

A trainer should first examine the relevance of each of the proposed sessions and select or adapt them to the needs of the staff.

Resources are available for use in the sessions. These may be used as photocopied handouts or as power point slides. For some of the sessions it is important that participants read the relevant articles or information prior to the session. Copies or power point slides will be needed for some of the sessions.

List of Sessions

Session One:	The Nature of Bullying
Session Two:	Bullies, victims and bystanders
Session Three:	The Cycle of Bullying
Session Four:	Handling Cases of Bullying
Session Five:	Examining different methods of intervention
Session Six:	Bullying between staff and students
Session Seven:	Anti-Bullying Policy and its implementation

Session One: The Nature of Bullying ⏱ 45 Min

Aim: To examine the nature of school bullying and why it needs to be addressed.

You will need to make use of Resources (1-5) when they become relevant.

We may begin with a succinct definition on bullying:

'Bullying is the systematic abuse of power'.

It can take many different forms.

Activity 1

Look at **Resource 1**, discuss how common each behaviour is among students at your school.

Resource 1:

Classification of different kinds of bullying (Educational and administrative Staff)

Kinds of Bullying	Direct	Indirect
Verbal Abuse	Verbal insults	Persuading another person to criticise or insult someone
	Unfair criticism	Spreading malicious rumours
	Name calling	Anonymous phone calls and emails
Gestural Abuse	Threatening or obscene gestures	Deliberate turning away or averting
	Menacing stares	one's gaze to ignore someone
Physical means	Striking	Getting another person to assault someone
	Throwing things	
	Using a weapon	
	Removing and hiding belongings	
Relational bullying	Forming coalitions against someone	Persuading people to exclude someone

A further distinction is between bullying perpetrated by individuals and bullying by groups. The distinction is sometimes difficult to make because individual bullies are often sustained by groups or associates. But some bullying is exclusively 1 to 1; some is essentially a group against an individual. In practice, bullying may involve several or all of these means, but remember that it is not just the actions themselves that constitute bullying.

Remember one must also consider the power imbalance and the unfairness of the acts.

Activity 2

Be aware that the actions described in the Table you have viewed are not always bullying.

For an action to be bullying it should satisfy the following conditions:

- The actions are intended to hurt someone or put them under stress.

- The person being targeted cannot defend himself or herself adequately, for example because he or she is physically weaker, outnumbered (having no supporters) and does not have the skills to resist. There is ALWAYS a power imbalance.

- Typically, it is repeated over time.

- It is not the same thing as fighting or quarrelling between people of equal power.

- Nor is it the same thing as friendly teasing, which the target acknowledges as being made in fun.

- It is regarded as unfair. The victim does not deserve to be treated that way.

Please read and discuss these points carefully before proceeding.

Question: Answer the following questions below in Resource 2 and indicate whether the incident or episode is bullying or not (Bear in mind that the school may be required to take action whether it is bullying or not).

Resource 2:

The questionnaire identifying bullying (Educational and Administrative Staff)

Please circle the answer that seems right to you.

Several students keep calling another student names that upset him.			
Is this bullying?	○ Yes	○ No	○ Might be

Sophie always laughs at Ali when he mispronounces her name.			
Is this bullying?	○ Yes	○ No	○ Might be

Jack is not chosen for the soccer team because he is overweight and can't run fast enough.			
Is this bullying?	○ Yes	○ No	○ Might be

Connor keeps receiving threatening text messages from someone on his mobile.			
Is this bullying?	○ Yes	○ No	○ Might be

Every time Nada speaks the students present deliberately walk away.			
Is this bullying?	○ Yes	○ No	○ Might be

Two eleven years old boys decide to have a fight to see who can beat the other. In the course of fighting one of them comes out on top and the loser starts crying.			
Is this bullying?	○ Yes	○ No	○ Might be

Josh has been making lots of unpleasant remarks about members of Jack's gang. They decide to teach him a lesson by not including him in their games.			
Is this bullying?	○ Yes	○ No	○ Might be

Some of Jack's gang decide to keep attacking Josh physically each day on the way home.			
Is this bullying?	○ Yes	○ No	○ Might be

Nobody likes Majda. People keep out of her way.			
Is this bullying?	○ Yes	○ No	○ Might be

Punny can never find his school books because other kids keep taking them and hiding them.			
Is this bullying?	○ Yes	○ No	○ Might be

Rumours are being spread about Helen which are known to be untrue and when she learns about what they are saying she doesn't want to go to school.			
Is this bullying?	○ Yes	○ No	○ Might be

Some of her friends keep teasing Shirley because she is so tall.			
Is this bullying?	○ Yes	○ No	○ Might be

Compare your answers afterwards with those given in red below and discuss.

Resource 3:

Answers to the Identifying bullying Questionnaire (Educational and Administrative Staff)

Suggested answers underlined

Several students keep calling another student names that upset him.			
Is this bullying?	☑ Yes	○ No	○ Might be

Sophie always laughs at Ali when he mispronounces her name.			
Is this bullying?	○ Yes	○ No	☑ Might be

Jack is not chosen for the soccer team because he is overweight and can't run fast enough.			
Is this bullying?	○ Yes	☑ No	○ Might be

Connor keeps receiving threatening text messages from someone on his mobile.			
Is this bullying?	☑ Yes	○ No	○ Might be

Every time Nada speaks the students present deliberately walk away.			
Is this bullying?	☑ Yes	○ No	○ Might be

Two eleven years old boys decide to have a fight to see who can beat the other. In the course of fighting one of them comes out on top and the loser starts crying.			
Is this bullying?	○ Yes	☑ No	○ Might be

Josh has been making lots of unpleasant remarks about members of Jack's gang. They decide to teach him a lesson by not including him in their games.			
Is this bullying?	○ Yes	○ No	☑ Might be

Some of Jack's gang decide to keep attacking Josh physically each day on the way home.			
Is this bullying?	☑ Yes	○ No	○ Might be

Nobody likes Majda. People keep out of her way.			
Is this bullying?	○ Yes	○ No	☑ Might be

Punny can never find his school books because other kids keep taking them and hiding them.			
Is this bullying?	☑ Yes	○ No	○ Might be

Rumours are being spread about Helen which are known to be untrue and when she learns about what they are saying she doesn't want to go to school.			
Is this bullying?	⊘ Yes	○ No	○ Might be

Some of her friends keep teasing Shirley because she is so tall.			
Is this bullying?	○ Yes	○ No	⊘ Might be

These are suggested answers. You may need to know about the incidents before you can be sure whether it is bullying or not.

Activity 3.

As well as being different in kind, bullying can be very different in degree of severity. We can recognize three levels of severity. View **Resource 4** below and discuss this information. The severity of an act may determine the harm it may do and how the school must respond to it.

Resource 4:

Assessing the severity of bullying (Educational and Administrative Staff)

As well as the type of case, you need to take into account the severity of the bullying. It is unreasonable to treat thoughtless (though hurtful) teasing in the same way as continual physical assault. The following diagram suggests how bullying is generally distributed in a school.

The following should be taken into account when measuring the severity of bullying:

- The nature of the action, eg., Mild teasing versus physical assault

- The duration of bullying, whether over a short or long time

- The frequency of bullying acts, whether daily, weekly or less often.
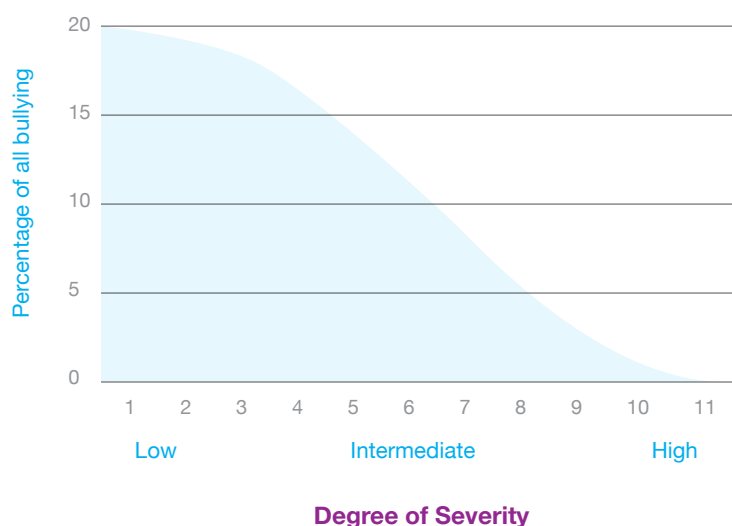
Low severity commonly involves thoughtless periodic teasing, name calling and occasional exclusion. This can be annoying and unpleasant and can escalate and then involve more serious forms of bullying. Most bullying is at this level.

An intermediate level of bullying occurs when a child is subjected for a time to forms of harassment which are both systematic and hurtful. These may include cruel teasing, continual exclusion and some threats or some relatively mild physical abuse, eg pushing or tripping.

Severe bullying occurs when the harassment is cruel and intense, especially if it occurs over an extended period and is very distressing to the victim. It frequently involves serious physical assaults, but it can still be severe when the bullying is non-physical if the methods used are unremitting, occur over an extended time period and are psychologically damaging.

Activity 4.

Sometimes one directly observes a child being bullied. On other occasions you may notice something about the child that may make you think that the child is being bullied. Look at the list of signs that a child is being badly bullied in Resource 5 below. Say what signs you have noticed that have led you to think that the child might be being bullied.

Resource 5:

Signs that a child is being bullied (Educational and Administrative Staff)

Physical:
- Unexplained bruises
- scratches or cuts
- Torn clothes
- Damaged belongings

Psychosomatic
- Non-specific pains
- headaches
- abdominal pains
- mouth sores

School related behaviours:
- Fear of walking to or from school
- Change of route to school

- Afraid of riding on the school bus
- Asking to be driven to school
- Unwilling to go to school
- Deterioration in school work
- Coming home starving (because lunch money was taken)
- Reporting loss of possessions
- Asking for or stealing money (to pay the bully)

Changes in social behaviour

- Having fewer friends
- Not wanting to go out
- Being invited out much less often

Emotional indicators

- Appearing upset,unhappy, lonely, tearful, distressed
- Becoming withdrawn and depressed
- Stammering
- Suicidal thinking
- Unexpected mood swings

Worrying behaviours

- Irritability and temper outbursts
- Stopping eating
- Over-eating
- Being unable to sleep
- Nightmares
- Bed wetting
- Crying out during sleep
- Refusing to say what is wrong.

Indicators of poor health

- Being generally tired or run-down
- Low resistance to infection
- Recurring illnesses
- Threatening or attempting suicide

Activity 5. The harm bullying does

Research has shown that these are some of the effects on repeatedly bullied students.

- Bullying can seriously damage the mental health of some vulnerable children and it can last for a life time.
- Children who are repeatedly bullied at school are often unable to learn their lessons. They find it hard to concentrate and may stay away from school.
- Children who repeatedly engage in school bullying are much more likely than others to commit crimes and harm others unless their behaviour is changed.

What have members of the group observed that is consistent with claims made above? Share and discuss observations.

Session Two: Bullies, victims and bystanders ⏱ 60 Min

Aim: To help group members to understand the roles played by students who behave as bullies, bystanders and victims at school

Preparation: Before beginning this session ensure that everyone has read Resource the paper below, Understanding bystander behaviour. It provides some of the answers to the questions raised in this session.

Resource 6:

Understanding bystander behaviour (Educational and Administrative Staff)

This article is a modified version of an article by Ken Rigby and Bruce Johnson published by Greater Good in September 2001.

Bullying in schools is now widely recognized as a serious social problem that must be addressed if we care about the well-being of bullied children. Thus far, however, attempts to reduce bullying in schools have had limited success. Why is this so?

We suggest two important reasons.

- The first is that educators have concentrated on encouraging teachers and counsellors to watch what is happening and take strong disciplinary action when bullying has occurred. Unfortunately, school authorities are commonly unaware of what is going on. This is not to blame them. It is simply to recognize that bullying goes on in the company of peers and rarely in the company of teachers. Children see it happening, but the teachers do not. Only occasionally do students tell.

- The second reason why anti-bullying programs often fail is because they are not effectively supported by children. One of the startling facts to emerge from the research into children's behaviour in recent years has been the almost ubiquitous presence of other children when bullying takes place in schools. We can no longer conceive of bullying at school as a covert activity, engaged in guiltily when there is no one around. On the contrary, research has found that school bullies glory in the presence of an audience. It provides theatre. To a remarkable extent, the watchers either enjoy the spectacle or watch in a curious but largely disengaged manner. The few who may object are in a small minority.

Example of physical bullying:

Yet some do object. And here is another remarkable fact. On those rare occasions when a witness does object to bullying, there is a good chance that the bullying will stop. Indeed, several researchers have reported that bystander objections effectively discourage bullying at least half the time.

Educators are now beginning to think that promoting positive bystander intervention may be a more effective way to counter bullying. To succeed, anti-bullying programs must enlist the support of children. But, as we have noted, children typically just stand by and watch bullying take place. Why don't they act? More to the point, how can they be encouraged to act and to act effectively? We need to know what students typically do when they're bystanders in the presence of bullying, and why.

In our own research, we set out to cast some light on children's motives by showing them a video of different kinds of bullying, then asking them what they would do in each situation. We found that while a small proportion would support the bullying and many would ignore it, a substantial number of children believed they would act to support the victim. Their good intentions—which ranged from simple moral justifications to the desire for reciprocal benefit to feelings of empathy or identification with the victim—can be encouraged and leveraged to help stop bullying.

We now have useful insights into what children think and are prepared to do when they witness bullying in the school playground. This knowledge can help us to devise more effective ways of addressing the problem, such as catalyzing classroom discussions about bullying and rehearsing with students what they might say when they see bullying take place. In these ways, we might influence bystanders to act more positively in the face of bullying.

The young bystander:

To find out what children think when they witness bullying, we made a video of cartoons showing different kinds of bullying—both physical and verbal—with bystanders' present. We showed the video to school children in upper elementary and lower high school classes in South Australia. As part of what we called the International Bystander Project, colleagues showed the same video to similar groups of school children in England and South Africa, and, with appropriate translations, to children in Italy, and Bangladesh.

When asked what they would personally do as a bystander in each situation, children in the different countries responded in much the same way. Most of the children were divided between those who believed they would act in some way to support the victim and those who would ignore him.

The reasons given for not helping the victim fell into four categories.

The first was that it was "not my concern." Some children wrote: "It is not my problem if someone I don't know is getting picked on"; "It isn't nice to intrude on someone's business"; "I am just an onlooker"; "They can solve it all by themselves"; and "None of my business."

A second reason was fear of the consequences: "The people may turn on ME!"; "If I got involved I would probably get bashed"; "I would be scared it would happen to me"; "It might be embarrassing"; and "I don't want to be a 'sissy' by telling a teacher"

Thirdly, some felt that the responsibility is (or should be) with the victim. "He [the victim] should stick up for himself." "Most people can take care of themselves and sometimes the [victims] deserve it." Older children were more likely to feel unsympathetic toward victims and blame them for being victimized.

Fourthly, some argued that personal action to stop the bullying would be useless, or might even make matters worse. "They would not take any notice of me," wrote one child. "If I ignored it, it might stop, because they are not getting any attention," wrote another.

Despite the good intentions expressed by children in our study, previous studies have found that not nearly as many children actually support bullying victims in real life. It seems that in the actual situation, the good intentions would not always be carried out. In addition, our finding that high-school children were more prepared to ignore what was going on is consistent with earlier research findings indicating that in the early teenage years, children become increasingly unsympathetic to victims of bullying and more likely to blame them for not standing up for themselves.

Sadly, some children—and some adults too—approve of bullying. Some find the violence or the possibility of violence attractive. "I love to watch fights." "Every kid likes to have fun and I am part of it." In some cases, there is sincere admiration for the bullies. "The person insulting the other person is cool and ROCKS." Several seemed to have genuinely sadistic motives: "The person pushing [the victim] is me or my friend and you gotta be cruel." "Some people deserve to get their heads kicked in because they are dickheads." Some believed that supporting the bully was the safer option: "Everyone would be on the insulter's side so I'm not going on the insulted side because I would get drilled." Fortunately, children with these attitudes are in the minority.

Behind the good intentions:

Some children believed they would try to support the victim. We learned from the children what lay behind their good intentions. In many cases, children gave a simple moral explanation. They said that bullying was simply "wrong," so then acting to stop the bullying was "right." These children wrote: "It feels like the right thing to do"; "It is wrong to harass someone like that"; "It is not right to bully."

Some gave no morally explicit justification. They saw themselves as helping victims because it was their basic nature to do so, expressed in such statements as these: "I am not a mean person"; "I always like to help others"; and "I don't know why, I just would."

The responses of some students were related to empathic feelings, such as concern or pity, which they had toward victims: "I feel sorry for them and do not want them to get hurt;" "I don't like seeing people's feelings being hurt"; "They [victims] are usually the ones who can't stand up for themselves;" "They need support—they may be scared"; "I can imagine how the person [the victim] would feel."

Some closely identified with the victim. These children's intentions appear to be strongly related to their own feelings about having been bullied, or their sense that they would appreciate being helped if they were bullied. "If I got pushed over I wouldn't like it." "I have been in similar situations and I know what it feels like to be bullied." "It has happened to me before and no one stuck up for me and that made me feel angry." "I don't want other people to go through what I went through in Year 3." "If it was me, I would like somebody to help me."

Another group was looking for a reciprocal benefit. "If I helped someone they might help me," wrote one child. "It is nice to help and I would probably make a new friend if I did," wrote another. For a few, helping the victim was conditional: "I would support friends if they were being insulted but if I didn't know them I would ignore it. If he was my friend I would stick up for him. "Finally, several students saw the possibility of gaining higher status through a heroic gesture. "I could become a hero!" wrote a child.

Despite the good intentions expressed by children in our study, previous studies have found that not nearly as many children actually support bullying victims in real life. It seems that in the actual situation, the good intentions would not always be carried out. In addition, our finding that high-school children were more prepared to ignore what was going on is consistent with earlier research findings indicating that in the early teenage years, children become increasingly unsympathetic to victims of bullying and more likely to blame them for not standing up for themselves.

There is clearly no monolithic pattern to how children think they should act when they witness bullying behaviour. As our analyses show, there is a wide spectrum of attitudes and beliefs underlying different behavioural intentions. And no doubt many children are conflicted about what they should or should not do. Such children are highly susceptible to influence from others.

We are apt to speak knowingly of a child's "peer group," as if we know what "it" thought and what its influences are. If so, we are wrong. In our study, children were asked to say what they thought their friends expected them to do when they saw somebody being bullied at school. Some indicated that they felt that their friends would expect them to do nothing; a few thoughts that their friends would expect them to join in the bullying! A substantial proportion felt that their friends expected them to help the victim. It became obvious that it is more accurate to speak of "peer groups" rather than "the" peer group, with its largely negative connotation.

We took another step. This time we correlated judgments of what children thought their friends expected them to do as bystanders witnessing bullying with what they themselves said they would do. Result: Those who expressed an intention to help the victim were in most cases the ones who thought their friends expected them to do so. Of course, these pro-active students may have been deluded, but we think not. Children by and large know what their friends are thinking.

Adult influence

But what about adults? What influence can they have?

We asked the children what they thought their mothers, fathers, and teachers expected of them when they witnessed bullying behaviour at school. On the whole, the children said they thought these adults expected them to help the victim, though there were some variations in what exactly the children believed was expected of them.

Importantly, these variations did not correlate with what the children indicated they were actually prepared to do. For instance, children who thought their parents expected them to help the victim were no more likely to say that they would do so than other children. Apparently, neither mothers nor fathers nor teachers were having any significant impact on the children's bystander behaviour. This supports what many social psychologists and some developmental psychologists have told us. By the time children are in upper primary school, parental and teacher influence

on their children's peer-related behaviour is practically non-existent.

This last finding must be painful to parents who want to believe that they can guide their children in the right way to behave. It is disconcerting to teachers who like to think that if they earnestly continue to tell children how they should treat each other—"With respect, please!"—that they will succeed. This is not to say that parents and teachers can never help children learn to cooperate and feel empathic toward others. Of course, many do. But our finding does suggest the limits of merely telling children how we adults expect them to behave with peers.

What educators can do?

Once we recognize that the most effective influence on children's bystander behaviour is what they think their friends expect of them (not what their teacher or parents think), we can begin to devise ways in which positive peer influence can make itself felt.

What teachers can do must be indirect. It must also seek to leverage the widespread good intentions that we have documented, so that children can be encouraged to object to bullying when the teacher is not around.

We reason that once children know how many of their peers feel about bullying and why they think it should be stopped, there is a good chance that some of them—especially those "on the fence"—will be influenced by what they have learned.

Our suggestion is this. Begin by showing children pictures or videos of bystanders witnessing bullying, and pose the question of what they, as bystanders, would do about it. Then ask them to give their reasons for their choice of action. Some teachers may prefer to have the children write down their answers. Our findings suggest that many of the children will make statements that carry considerable moral influence. A skilful teacher can ensure that these statements are heard.

At the same time, it would be foolish to ignore the misgivings that some children will have about intervening in potentially risky situations. We have found that some of the most hesitant children are ones who have been bullied in the past. Teachers must acknowledge that there can be grounds for caution. It is sensible to identify and discuss situations that may be dangerous, and explain that it may sometimes be wise to get outside help for the person who is being bullied—for instance, by informing a teacher.

Teachers can consider ways in which the risk of intervening can be minimized. For example, children can state their disapproval of what is going on rather than getting physically involved in any fighting. And especially, they can encourage their friends to speak up and voice their opposition to the bullying. Students may rehearse what they might say when they witness bullying and—if appropriate for the group—they may even take part in role playing exercises that simulate bystander situations.

For a bystander program to make an impact, educators must persist with it. A one-off session with a class is not likely to be effective. We strongly recommend that students be asked to report back to the class on their experiences, good and bad, after they have acted to discourage bullying. In this way the teacher, as well as the children, learn about what can be done to translate good intentions into effective action.

Promoting bystander intervention is not risk free. The impetuous will make mistakes. Enemies may be made as well as friends. Being a hero can be close to feeling a fool. By being thoughtful and learning from experience, one can minimize the risk, but never eliminate it. Yet what is the alternative? Edmund Burke identified it: "All that is necessary for the triumph of evil is for good men to do nothing."

Activity 1.

The session may begin with the exercise to be used with students **(see Lesson 2 Part 3)**. It is very useful for teachers to have taken part in this exercise before it is carried out with students.

Activity 2.

Afterwards, compile a list of suggestions from the group of the reasons why some children may engage in bullying and others do not **(see suggestions in Resource 7).**

Resource 7:

Reasons why a student (and others) may engage in bullying (Educational and Administrative Staff)

As we have seen, the existence of power imbalances in a school community make bullying possible. Of course, not all people make use of their greater power to bully someone. Here are some suggestions why some do.

• They think that bullying pays: in some schools they are admired by others; they are able to get what they want; and they are less likely than others to be victimised.

• Being constitutionally aggressive and impulsive makes them constitutionally more inclined to engage in bullying.

• They enjoy making others submit to them.

• Bullying others is consistent with a macho or imposing image a person may have, especially if one is male but increasingly so for females.

• It seems like fun especially when one is part of a group engaged in teasing someone.

- Having relatively low levels of empathy results in a bully being unaffected by the evident distress of others

- Prejudice leads them to believe that some kinds of people deserve to be bullied, for example people of a different ethnic group or of a different interests.

- A generalised hostility towards others has been engendered by negative experiences with parents and families, especially feeling unloved and/or over-controlled.

- They have been influenced by aggressive 'models' in real life and/or by viewing violent videos.

- The victim is perceived as having provoked the negative treatment. Commonly bullies see their bullying behaviour as "pay -backs."

- Chronic boredom at school may result in bullying as a means of making life more interesting.

- The achievement of desired goals is seen as more important than the insensitive means employed to attain them. This applies particularly to some people in management positions.

- They are slaves to authority prepared unquestioningly to do their gang leaders or 'bosses' "dirty work" by imposing on others.

- They see it as part of their role, e.g., as a prefect or class leader.

- Some of these proposed explanations for bullying behaviour relate to personality; others to the social context or to social and societal influences. Each may contribute in some way.

Activity 3.

Discuss the following:

- What do bystanders typically do when bullying occurs?

- What can they do to discourage bullying?

- When is it better to inform an adult?

Activity 4.

How can teachers best motivate students to act as positive bystanders without the students putting themselves at risk or making matters worse? Discuss.

(Resource 6: "Understanding Bystander Behaviour" in the preparation section above contains some suggestions. See the part on 'What Educators can do.')

Session 3: The Cycle of Bullying 🕐 60 Min

Aim: To understand better how bullying starts andmay continue unless the cycle is broken.

In discussing the diagrams in this session, it is useful to make use of power point slides.
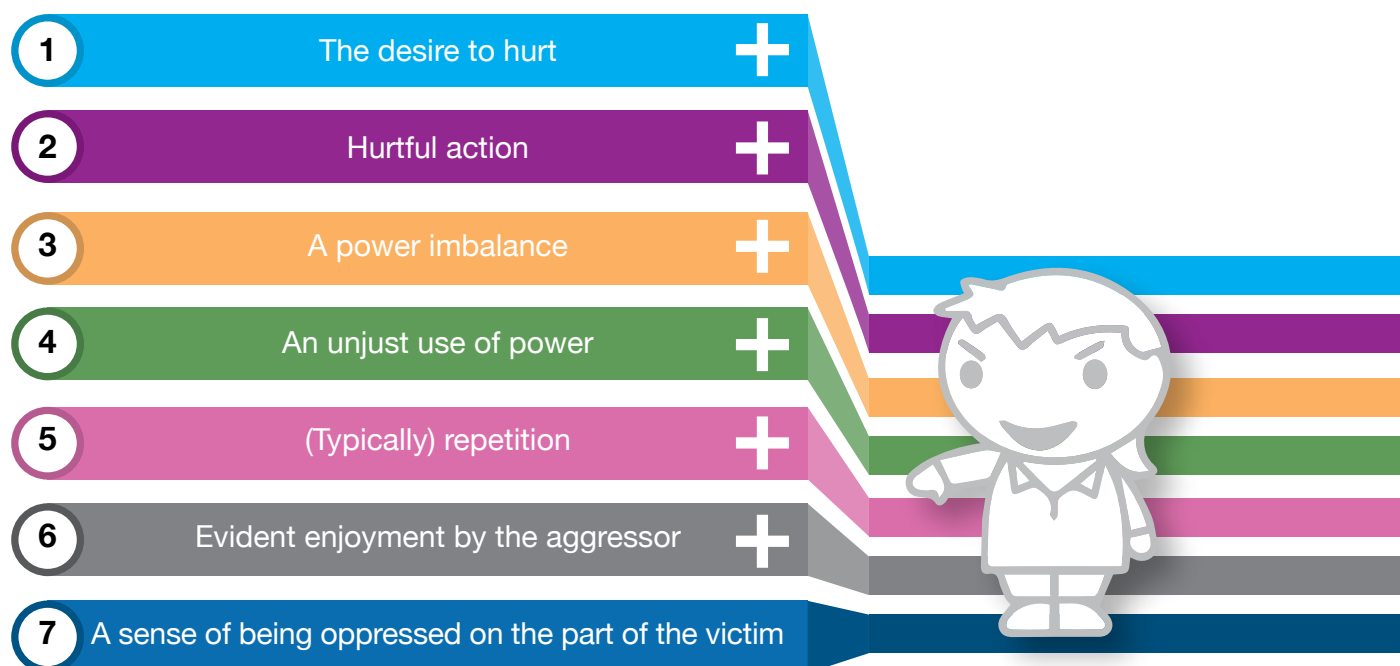
Activity 1.

View **Resource 8** which identifies 7 elements that typically are present when bullying occurs.

This provides a useful reminder of what constitutes bullying.

Resource 8:

The Seven Elements of bullying (Educational and Administrative Staff)

These elements are typically* found when cases of bullying occur:

1. The desire to hurt +
2. Hurtful action +
3. A power imbalance +
4. An unjust use of power +
5. (Typically) repetition +
6. Evident enjoyment by the aggressor +
7. A sense of being oppressed on the part of the victim

Thus bullying may be seen as a desire to hurt +hurtful action +a power imbalance + unjust use of power + repetition +enjoyment of the aggressor+ a sense of being oppressed on the part of the victim.

*The above is typically the case. There may be occasions when bullying involves dominating someone without a desire to hurt.

Activity 2.

Examine the diagram below on how the bullying cycle begins. Answer these questions.

- What kinds of students tend to get bullied at your school?
- What do students who would bully them actually do?
- Why is it that once the bullying gets going it tends to continue?

Resource 9:

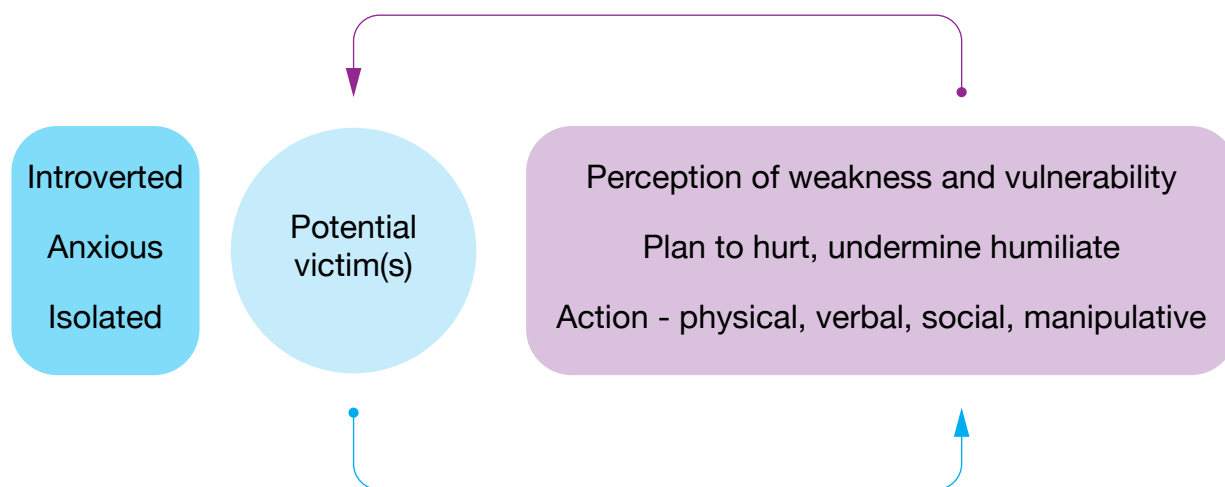### The Cycle of bullying (Educational & Administrative Staff)

To understand how bullying begins, start with a scenario in which someone is seen as a potential victim of systematic aggressive behaviour.

Anybody may fit this category, but it is more likely that the potential victim will display characteristics that suggest weakness and vulnerability such as being introverted, anxious and isolated with few if any friends

Bullying is deliberate. Such a person is seen by some as weak and vulnerable. Plans are made to put the targeted person under pressure, typically to hurt, undermine and humiliate.

Action of different kinds follows. It may be physical, verbal or social, as in rumour spreading. The cycle now begins, sometimes with other people joining in to maintain the bullying. It becomes hard to break.
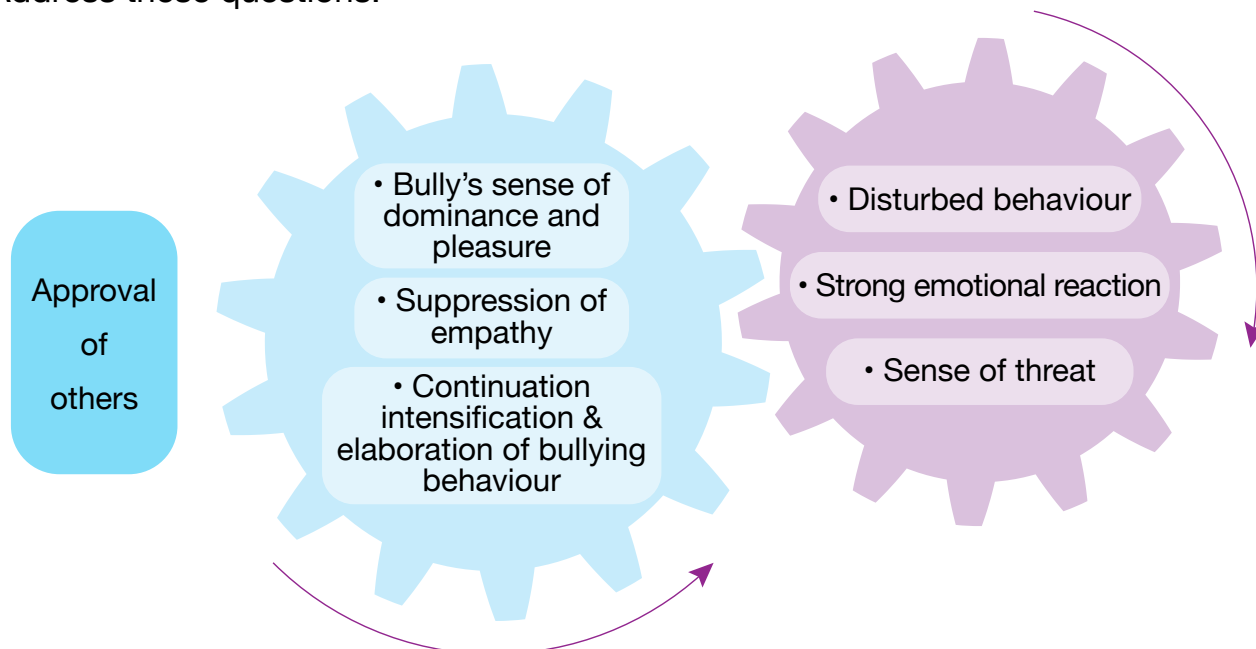
Bullying cycle begins:

Introverted
Anxious
Isolated

Potential victim(s)

Perception of weakness and vulnerability

Plan to hurt, undermine humiliate

Action - physical, verbal, social, manipulative

Activity 3

Examine the diagram below in **Resource 10** that showing the 'passive' victim. Address these questions:

Approval of others

- Bully's sense of dominance and pleasure
- Suppression of empathy
- Continuation intensification & elaboration of bullying behaviour

- Disturbed behaviour
- Strong emotional reaction
- Sense of threat

- How does the passive victim view the behaviour of the bully?

- How does he or she commonly react?

- How does the bully feel about that?

- What happens when others seem to approve of the bullying?

Resource 10:

The passive victim (Educational and Administrative Staff)

Some victims may be called passive victims. They do not resist. The following diagram shows what typically happens:

The reaction of the passive victim is typically one of fear, either because the threat is overwheming or because of a fearful disposition or both. The victim may feel very frightened.

He or she may see no way of responding effectively. During the bullying the victim may appear zombie-like or wildly emotional. Subsequently, the victim is likely to appear upset and depressed.

Producing 'disturbed behaviour' pleases the bully becuse he or she feels dominant. Some bystanders may approve. This encourages the bully further. Any feeling of empathy for the suffering of the victim vanish. The bullying may become more fierce and the bully may find new ways of upsetting the victim.
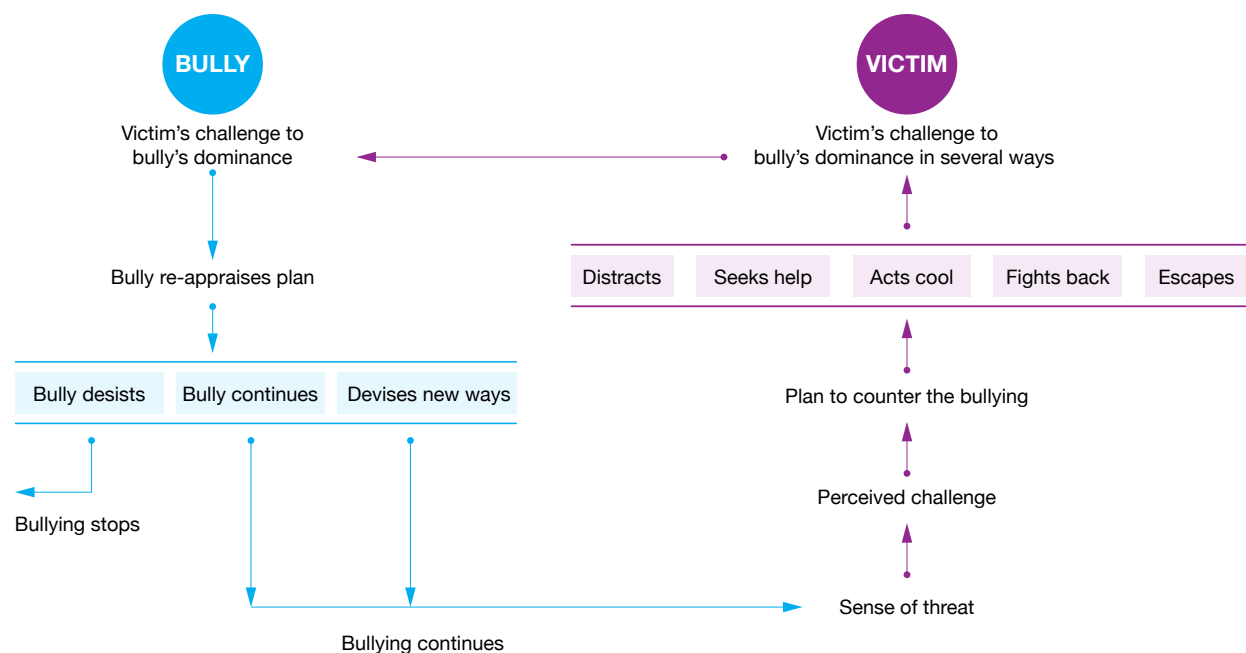
Activity 4.

Examine the diagram below in **Resource 11** showing the resistant victim

- How does the 'resistant' victim view the behaviour of the bully?

- What plans can he or she make? (Examine each of the 5 in the diagram).

- What may be some of the difficulties in carrying out each of the plans?

- What effects may be produced on the bully as a result of the resistance?

Resource 11:

The resistant victim (Educational and Administrative Staff)

With the resistant victim a different story may unfold. In this case the victim may see the bullying behaviour as a challenge and make plans to counter it in some way. The diagram suggests different possibilities.

BULLY

Victim's challenge to bully's dominance

Bully re-appraises plan

| Bully desists | Bully continues | Devises new ways |

Bullying stops

Bullying continues

VICTIM

Victim's challenge to bully's dominance in several ways

| Distracts | Seeks help | Acts cool | Fights back | Escapes |

Plan to counter the bullying

Perceived challenge

Sense of threat

The victim senses a threat but sees it as a challenge. Various plans may be made, such as:

Escape: The victim may be able to find ways of escaping from the bullying situation and may minimise chances of encountering the bully or bullies on subsequent occasions.

Fight back: Fighting back, physically or verbally, may be an option. In some circumstances a student may overcome the problem by taking appropriate physical training or (less dangerously) learning how to react more assertively.

Act cool: Appearing unperturbed, acting nonchalant may, sometimes be the best way to respond, especially with low level teasing or name-calling. (see the Fogging approach).

Seek help: Help may be sought from various quarters; from other students, parents, school authorities. Many students are unwilling to seek help because "dobbing" is unacceptable by peers or because it may make matters worse.

Distract: Turning the bully's attention to something else, such as a game or by starting an interesting conversation, can occasionally work.

Under some circumstances, each of these strategies may be effective in lessening or countering the bullying. But, often they are unsuccessful and the bullying continues, because help is needed to the victim

Activity 5

One of the pieces of advice that is given to students when someone tries to bully them verbally by saying something unpleasant is to employ a technique known as 'fogging.'

This technique can be practised using the script in **Resource 12** below. With a partner, read and act the script provided below. When everybody has finished, discuss the circumstances under which this technique can be taught to children and used by them.

This requires the target to keep cool, act assertively, and simply to point out that the potential bully may think like that – but so what!

Note also when you think it should not be used, for example when violence is threatened.

Resource 12:

The 'Fogging' Script (Educational and Administrative Staff)

Work in pairs, one taking the part of the bully, the other, the target

Part One

Bully: "You have great big ears"

Target: "That's true, I do have big ears"

Bully: "They stick out so much they flap in the wind"

Target "It's true they stick out"

Bully: "You are the most stupid person in the whole school"

Target: "That might be true"

Bully: "You are probably the dumbest idiot in the whole school

Target: "I can see why you might think that's true"

Part Two

Bully: "Why are you so stupid?"

Target: Why do you think I'm stupid?" (Don't get into an argument – simply say: 'That's your opinion.')

Bully: "Nobody likes you"

Target: "That's what you think.' (Leave it at that).

Bully: "You spend lunch time in the library"

Target: "That's true. Why does that bother you?" (Just let the bully go on without saying anything. Look unconcerned or even bored).

Part Three

Bully: "Only idiots spend lunch time in the library"

Target: "Well, that's your opinion"

Bully: You don't have any friends

Target: 'That's what you might think'.

Session 4: Handling Cases of Bullying 🕐

Aim: To explore what teachers might do when cases of bullying come to their attention.

In every school, teachers are called upon to intervene when cases of bullying arise and a student is seriously distressed as a consequence.

Activity 1.

In this session the focus is upon what kind of action a teacher might take. You are asked to answer the questionnaire (the SHBQ) in **Resource 13.**

Resource 13:

The Short Handling Bullying Questionnaire (SHBQ) (Educational and Administrative Staff)

Teachers have alternative ways of dealing with incidents of bullying in a school.

To some extent, what is done depends on the circumstances in which the bullying takes place, and the severity of the bullying. It is, of course, sometimes difficult to generalize, but in answering the following questions, indicate what you think you might do in the following situation

"A 12-year-old student is being repeatedly teased and called unpleasant names by another, more powerful, student who has successfully persuaded other students to avoid the targeted person as much as possible. As a result, the victim of this behaviour is feeling angry, miserable, and often isolated."

Please tick the answer which is closest to what you think you would do.

		I definitely would	I probably would	I'm unsure	I probably would not	I definitely would not
1.	I would insist that the bully "cut it out."	○	○	○	○	○
2.	I would treat the matter lightly.	○	○	○	○	○
3.	I would make sure the bully was suitably punished.	○	○	○	○	○
4.	I would discuss the matter with my colleagues at school.	○	○	○	○	○

#	Statement					
5.	I would convene a meeting of students, including the bully or bullies, tell them what was happening, and ask them to suggest ways they could help improve the situation.	○	○	○	○	○
6.	I would tell the victim to stand up to the bully.	○	○	○	○	○
7.	I would make it clear to the bully that his or her behaviour would not be tolerated.	○	○	○	○	○
8.	I would leave it for someone else to sort out.	○	○	○	○	○
9.	I would share my concern with the bully about what happened to the victim, and seek to get the bully to behave in a more caring and responsible manner.	○	○	○	○	○
10.	I would let the students sort it out themselves.	○	○	○	○	○
11.	I would suggest that the victim act more assertively.	○	○	○	○	○
12.	I would discuss with the bully options from which he or she could make a choice in order to improve the situation.	○	○	○	○	○
13.	I would refer the matter to an administrator (e.g., principal, vice-principal, dean).	○	○	○	○	○
14.	I would contact the victim's parents or guardians to express my concern about their child's well-being.	○	○	○	○	○
15.	I would encourage the victim to show that he or she could not be intimidated.	○	○	○	○	○

This questionnaire is a modified version by Bauman, S., Rigby, K., and Hoppa, K. (2008). US teachers' and school counsellors' strategies for handling school bullying incidents. Educational Psychology, 28, pp 837-56.

Activity 2

After the questionnaire has been completed score the responses as follows:

- I definitely would = 5
- I probably would = 4
- I'm unsure = 3
- I probably would not = 2
- I definitely would not = 1

Then obtain a score for each of the five subscales

- Ignore this situation   Q2+ Q8 +Q10 = ?
- Advise the victim   Q6+Q11+Q13 = ?
- Counsel the bully   Q5+Q9+ Q12 = ?
- Seek help from other adults   Q4+Q14+Q15= ?
- Discipline the bully   Q1+Q3+ Q7 = ?

Activity 3.

Share the results

- Find out from the sub-scale scores which approach is most popular (the one with the highest score) and that which is least chosen by the group.

- Within the group there will be differences with some opting for one kind of response to the case and some to another. Discuss these differences and the reasons behind each response.

In the next session we will be looking at different methods of intervention in cases.

Session 5: Methods of Intervention 🕐

Aim: To familiarise group members with 6 different methods of intervening in cases of bullying.

There are alternative ways of intervening in cases of bullying. Which one to choose will depend upon such factors as:

- The nature of the bullying, eg., how severe, whether more than one person is involved, how sincerely sorry the attacker is, how much provocation there might have been.

- Knowledge and expertise of the teacher/counsellor in using a given approach.

- What has been decided at the school about what methods Can legitimately be used.

Preparation: Read **Resource 14** below related to the approached of addressing cases of bullying in schools.

How teachers address cases of bullying in schools: a comparison of five reactive approaches

From: Rigby, K. (2014) in Educational Psychology in Practice: theory, research and practice in educational psychology. To link to this article: http://dx.doi.org/10.1080/02667363.2014.949629

Abstract

According to student surveys conducted cross-nationally, a substantial proportion of students continue to be bullied at school after they have sought help from teachers. This article examines a range of strategies that teachers employ in dealing with bully/victim cases. The most commonly used strategy is Direct Sanctions: the imposition of disciplinary sanctions on the person or persons identified as responsible for the bullying. Some other strategies seek to engage students more actively in resolving the problem. These include Restorative Practice, Mediation (including peer mediation), the Support Group Method and the Method of Shared Concern.

This article describes and discusses the application of each of the strategies and the extent to which students may become creatively engaged in producing a solution. Available evidence suggests that the use of Direct Sanctions is no more successful than alternative strategies in addressing cases of school bullying and may result in less sustainable outcomes.

Introduction

Conceived as a 'systematic abuse of power' (Smith & Sharp, 1994), bullying in schools has been widely reported as a serious problem in many countries. It is

seen as occurring when a more powerful individual or group repeatedly seeks to hurt or intimidate someone who is unable to defend himself or herself adequately. Based upon self-reports of school children aged 11 to 15 years from 35 countries it was estimated that 10.9% were being bullied two or three times a month or more (Due et al., 2009).

It is now well established that bully/victim problems at school are reliably associated with symptoms of distress and poor mental health in children, both during the time they attend school and for many years afterwards (Ronning et al., 2009; Ttofi, Farrington, & Lösel, 2011). Attempts to counter bullying in schools typically make use of both proactive and reactive strategies. Currently a major emphasis is being placed upon the use of proactive or preventative strategies, that is, creating or controlling a situation rather than responding to it after it has happened. To this end curriculum activities have been designed to develop social and emotional learning (SEL) on the part of students (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Smith & Low, 2013).

Assessments of such programmes have produced inconsistent results. An evaluation of the impact of a Dutch version of SEL in secondary schools in the Netherlands reported significant reductions in peer victimisation in the short run but not over a longer period (Gravesteijn, Diekstra, & Petterson, 2013). In England an evaluation of a similar programme to SEL, known as Social Aspects of Emotional Learning(SEAL), was reported as having null effect on behaviour (Humphrey, Lendrum, & Wigelsworth 2010).

The authors attributed this failure to a lack of fidelity in the implementation of the programme. Whatever the success or otherwise that proactive strategies may have, it remains true that cases of bullying continue to occur and teachers are expected to address them. The extent to which students are bullied by peers at school and have sought help from their teacher has been estimated in surveys conducted in England (Smith &Shu, 2000); Australia (Rigby, 1998; Rigby & Barnes, 2002); the Netherlands (Fekkes, Pijpers, & Verloove-Vanhorick, 2005) and in the United States (Nixon &Davis, 2011). In the surveys conducted in England, Australia and the Netherlands between 45% and 52% indicated that they had been bullied at least once at school. Adopting a different criterion, in the United States it was reported that 22% of students had been bullied twice or more often in the previous month. Of those indicating that they had been bullied, between 30% and 53% had sought help from a teacher. Clearly in each of the countries, substantial demands were being made upon teachers to intervene.

Assuming that the teachers sought to resolve the problem about which they had been informed, an estimate of effectiveness can be inferred from the outcomes reported by students. These are summarised in Table 1.Reported 'positive effects'

(the bullying reduced) ranged from 34% to 56%, and 'negative effects' (the bullying got worse) ranged from 8% to 28%. Precise estimates and comparisons cannot be made from these results as there was some variation in the age ranges and in the criteria for defining who were bullied. However, according to the reports of those who have sought help from teachers after being bullied, interventions appear to be successful in reducing bullying at best in little more than half the cases.

Results using an alternative method of assessing outcomes undertaken by teachers have been reported by Thompson and Smith (2011). Based on information obtained from a sample of 285 recorded incident records from 35 schools, it was estimated that bullying stopped after teacher interventions in 67% of cases. This represents a notably higher level of success than that suggested by the reports from students. Alternative explanations for the discrepancy may be suggested.

Table 1. Outcomes reported by students seeking help from a teacher after being bullied.

Survey	Percentages reporting				
	Sample (N)	Age range (years)	Reduced	No change	Got worse
Rigby, (1998)	33,236	6–18	49	43	8
Smith & Shu,(2000)	3308	10–14	56	28	16
Rigby & Barnes, (2002)	543	12–17	42	39	18
Fekkes et al., (2005)	2766	9–11	49	34	17
Nixon & Davis, (2011)	11,893	9–16	34	38	28

Teachers may have been selective in the cases they acted upon; students and teachers may have had different perceptions of whether a reduction (or stopping) of the bullying had in fact taken place. A degree of 'experimenter bias' may have led to some overestimation (1966).

It may be concluded that, despite differences in reported 'success' from different sources, on many occasions teacher interventions are not successful in either reducing or stopping cases of bullying from continuing. To date little attention has been paid to the different kinds of interventions that are being employed, their nature and relative effectiveness.

Aims

The general aim of this paper is to examine a variety of interventions that are being employed by schools in addressing cases of bullying. These comprise Direct Sanctions, Restorative Practice, Mediation, the Support Group Method and the Method of Shared Concern. Each is described and evaluated, first in terms of the extent to which the method permits a degree of engagement with students in the attempted resolution of a bully/victim problem; and secondly, as far as the quite limited evidence permits, the effectiveness of the interventions in resolving such problems. Engagement in this context refers to the extent to which students are actively involved in the process of resolving a bully/victim problem. The students may include those identified as the perpetrators or those identified as the targets or other less involved students, for example other class members or bystanders who have witnessed the bullying. For students to be creatively engaged requires they must be provided with the opportunity to think about and influence what is to be done to bring about a resolution to the problem, in the way that is required of them. The effectiveness of an intervention refers to the reduction or stopping of the bullying following the intervention.

Methods of intervention

Direct sanctions

Direct sanctions here refer to negative consequences that are imposed upon students who are identified as being responsible for an act or for acts of bullying. According to a national survey of 1378 schools in England, this is the most commonly used strategy in responding to cases of bullying, with 92% of the schools reporting its use, include physical punishment, but increasingly in many countries physical sanctions, such as caning, have become illegal. In England, sanctions employed in schools include verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and internal exclusion in a special room; short-term exclusion; and permanent exclusion (Thompson & Smith, 2011, p. 83).

The rationale for this approach is that those who bully deserve to be punished and that the sanctions will act as a deterrent to further bullying on the part of the perpetrator(s) and deter others who become aware of what has happened. Clearly this approach does not foster any creative engagement among the students involved in the bullying or between these students and the teacher who applies the sanctions. If the bullying stops it is likely to be because the perpetrators of the bullying dare not persist. Thompson and Smith report that according to teachers who have used this approach it is successful in stopping the bullying in 62% of cases (see Table 2).

Table 2. Percentage success rate in England in stopping the bullying from continuing, according to reports from schools.

Method	Primary Schools	Secondary Schools	All Schools
Direct sanctions	58 (74)	65 (69)	62 (122)
Restorative practices	68 (24)	77 (86)	73 (110)
Support Group Method	80 (15)	71 (14)	76 (29)

Note. In brackets are the numbers of cases in which the intervention was used.

Adapted from Thompson and Smith (2011).

Restorative Practice

This approach to dealing with cases of bullying has increased markedly in recent Years.. About 20% of cases According to a large-scale survey of schools in England, some 69% of are handled in this way; a somewhat higher proportion in secondary schools (Thompson &Smith, 2011). Those identified as bullies, often termed 'offenders', are required to attend a meeting at which the victim is also present. They are required to listen while the victim describes what has been happening and how he or she has been affected by the treatment. The offender or offenders are required to reflect on what they were thinking about at the time and what they think now. The intention is to raise the bully's awareness of the harm that has been caused and elicit a sense of remorse or shame. In this frame of mind, the bully is asked what is to be done next. It is expected that the bully will decide to act restoratively, with an apology and possibly some act of reparation. The victim may, or may not, accept such a gesture. Ideally the relationship between the bully and the victim is restored. This approach permits a degree of creative engagement with students involved in cases of bullying. In some applications other parties may be present, for example when restorative conferences are held, adult stakeholders such as parents may also attend. The bully or bullies are invited to consider what they might do to resolve the problem and for the victim to consider whether any suggestion is acceptable. The offender has some choice in the sort of reparative actions to be adopted. The victim has some choice as to whether to accept the restorative act, though here the practitioner may communicate some expectation that he or she should do so. However, there is likely to be considerable pressure on the bullies to make acceptable suggestions, especially when other people are present and want to see 'justice done'. What may be absent is any authentic interaction between the bully and the victim. It is not recognised that the victim may have played a significant part in provoking the bullying and arguably this also needs to be acknowledged. Around 20% of children who are bullied may

be categorised as provocative victims (Solberg & Olweus, 2003). The bully may at times not unreasonably feel pressured into acting 'restoratively', without any real desire to do so. The bully may also be punished. In some applications of restorative practice the use of direct sanctions is not inconsistent with applying 'consequences' (Duff, 2003).

In contrast to direct sanctions some degree of creative engagement is possible. Some scope is provided for the participants to decide how the problem is to be resolved. But there is considerable external pressure for them to provide an acceptable response. The success rate reported by schools of 73% (see Table 2) suggests that this approach appears to be at least as successful, if not more so, than the more coercive approach.

Mediation

Mediation may be practised by either a member of the school staff or a student trained in the method, known as a peer mediator. Students involved in bully/victim problems are invited to take part in a session with a mediator. The mediator asks each student in turn to 'tell their story' and the other to listen without interrupting, and at the end to repeat what has been said and to do so accurately to the satisfaction of the first speaker. The roles are then reversed. Next each is asked to suggest possible ways in which the conflict can be resolved. These are recorded without any discussion. The next stage is to go through the list to discover which of the proposals can be agreed upon. Importantly, the suggested solutions are created by the participants. The students are engaged in the process of finding a mutually acceptable outcome. This approach generates a high level of creative engagement as students interact with each other with minimum guidance from the practitioner and move towards an agreed solution of their problem. There is a virtual absence of coercion on the part of the practitioner in reaching a solution, at least if the practitioner can remain truly neutral in the process of mediating. Evaluative reports suggest a high level of success in resolving many student conflicts (Johnson, Johnson, & Dudley, 1992).

However, there is one important drawback. Conflicts involving bullying, that is, where there is deliberate intent on the part of a more powerful person or persons to harm another, raise special difficulties. Perpetrators typically are not interested in being 'mediated'. They are generally happy with the situation, especially if they are enjoying dominating or exploiting another person and also drawing support from other students, and in particular from their friendship group. Moreover, in cases of bullying, especially severe bullying in which there has been no provocation, it is difficult, if not impossible, to find a truly neutral mediator. Hence this method is considered of practical value in relatively few cases of actual bullying. Its importance lies in dealing with cases of conflict that might well lead to bullying. Not surprisingly this method is used in relatively few cases and there is no evidence related to how often it is or its success as a method of dealing with actual cases of bullying (Tyrrell,2002; Smith, Howard, & Thompson, 2007).

This leaves a dilemma; a mediated approach does offer the promise of a creative solution, and because a solution is brought about without compulsion it is likely to be lasting. At the same time, few cases of bullying can be handled using this method without introducing an element of compulsion, that is, requiring students in conflict to submit to mediation, in which case it is not true mediation.

The Support Group Method

The proponents of the Support Group Method, as developed by Robinson and Maines (2008), claim that bully/victim problems can be resolved without the high degree of coercion of the kind that is applied in the direct sanctions method or in the somewhat less coercive method applied in restorative practice. The Support Group Method is seen as particularly applicable to cases in which a number of students are involved in bullying another child, which is often the case. It begins with an interview with the victim. The primary aim is to offer the child support and to gain an accurate picture of what has been happening to the child and especially in what ways the child has been distressed as a consequence. Having been assured that nobody will be punished, the victim is asked to name the perpetrators. Subsequently, a meeting is held with them as a group, together with a number of other students who are expected to be supportive of the victim. The victim is not asked to be present. At the meeting the practitioner shares what is known about the distress being experienced by the victim and emphasises that those present have a responsibility to act to improve the situation. Everyone is required to say what they will do to help. They are told that there will be a further meeting to assess progress. Before leaving, the practitioner encourages them to talk with each other about what they will do. According to Thompson and Smith (2011) about 10% of schools in England employ this approach, rather more in primary schools. Its success rate in stopping bullying (given as 76% in Table 2) is higher than other methods and suggests that it comes nearer than restorative practices in meeting one of the criteria of creative engagement, that is, in successfully reaching its prime objective.

> The proponents of the Support Group Method, as developed by Robinson and Maines (2008), claim that bully/victim problems can be resolved without the high degree of coercion of the kind that is applied in the direct sanctions method or in the somewhat less coercive method applied in restorative practice.

But here again one may identify elements of coerciveness that limit the degree to which the participants may become creatively engaged. Although the students are assured that no-one will be punished, there is a good deal of moral pressure placed upon the 'bullies'. They are confronted with strong evidence of the hurt that has been experienced by the victim. They are told that they have, individually,

a responsibility to act to reduce the harm. Individually they are asked to say what they will do to discharge such a responsibility. At the same time, they are likely to be under pressure from children in the group who are sympathetic to the victim to 'do the right thing'. Arguably the overall pressure is less than that in restorative practice. The practitioner in this method has made it clear that no punishment is being considered. There is no victim present who can speak up, with the practitioner's evident support, to increase the sense of guilt or shame the offender may experience. But equally there is no opportunity for the students to interact with the victim. The possibility of creative engagement taking place between the bullies and the victim at the meeting, a central feature of a mediation approach, is wholly absent.

The Method of Shared Concern

The Method of Shared Concern is a multi-stage strategy devised originally by Anatol Pikas, a Swedish psychologist (Pikas, 2002), and sometimes called the Pikas method. The method, with some minor variations, is being applied in a number of countries, including Sweden, Spain, Scotland, Australia and England. According to Thompson and Smith (2011) it is employed in about 5% of schools in England. Like the Support Group Method, it is a non-punitive approach for working with groups of students who have been identified as bullying someone. It begins with a series of one-to-one interviews with members of the group who are suspected of engaging in bullying a particular person. At these meetings the practitioner shares a concern for the targeted child, drawing upon what has already been noticed or reported. No accusations are made. The aim at this stage is to gain some acknowledgement from the suspected bully that there is a child who is having a hard time with peers and is clearly distressed. Once this has been achieved, the question is asked how the interviewee can help to improve the situation. This is different from sharing a concern with a group of children. In a one-to-one situation the interaction can be more intimate. The practitioner is not faced with the task of monitoring how different members of a group are responding.

> The existentialist Kierkegaard captures the attitude of the ideal listener: 'If real success is to attend the effort to bring a man [or boy] to a definite position, one must first of all take pains to find him where he is and begin there'

At a group meeting, students may well be motivated to maintain solidarity in defiance of the perceived intentions of the practitioner. In the one-to-one meetings it becomes possible to individualise members of the group, especially if the practitioner is prepared to listen attentively and non-critically to the views expressed by each of the suspected bullies. These may at times be unsympathetic to the target, especially if there has been some degree of provocation.

The existentialist Kierkegaard captures the attitude of the ideal listener: 'If real success is to attend the effort to bring a man [or boy] to a definite position, one must first of all take pains to find him where he is and begin there' (Kierkegaard, 1973, pp. 333–334). This is rarely done. The starting point with the bully is typically 'Look, see what you have done wrong. What are you going to do about it?'

Kierkegaard goes on:

> Surely, I must understand what he understands. If I do not know that, my greater understanding will be of no help to him. If, however, I am disposed to plume myself on my greater understanding, it is because I am vain or proud, so that at bottom, instead of benefitting him, I want to be admired. But, all true effort to help begins with self-humiliation: the helper must first humble himself under him he would help, and therewith must understand that to help does not mean to be sovereign but to be a servant, that help does not mean to be ambitious but to be patient, that to help means to endure for the time being the imputation that one is in the wrong and does not understand what the other understands. (Kierkegaard, 1973, pp. 333–334)

Finally, the writer turns to the case of the man [or child] who is angry and is really 'in the wrong'; the typical bully.

> Unless you can begin with him by making it seem as if it were he that had to instruct you, and unless you can do it in such a way that the angry man, who was too impatient to listen to a word of yours, is glad to discover in you a complaisant and attentive listener – if you cannot do that, you cannot help him at all. (Kierkegaard, 1973, p 334)

In an in-depth, small-scale, evaluative study conducted in Australia based upon 17 applications of this approach, it was reported that almost invariably the students interviewed indicated that they would help in some way to improve the situation for the victim (Rigby & Griffiths, 2011). Once there is convincing evidence of an improvement in the situation, and especially the safety of the target, a group meeting of all the suspected bullies is held. The purpose of this meeting is to enable these students to plan together how the problem will finally be resolved when they meet again, this time with the targeted child. They have already demonstrated a readiness to help in reducing the distress of the child they have bullied; next they are given the opportunity to decide how the problem is to be resolved. Some preparation of the target is needed. Hence a meeting with the target is held to offer support and to explore the situation from that child's point of view. The possibility is discussed with the utmost sensitivity as to whether, consciously or unconsciously, the target could have provoked the bullying.

What the suspected bullies say to the victim at the final meeting will depend upon what the group has agreed to say. It may be a simple heartfelt apology or it may be a conditional proposition concerning how they intend to relate to the target henceforth. They may say they will refrain from bullying as long as the target acknowledges that he or she has acted provocatively and desists from doing so. There may then emerge a role for the practitioner as mediator, leading to an agreed solution. But what could almost certainly not have been mediated earlier may now become practicable, that is, after the children have been taken through a series of stages in which their concerns have been taken seriously and some agreed steps have been taken towards resolving the problem.

In terms of the criteria for assessing this approach, it is evident that the Method of Shared Concern does involve a high level of engagement involving the practitioner and the suspected bullies, both at the one-to-one meetings and at the group meetings. External pressure to provide an acceptable solution is minimal, but not entirely absent. The suspected bullies are aware that the meetings will continue until a satisfactory solution is found. Although the process may be time-consuming for some schools, a high level of success has been reported. In the Australian study, 15 of the 17 cases were resolved using this method. This outcome is consistent with other reports; for example, Thompson and Smith reported that in England local education authorities rated the method as the most effective that schools employ (Thompson & Smith, 2011, p. 7).

More difficult to quantify are the reactions of the suspected bullies to havingtaken part in the process. Reported statements made by the students (names altered) during interviews conducted a week after the Australian intervention had concluded suggest that participation was a positive experience and resulted in positive outcomes (Rigby, 2011a):

- I enjoyed the process, as I did not feel as though I was going to be punished for my actions.

- The meetings helped me to stop and think. Looking back, I felt bad about bullying.

- John looked happier because we all said nice stuff.

- We stopped giving him a hard time and apologised for our behaviour.

- I think because of these meetings it has improved the friendships Trevor hasmade.

- It was good, because we are kinder to Jane and not teasing her any more.

- We are going to be finishing Year 7 soon and when we look back on primary school, we want to have happy memories and for Jane to feel OK and us to feel good about ourselves.

- I am happy for myself because I have been helping people and helping him to feel better about himself.

Why the method appears to work so well may be summed up by an old Russian

saying: 'All children between the ages of 1 and 100 years adopt an idea if they

discover it as their own' (A. Pikas, personal communication, 10 November 2010).

Limitations

First, in this review, reactive intervention strategies have been limited to five major intervention approaches being employed in schools in England, as reported by Thompson and Smith (2011). In that study no data were gathered and presented on what happened over time in cases of bullying when no interventions took place. It is not known how the rate of spontaneous remission compares with the rate of positive outcomes reported after reactive interventions. Further, in presenting results regarding the effectiveness of alternative methods of intervention, that review did not take into account the nature of the cases that were being addressed; for instance, whether the bullying was physical or verbal, severe or relatively mild, and conducted by single individuals or groups. A more controlled study conducted in Finland in which schools were required to use for all cases of bullying either a confronting or non-confronting approach (broadly similar to Direct Sanctions and the Method of Shared Concern respectively) found that the methods did not differ in their degree of success in stopping bullying (Garandeau, Poskiparta, & Salmivalli 2014). That study did not, however, take into account the possibility that in practice teachers/counsellors may reasonably consider the nature of a case before selecting and applying a method or a combination of methods, and may therefore lack ecological validity. Clearly more research is needed in this area to determine what methods are more effective and especially under what conditions (Rigby, 2010, 2011b).

Discussion

This article has focussed on teacher interventions in seeking to reduce bullying once it has taken place. It examines findings relating to the reported effectiveness of such interventions and notes that students who have gone to teachers for help about being bullied report only a moderate level of success in reducing the bullying, although a higher level of effectiveness is claimed by teachers. From these studies it may be concluded that a substantial number of cases of bullying remain unresolved after they have been reported to teachers. In critiquing

the five methods of intervention examined in this article, it was observed that the methods differed notably in the extent to which they enabled a degree of creative engagement between teachers (or school counsellors) and students in the resolution of bully/victim problems. The most commonly used method of intervention, the use of direct sanctions, does not involve any contribution from the 'accused' other than compliance. In such an application of this approach, creative engagement is nil.

An examination of the methods of intervention that do involve such engagement indicates that they do so in varying degrees. As described in this review, Mediation involves the highest degree of engagement and the least coercion. However, its use in schools may be limited to a small minority of students who wish to make use of mediation to resolve a case of bullying. By contrast, Restorative Practice is seen as involving a substantial degree of coercion, whilst enabling the 'offender(s)' to formulate ways in which a resolution (as required by the practitioner) can emerge. Higher degrees of creative engagement can be brought about Group Method and the Method of Shared Concern, with coercive influence being least evident in the latter.

Currently, findings from the few studies that have shed light on the effectiveness of the different approaches are suggestive rather than definitive. A conservative interpretation of the reported findings is that the most widely used method of intervention, the use of Direct Sanctions, is no more likely than either Restorative Practice or the Support Group Method to lead to a resolution of bully/victim problems. As noted earlier, it is not known whether any of the reactive approaches result in a more positive outcome. Further work is clearly needed to evaluate the effects of reactive strategies (and the absence of the use of any intervention strategy) and to do so in relation to different kinds of bullying. It would also be useful to examine possible interactive effects between the use of particular proactive strategies and the use of particular reactive strategies in addressing cases of bullying. For instance, it may be hypothesised that curriculum activities promoting socio-emotional learning may have not only a direct effect in reducing the prevalence of bullying, but also render more effective interventions that seek to engage students in resolving bully/victim problems. Further, assuming that interventions by teachers do improve the chances of success a collaborative process in which students are actively engaged, the resolution is more likely to be durable. Further studies in which cases are monitored over an extended period are needed to discover whether this is so.

Activity 1.

The use of sanctions: In some countries the following are employed in cases of bullying: verbal reprimands; meetings with parents; temporary removals from class; withdrawal of privileges; school community service; detentions and internal exclusion in a special room; short-term exclusion; and permanent exclusion. Physical punishment is of children is not permitted by law in many countries, including the UAE.

What methods of applying sanctions are currently being used in the UAE? In your experience how effective are they in deterring bullying?

- It has been suggested that sanctions should be limited to cases in which:
- The bullying is very severe or severe.
- The 'bully' is neither remorseful or apologetic.
- The bullying continues after other methods have been tried.
- Do you agree? Discuss.

Activity 2.

Helping the victim to resist the bully. This approach involves training students in how to prevent the bullying from continuing, for example, by teaching them various strategies such as 'fogging.' It is suggested that this approach may be tried when:

- The bullying is relatively mild and non-violent.
- The victim is ready and able to learn how to act assertively.
- A teacher or counsellor is willing to spend time instructing the victim and monitoring progress.
- Do you agree? If so, do you think that teachers or counsellors can help victimised children to acquire and practice the necessary skills?

Activity 3.

Employing restorative practice. This approach involves the teacher in meeting with the alleged bully and victim and getting the offender to appreciate the harm done, feel remorseful and apologise. It may be used when:

- The bullying is moderately severe but not criminal.
- The bully can be confronted with the harm that has been done and feels remorse.
- The bully sincerely apologises and is prepared to act to put things right.

- The victim (who is present) accepts the apology. How often in your experience can bullies be induced to apologise sincerely after being told of the harm they have done?

- Do you think that teachers or counsellors be adequately trained to use this approach?

Activity 4

The Support Group Method. This approach involves meeting with the victim and then sharing what has been learned at a group meeting with (i) those who bullied him/her and (ii) other students who will speak up and say how they are going to support the victim. Commonly the bullies are encouraged to help as well. It is sometimes applied when:

- A child is being bullied by a group of students

- The bullying is not severe or criminal

- The bullied child will describe how they have been hurt to a teacher

- Some other students who will support the victim will come to a joint meeting with the bullies.

Questions:

- In your experience, how often is bullying done by or encouraged by a group?

- How do you think children who have bullied someone would feel concern for the victim and behave helpfully using this method?

- What kind of skills does a teacher or counsellor need to use the approach?

Activity 5:

The Method of Shared Concern. This approach involves meeting with suspected bullies individually first before the victim is interviewed. The teacher shares a concern for the victim (nobody is accused) and asks for their cooperation in improving the situation. Subsequently – after the victim has also been interviewed - a meeting is held with all the students involved. At this meeting, the conflict is resolved. (See references for a fuller description). This Method is sometimes used when"

- A child is being bullied by a group of students (as in the Support Group Method)

- The bullying is not severe or criminal

- The students involved are ready to attend meetings - first one-to-one meeting, then group meetings - to discuss how the problem may be resolved.

Questions

See **Resource 15** (cartoon illustration) below of this Method

- Do you think individual bullies be brought to feel some empathy for the victim in one-on-one interviews and agree to help in some way?

- Will the individual bullies agree to cooperate with the teacher when they later meet as a group to address the problem?

- Can a teacher get the bullies and the victim to agree to live at peace with each other?

- What skills are needed to employ this method?

Resource 15:

A cartoon illustration of the Method of Shared Concern

The Method of Shared Concern is an approach to resolving bully/victim problems, originally suggested by Pikas (2002). It involves a series of meetings with students suspected of being involved in a case of bullying.

The process is described in detail in Rigby K. (2011) The Method of Shared Concern: a positive approach to school bullying. Camberwell: ACER.

The process can begin when several students suspected of engaging in bullying a targeted person are identified. They often form a quite heterogeneous group.

Each is interviewed in turn. The practitioner begins by sharing a concern with each of the suspected bullies over the plight of the target.

'It looks like Tom is having a hard time at school.'

The suspected bully is asked to say what he or she is prepared to do to improve the situation. The practitioner then arranges a further meeting to assess progress.

After each of the suspected bullies has been interviewed the practitioner meets with the targeted student. Typically, this person has become very dejected and needs help.

At the interview, it is explained that each of the suspected bullies has undertaken to help to improve matters. The

practitioner expresses strong support. Nevertheless, the target is asked whether he or she may have contributed to the problem in some way.

'Tom, I wonder if there is anything you might be doing to cause them to treat you badly'

In most cases the target is quite innocent but in about 20% of cases there has been some provocation.

After the practitioner, has seen the suspected bullies again and ascertained that progress has been made, they are brought together for a meeting at which they are asked to decide among themselves what they are prepared to say to the target when he or she joins them.

'I would like us now to make a plan for when we meet with Tom.'

At the subsequent 'summit meeting' with the target present the suspected bullies make an agreed statement or proposal to resolve the problem. This may be an apology or a statement that they will not continue to harm the target.

'Don't worry mate. We'll make sure it doesn't happen again.'

When the target has behaved provocatively both sides may need to agree to adjust their behaviour and a solution must be negotiated, as in the following scenario with a group of girls.

We are sorry Joanne but you haven't been very nice to us, you know.

Finally, the practitioner discusses with them how they can sustain the improved relationship and offers to help if any further problems arise. Needless to say, the situation still needs to be monitored.

Notice that the above is a highly simplified account of the Method. The book examines in detail issues that may arise when the method is employed, how practitioners can be trained and how the Method can be introduced into schools.

Evaluation

The process requires several meetings with the students involved in the bullying, first as individuals, then in a group over a two-week period. Convicting students of bullying and administering 'consequences' in the form of sanctions or punishments is often seen as quicker. But unfortunately, when this is done the bullying often continues in covert and damaging ways. The cases then need further attention and this can ultimately prove to be very time-consuming. It is claimed that the method of Shared Concern can produce enduring solutions.

The evidence for the effectiveness of this method is strong, with over 90% success reported in a number of reported studies (2). Importantly, cases suitable for this method should be carefully chosen. The Method should not be used when violent or criminal behaviour occurs, nor in low level cases of teasing. In some cases, other methods may be more appropriate (3).

Session 6: Bullying between school staff and students ⏱️ 45 Min

Aim: To examine issues relating to bullying that may take place between students and staff and how such instances may be prevented or handled

Preparation: Read **Resource 16** below and discuss the following questions

- Are there occasions on which students can be said to 'bully' teachers? What form(s) may it take? Give examples (if any) from your own experience.

- Are there occasions when teachers 'bully' students? What form(s) may it take? Give examples (if any) from your own experience.

- How can one make a reasonable distinction between bullying and appropriate pressure that teachers may reasonably put on students to perform at their best?

- What would be an example of the unjust use of teacher power which could be harmful to students?

- Is it ever right to discipline a student to demonstrate what will happen to others if they offend?

- In your experience do teachers ever treat students unfairly because they have a prejudice against certain types of person? What prejudices sometimes exist?

- What can teachers do to make it less likely that they will be bullied by students?

- What sort of external support do teachers need in a school to ensure that they are not bullied by students?

Resource 16:

Bullying between school staff and students (Educational and administrative Staff)

The bullying of students by staff.

This may happen occasionally under these circumstances:

- When unrealistic goals are set and insisted upon by teachers who want to get the best out of students.

- When methods of putting pressure on students to perform are unacceptable, for example through the use of threats and excessive punishment for failure and by engagement in sarcasm and public humiliation for non-achievement.

- When an attempt to gain or maintain control over a class involves singling out individuals for disciplinary action without clear justification.

- When a teacher is motivated by personal prejudice to discriminate against

students with characteristics over which they have little or no control, for example, their personal appearance, way of speaking, ethnicity and social background.

- Bear in mind, as a teacher, you have an obligation to motivate children to reach high standards and to maintain order in a classroom. Students sometimes see a teacher's behaviour as bullying when it is an appropriate use of disciplinary action; but real cases of teacher bullying do sometimes happen, are unfair, damaging to students and can provide a model for students who might then bully others.

The bullying of teachers by students

This may happen, especially under these circumstances.

- The teacher has inadequate classroom management skills – which need to be improved.

- The curriculum is not appropriate for the students. It does not engage their interest.

- The teacher's style of teaching results in the students becoming frustrated or bored. They may take it out on their teacher.

- A group of students set out to deliberately torment or upset a teacher

- The teaching staff are not appropriately supported by the school when students act in an unacceptable malicious or disruptive manner.

- Teachers who are being consistently bullied by students often need to improve their class management and teaching skills and also receive support from the school and colleagues to do so. At the same time, when students do bully staff decisive action must be taken by school authorities to stop it.

Session 7: Policy and its implementation 🕐

Aim: To enable members to appreciate the need for an effective anti-bullying policy, to examine what should be included and how the policy could be implemented.

An anti-bullying policy is a document written or endorsed by a school to state what a school will do to address the problem of bullying between members of the school community. In some countries such a policy is required of schools by law.

Activity 1

What value could an anti-bullying policy have for a school? Discuss possible uses and advantages.

Activity 2

In **Resource 17** below are suggestions for what an anti-bullying policy should contain. Go through each of the 8 points and discuss their possible usefulness. Add any further points you think might be contained, eg., in relation to bullying involving staff members.

Resource 17:

Suggested items for an anti-bullying policy (Educational & Administrative Staff)

Examine the following suggestions about what can be included:

- A statement of the school's stand against bullying. (Include why bullying is considered unacceptable, given the values of the school)

- A succinct definition of bullying with a listing of the different kinds. These include direct bullying as in face-to-face physical and verbal bullying, and indirect bullying as in unfair exclusion, rumour spreading and cyber bullying.

- A declaration of the rights of individuals in the school community - students, teachers, other workers and parents - to be free of bullying.

- A statement of the responsibilities of those who see bullying going on to seek to stop it.

- A description of what the school will do proactively to prevent bullying from occurring.

- An account of how the school proposes to deal reactively with cases of bullying.

- An undertaking to collaborate with parents in addressing the problem of bullying, especially in the resolution of cases in which action is to be taken by both the school and parents.

- A plan to evaluate the policy in the near future.

- The process of developing a good policy is extremely important. It should involve the relevant stakeholders, including all staff members and representatives of parents and students. Unless there is informed agreement among members of the school community, its implementation is likely to be weak and ineffective. It is desirable that the approved policy be made available to the whole school community and become publically accessible through the NET.

Activity 3

What process should be followed to arrive at a good policy that everyone will follow? For instance, who should be involved?

Activity 4

How can one best ensure that the policy is implemented?

In fact many schools have policies that are ineffective, because they are either not implemented or badly implemented.

Here are some suggestions to ensure the policy is effective. Discuss.

- Make sure that everybody in the school community is familiar with the policy. This includes teachers, administrators, social workers, parents and students.

- Ensure that a lesson is devoted to explaining why the school has a policy and what it is. Stress the rights of students not to be bullied and the responsibilities of students to help to prevent and stop it.

- Appoint a staff member to lead the anti-bullying initiative with support from a team of others. This Anti-bullying body would be responsible for ensuring that:

  a. Members of the school community (teachers, students and parents) know what was contained in the School Anti-Bullying Policy;

  b. Seeing that information, either in the curriculum or in extra curricula activities was being conveyed to students;

  c. Cases of actual bullying were being identified and addressed appropriately;

  d. The policy and anti-bullying practices by the school were evaluated.

PART TWO:

Work with Parents

Session 1: Advising parents about bullying 🕐 60 Min

Aim: To help determine what advice could be provided to parents in preventing bullying and in responding to the behaviour of their children if they become involved in bullying at school.

This session is about how parents can be informed about school bullying: what they might do to make bullying less likely, what they can do if their child is involved in bullying, as victim or bully

Activity 1

Read **Resource 18** below on what parents can do to prevent their child from being involved in bullying at school

This contains advice that could go to a parent about what they can do to prevent bullying and what they can do if their child is involved in bullying.

Go through each of the 10 points there and consider their relevance.

Decide whether the advice could be provided to parents - and if so, how.

Activity 2

Read **Resource 18** below on What if your child is being bullied. Discuss which points you agree with and whether the information there (with some modifications, if necessary) could be sent to parents.

Activity 3

Read **Resource 18** below on What if your child is bullying another child. Again, discuss which points you agree with and whether the information there (with some modifications, if necessary) should be sent to parents.

Resource 18: ## Advice for parents on school bullying

What parents can do to prevent their child from being involved in bullying at school (Educational and administrative Staff)

Although one cannot realistically 'bully-proof' a child one can certainly reduce the likelihood of a child being bullied or bullying others at school. Here are ten suggestions - expanded in my book for parents (see reference No. 5 under Resources & References) with research evidence.

- From the earliest days of a child's life do what you can to ensure he or she feels securely attached to a care-giver. Insecurity and severe anxiety during infancy can affect the capacity of a child to relate confidently to peers at school in later years.

- Be cautious about the choice and use of childcare centres. Overuse at too early an age of sub-standard centres can be psychologically harmful to some children and affect their ability later on to relate to other children at school.

- Practice an authoritative and supportive style of parenting, recognizing that as the child grows older he or she will require more opportunities to act independently.

- Avoid an authoritarian, cold, over-controlling way of relating to your child. It can result in children behaving aggressively towards their peers at school.

- Don't act as a bully yourself. Your child may copy you.

- Don't be over-permissive either. Children need to know where there are boundaries to what they may do.

- Don't be over-protective, by excessively limiting the experiences your child can learn from. A child needs to learn how to mix with other students who may be different from himself or herself. Overprotection can lead to a child being bullied.

- Acknowledge and praise the positive things your child does. This will make it easier for the child to be self-accepting, more resilient and less affected by any bullying.

- Promote empathic concern for others through your own behaviour. This can help children to be more accepting of others - and more inclined to cooperate and less inclined to bully.

- Teach (and practice) the golden rule: "Do unto all men as you would wish to have done unto you; and reject for others what you would reject for yourselves." (Abu Dawud)

> Although one cannot realistically 'bully-proof' a child one can certainly reduce the likelihood of a child being bullied or bullying others at school. Here are ten suggestions - expanded in my book for parents (see reference No. 5 under Resources & References) with research evidence.

What if your child is being bullied?

Here are some suggestions

- If you suspect that your child is being bullied at school, encourage him or her to talk to you about it. Recognise that it may be hard for the child to do so. Be patient.

- Never dismiss the matter by saying that it's the child's problem and he or she must simply stand up to the bully or bullies. Sometimes this course of action is impractical, especially if a group is involved.

- Don't be too over-protective either; for example, by saying:" Never mind. I will look after you. You don't have to go to school. Stay home with us."

- Listen carefully and sympathetically. Try to get the relevant facts without interrogating the child.

- Explore alternative courses of action with the child; for example, acting more assertively, making friends who can help, speaking with a teacher or counsellor about it.

- Generally it is NOT a good idea to speak with the parent of the bully and it is never wise to confront the child who is doing the bullying.

- Decide whether it is best to discuss the problem with the school. This will normally depend upon (i) the severity of the victimisation, including its duration (ii) whether it is thought that the child can learn to cope (iii) the wishes of the child regarding whether the issue should be raised with the school. (On occasions, if the bullying is particularly severe, you may reasonably ask the school for advice despite the reluctance of the child to seek such help).

- If it is decided that the issue should be raised at school, be prepared to describe as accurately as possible what has been happening to your child.

- Remember that the school needs to know what has been happening to your child for the good of all other children at the school.

- You will be assured that the case of bullying you describe will be carefully investigated and dealt with in accordance with the School's Anti-Bullying Policy.

- If you discover that your child is bullying others at school, take the matter very seriously and exercise whatever influence you can to prevent the behaviour from continuing.

- If the school informs you that your child has been bullying others and requests an interview, be prepared to work out a plan with the school to bring about a change in your child's bullying behaviour.

What if your child is bullying another child?

- Make it very clear that the bullying must stop.

- Seek to find out from your child why he or she is acting that way. It may be that the child has been provoked. If so, discuss ways in which the provocation, eg., name calling, can be stopped without engaging in bullying.

- Generally, it is not a good idea to threaten to punish your child, especially physical punishment.

- It may be that the child is being encouraged by others to engage in bullying and is praised by them for being tough. In this case, point out that the child should judge for himself or herself whether it is the right thing to do and not be influenced by others.

- Show your appreciation of your child whenever he or she supports people who are upset or distressed.

- Make sure that yon never engage in any bullying yourself. The behaviour you model is more influential than anything you can say.

- If you are unable to prevent the bullying from continuing seek help from the school. Working with the school in such cases is always sensible.

Activity 4

Finally, here are some steps that a school might take to better inform parents and obtain their cooperation Discuss each one and decide whether it can be undertaken

1. Providing all parents with a copy of the school anti-bullying policy. (In some countries schools are required to put a description of their policy on the NET)

2. Inserting items about what the school may be doing about bullying in newsletter to parents.

3. Holding meetings about how the school and parents can work together most effectively to prevent bullying and deal with bullying.

4. Inviting an expert or experts on working with parents so as to assist with school-related bullying problems, and invite parents to attend. (Commonly social workers can take the lead).

Session 2. How to work with parents when bullying occurs 🕐

Aim. To examine what a teacher can do to help solve the problem working with the parent.

Despite any advice given to parents about bullying (such as that suggested in **Session 1**, Part 2) some bullying is likely to take place from time to time. In some cases, a teacher will need to work with a parent as well as with the children involved.

Activity 1

Discuss the following questions.

- Under what circumstances would you contact a parent in connection with a child engaging in bullying at school?

- If a meeting with the parent was arranged, what would you say?

- Consider this case. *A parent contacts you to say that her child is being bullied at school and has become very upset and doesn't want to come to school*

  a. Would you meet with such a parent?

  b. What information would you seek to obtain from the parent about what had happened?

  c. Would you undertake to discover what had been happening by talking with:

      i.   The student who has been bullied

      ii.   The student or students who allegedly had bullied him/her

      iii. Other students such as bystanders

      iv.   Other staff members who may know what had been happening

      v.   The Police

      vi.   All the above

          1. Would you suggest that the parent sorts out the matter with the parent of the bully?

          2. Would you arrange to interview the parent of the bully?

          3. In conversation with the parent of the bully, would you do any of the following:

              - Point out that it was the parent's responsibility to fix the problem?

- Tell the parent that the child must come to school whether he or she likes it or not?

- Suggest the parent consults a doctor, psychologist or social worker about the child?

- Tell the parent that the child should be taught to fight back?

- Say that the person who bullied the child will be punished?

- Share your thoughts with the parent about how the situation could be improved?

- Assure the parent that you will keep in touch about how things develop**?**

Resource 19:

Suggestions on how teachers may work with parents in cases of bullying (Educational and administrative Staff)

Here are some considerations and suggestions about what to do in meetings with parents about cases of bullying. Bear in mind that some difficult judgements may be needed and some matters only become evident as the interviews proceed.

1. Under what circumstances would you contact a parent about their child engaging in bullying at school?   *(Consider the severity of the bullying. In some cases, the problem may be solved through work with the students involved).*

2. If a meeting with the parent was arranged, what would you say? (*Here it is essential that the parent be treated with respect. One should not jump to conclusions. Sometimes bullying is provoked. But if the bullying is malicious then the teacher must be very firm in stating that the bullying behaviour is unacceptable*).

3. Consider this case*.* **A parent contacts you to say that her child is being bullied at school and has become very upset and doesn't want to come to school**

   a. Would you meet with such a parent? (*Wise to do so*)

   b. What information would you seek to obtain from the parent about what had happened? *(You need a good picture of what has been happening, who has been involved, how the child has been affected. Also, the picture provided by the parent – usually obtained from the child – may not always be accurate)*

c. Would you undertake to discover what had been happening by also talking with:

- The student who has been bullied;
- The student or students who allegedly had bullied him/her;
- Other students such as bystanders;
- Staff members who may know what had been happening;
- The Police (*Probably only in very severe cases*)

All the above may provide useful information and in some cases the teacher should collect information from all of these sources.

d. Would you suggest that the parent sorts out the matter with the parent of the bully? (Almost always a mistake to do so, as the parent of the bully will nearly always justify their child's behaviour)

e. Would you arrange to interview the parent of the bully? (In severe cases)

f. In conversation with the parent of the victim would you do any of the following:

- Point out that it was entirely the parent's responsibility to fix the problem. (No, it's a joint problem)
- Tell the parent that the child must come to school whether he/she likes it or not. (In some cases, this would be very harsh).
- Suggest the parent consults a doctor, psychologist, or social worker about the child. (Possibly: but this does not mean the school can ignore the problem)
- Tell the parent that the child should be taught to fight back. (Possibly learn to defend himself/herself verbally – but usually unwise to encourage fighting)
- Say that the person who bullied the child will be punished. (This may not be the best course of action. Best not to say this)
- Share your thoughts with the parent about how the situation could be improved. (This could encourage the parent to come up with good suggestions)
- Assure the parent that you will keep in touch about how things develop. (Yes, important)

PART THREE:

Work in Classrooms

Lesson 1: The nature of bullying in schools ⏱️

Aim: To help students to understand what bullying is and why it is unacceptable.

Method: What is done in this lesson will depend in part on the age of the students. Instructions that follow will be provided (A) for classes of older children (Grade 4 and above), and (B) for younger children (Grade 1-3).

(A) For older children

For this lesson you will need power-point slides which can be used to illustrate different kinds of bullying encountered by students.

Although it is useful for the teacher to be aware of how bullying can be defined and conceptualised; it is best NOT to start off a lesson with a definition of bullying apart from the one given below. It is preferable to get the students first to engage with the pictures. A copy of these drawings is in the **Resource 20** below.

Resource 20:

Illustrations of different forms of bullying for older students

Use the copy for making slides for a power point presentation or make photocopies for everyone. The slides could be presented one by one in sequence.

Before you show the slides say:

'You will all have noticed that people sometimes do unpleasant things to each

- Being ignored, left out on purpose, or not allowed to join in.

- Being hit, kicked or pushed around.

- Lies or nasty stories are told about them to make other kids not like them.

- Being made afraid of getting hurt.

- Being made fun of and teased in a mean and hurtful way..

- Receiving hurtful messages on a computer or mobile.

- But when teasing is done in a friendly and playful way we don't call it bullying.

- While fighting is wrong, it is not bullying, when two students who are as STRONG as each other get into a fight.

other, such as name calling or hitting them. When they keep on doing so and the other person can't stop them and it is unfair we call it 'bullying.'

Bullying can take different forms, as illustrated in the following pictures.'

Now go through each one of slides, reading the captions and giving the students adequate time to take in what is being shown.

After the students have seen all the pictures and heard the captions read out, ask this question:

'When might some people THINK bullying is going on, when in fact it isn't?'

The answer needed is '**when it is friendly teasing" and 'when it is fighting or quarrelling between people of about equal strength or power.' Make sure this is well understood.**

Next give out the short questionnaire below (Resource 21) to the students and ask them to complete it.

When the students have finished, ask them to indicate their answers to each question by show of hands. Ask: How many indicated 'very often'; how many 'often'; how many 'occasionally'; how many 'never. Note which forms of bullying may be the most common at the school.

Some students may volunteer that they themselves have been bullied in some way. But do not ask any of them directly to say whether they have been bullied. Some students may prefer to keep it to themselves.

How often different forms of bullying are seen by students?

How often have you seen each of these things happening at your school?

- Someone being ignored, left out on purpose, or not allowed to join in?

| **A.** Never | **B.** Occasionally | **C.** Often | **D.** Very often |

- Someone being hit, kicked or pushed around

| **A.** Never | **B.** Occasionally | **C.** Often | **D.** Very often |

- Lies or nasty stories told about someone to make other kids not like them

| **A.** Never | **B.** Occasionally | **C.** Often | **D.** Very often |

- Someone being made afraid of getting hurt

| **A.** Never | **B.** Occasionally | **C.** Often | **D.** Very often |

- Someone being made fun of and teased in a mean and hurtful way

| **A.** Never | **B.** Occasionally | **C.** Often | **D.** Very often |

- Someone being sent a message or picture by computer or phone to threaten or upset them

| **A.** Never | **B.** Occasionally | **C.** Often | **D.** Very often |

Notes:

- Sometimes bullying is carried out by groups; sometimes by an individual alone
- Remember that bullying can only take place when one person or group is more powerful than those they target and when it is unfair

Now with more mature students it can be useful to present the diagram below showing a classification of different forms of bullying **(Resource 1)**

Resource 1:

Classification of different kinds of bullying

	Direct	Indirect
Verbal abuse	Verbal insults	Persuading another person to criticise or insult someone
	Unfair criticism	Spreading malicious rumours
	Name calling	Anonymous phone calls and emails
Gestural abuse	Threatening or obscene gestures	Deliberate turning away or averting
	Menacing stares	one's gaze to ignore someone
Physical means	Striking	Getting another person to assault someone
	Throwing things	
	Using a weapon	
	Removing and hiding belongings	
Relational bullying	Forming coalitions against someone	Persuading people to exclude someone

Debriefing: Finally ask the following questions:

- What is the difference between 'acting aggressively,' as in fighting, and actual 'bullying'?

  (Discuss their answers and make sure that they understand that bullying occurs only when one person or a group is more powerful than the target and what is being done is unfair, because the target does not deserve to be treated in that way and is unable to resist effectively.

- What is the difference between 'acceptable teasing' and 'bullying'? (With the former the target can also see an amusing side to it.)

- What harm can bullying do? (In discussing answers point out that not only can victims be physically hurt, but they can become very depressed and afraid of coming to school).

Conclude by stating that the school is taking action to stop bullying for the reasons that have been given, and that the cooperation of everyone, students, teachers and parents id needed to do so.
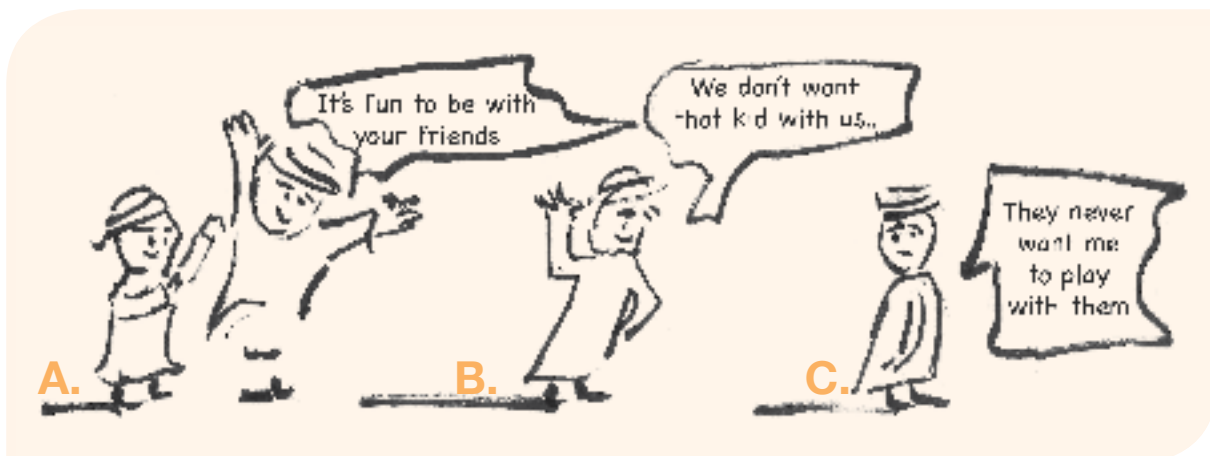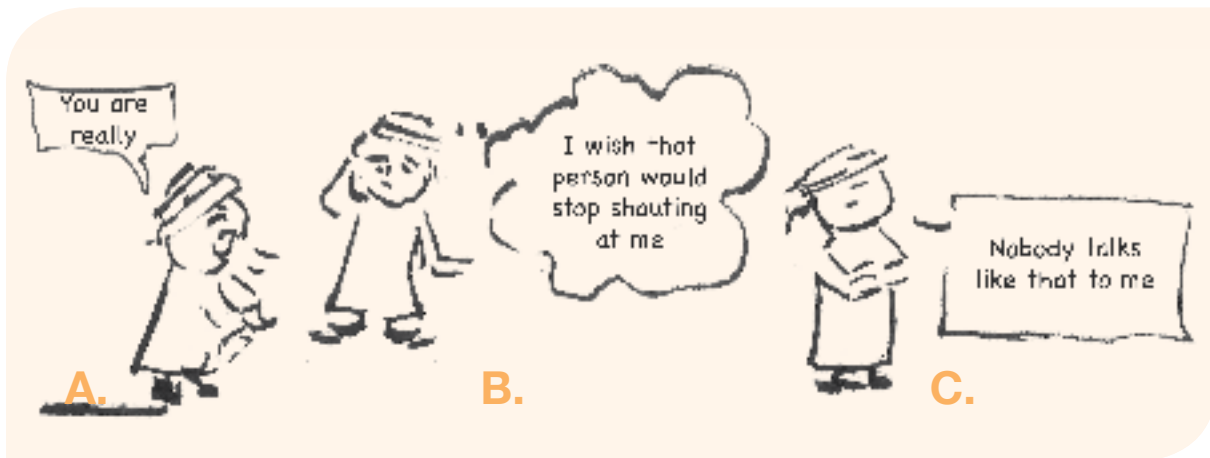
(B) For Younger children (estimated time 25 minutes)

You may work with the students using power point slides. (see illustrations below in **Resource 22**) Alternatively, each student may be given a photocopied handout.

Resource 22:

Illustrations of bullying for younger children

For each drawing read out the caption. Then ask: 'Who is doing something that is wrong? Is it A, B or C?

When they have identified the 'wrong-doer' in the drawings ask why is it 'wrong'? Discuss the answers the children give. Explain that the wrong action is called 'bullying' and is not acceptable at this school.

Having identified the 'bully' ask the students to indicate (using the letter, A, B or C) who is being hurt or feeling hurt by what is happening. Repeat for each of the three drawings.

Explain that what they are doing is 'bullying' because the 'bully' or bullying group is trying to hurt or upset someone and that person does not know how it can be stopped.

Here are some further suggestions on what may be done while presenting the pictures. Focus on each drawing in turn. Get the students to identify the 'bully' and the 'victim'. Ask them what the other person(s) are probably thinking. (In the first two drawings: probably glad he or she is not being bullied. In the third drawing, B is probably thinking how much he dislikes C and how happy he is to be with his own friends).

Next ask them to suggest what the bystander in the first two drawings could do to improve things. Avoid encouraging physical attacks on the bully, but ask for suggestions on what they might say and whether or not it might be a good idea to get help from a teacher. For the third drawing, ask them how they think 'C' could be helped. (Perhaps he needs to learn how to join in or needs somebody to act in a friendly way towards him).

After this exercise has finished, ask the following questions:

• What are some of the different ways in which students might bully someone?

• Why is bullying wrong?

• Who can help to stop the bullying? (Emphasise not just teachers, but students and parents)

Finish with a statement that the school will be trying to do all it can to stop bullying – with their help!

Lesson 2: Bystander Behaviour 🕥

Aim: To encourage students to help to stop bullying when they see it happening.

In preparation for this lesson, please read: Rigby and Johnson (2006/7), **Playground heroes: Who can stop bullying? Greater Good, pp 14-17.** (Reading 1)

Almost always when bullying takes place at a school, teachers are not present and are seldom told about it. However, students are usually present and they observe what is happening. We can call those present '**bystanders**.'

Mostly they ignore what is going on, but sometimes one or two of the bystanders speak out to discourage the bullying. When they do so, on about 50% of occasions the bullying actually stops.

How then can bystanders be encouraged to act? Research into bystander behaviour in schools indicates the following:

- Although some bystanders feel that they should stay out of it, many children feel that they ought to try to help the victim.

- Teachers have little direct influence over how bystanders respond. This is true especially as the children get older. Just telling children to act to discourage the bullying is likely to have no positive effect.

- However, children are often strongly influenced by what they think their friends expect them to do and are much more likely as positive bystanders to discourage the bullying if they think that is what their friends expect of them.

The teacher's role in promoting better bystander behaviour lies in encouraging students who would like to see the bullying stopped. At the same time, it is important to help students to appreciate the possible risks if they intervene and help them to develop sound judgment as to when and how to do so.

Method

First remind them of the previous lesson on what bullying is – and is not – and the different kinds of bullying that occur.

Introduce the topic of bystander behaviour by asking students how often they have, as bystanders, seen bullying taking place at their school, that is, have been present when someone has been bullied. Explain that a 'bystander' is simply a person who is present when bullying occurs.

Ask them to use the bystander questionnaire below in **Resource 23** and answer the questions about what they would do.

The Bystander questionnaire

Here is a picture of a person being bullied with a number of people watching. The person being threatened may be called the target. The person threatening the other student is the bully.

How often does this sort of thing happen at your school? Place a tick by your answer:

- Every day

- Most days of the week

- Once or twice a week

- Less than once a week

- Never or hardly ever

Now please think carefully about what you think you would do if you were watching what was happening. Tick ONLY one:

- I would ignore it

- I would support the person being threatened

- I would support the person who is threatening the other person

- I would get a teacher

Write a sentence to say why you ticked the one you did.

There are two ways of continuing with this lesson. Choose either way.

• Immediately after they have all completed the questionnaire, ask them to say what reasons they have written down for saying they would act in a certain way. It is very important for the teacher not to blame anyone for what anybody says. Encourage other students to comment. For this exercise, there is no need to collect the questionnaires, unless you wish to do so.

• The other way is to collect the questionnaires when the students have finished and take them away. You can then read and summarise the comments. Discuss the students' answers in class at the next meeting. You may begin by saying that the students had written many interesting things on their questionnaires. Read them out and discuss some of the statements with the students. Ask them to comment. It is best not to ask who said what. Some however may tell you.

Experience has shown that most students will express strong support for the target and give good reasons for helping. At the same time, some will feel they would ignore the bullying, and give reasons such as 'it's up the target to stand up to the bully' or 'it could be embarrassing or dangerous to speak up.' These views need to be considered and discussed, and lead to a consideration of what they might say or do and when it might be wiser not to be directly involved and to tell a teacher.

Often students will agree to help to stop cases of bullying from continuing, if they can. Suggestions are often made about what bystanders can say and do without getting into a fight.

It is a good idea to follow up this exercise days or weeks later by asking students to say what they have tried to do to discourage bullying and what happened.

Lesson 3: The Roles of Bullies, Victims and Bystanders

Aim: To enable students to think about and discuss the roles played by (i) a bully (ii) a target (iii) bystanders

This lesson covers some of the same ground as the previous one, but is far more interactive and raises some other issues such as why some children bully and others are bullied. Ideally both lessons should be employed.

Preparation: Read Rigby and Johnson (2006/7), Playground heroes: Who can stop bullying? (Reading1)

About bystanders: Almost always when bullying takes place at a school, teachers are not present and are seldom told about it. However, students are usually present and they observe what is happening. We can call those present 'bystanders.'

Mostly they ignore what is going on, but sometimes one or two of the bystanders speak out to discourage the bullying. When they do so, on about 50% of occasions the bullying actually stops.

How then can bystanders be encouraged to act? Research into bystander behaviour in schools indicates the following:

- Although some bystanders feel that they should stay out of it, many children feel that they ought to try to help the victim.

- Teachers have little direct influence over how bystanders respond. This is true especially as the children get older. Just telling children to act so as to discourage the bullying is likely to have no positive effect.

- However, children are often strongly influenced by what they think their friends expect them to do and are much more likely as positive bystanders to discourage the bullying if they think that is what their friends expect of them.

The teacher's role in promoting better bystander behaviour lies in encouraging students who would like to see the bullying stopped. At the same time, it is important to help students to appreciate the possible risks if they intervene and help them to develop sound judgment as to when and how to do so.

NOTE: Only introduce this exercise if you are confident that no student taking part will feel upset in doing so. It will be easier to conduct if you have already taken part in the exercise yourself with other teachers.

Method

Provide a space in which a number of students can move round in a circle, in single file with other students in the class watching them. Also make use of a device for playing music, preferably music to which students can march. The music will need to be stopped from time to time and started again. If music is not available the teacher may continue clapping until it is decided to stop.

Ask for volunteers to take part in an exercise. Emphasize that nobody will be asked to say anything or do anything they do not want to do. Not more than 12 students should be chosen. The others will be the 'audience' but will also take part later.

The chosen students are asked to stand in a line. Explain that they will be walking around in a circle in single file while some music is played. Tell them that at one point the music will stop. When it does, each person should adopt a pose as if he or she was bullying an imaginary person. They should 'freeze' holding that pose like a statue.

The teacher should then look at each of them and choose one or two of them that capture the attitude and gestures of a bully – that is students who are looking threatening and seem to want to harm somebody.

The audience and others in the performing group are asked to suggest:

- How the chosen 'bully' is feeling (For example, self-important, hostile, wanting to upset someone)

- What he or she is expecting to gain from the bullying. (For example, to make the target afraid; to impress others, to make the target do something he or she doesn't want to do).

- Why the 'bully' may be acting in that way. (For example, he/she may dislike or be prejudiced against the target for some reason; for 'fun'; to show he or she is 'tough'; or so that he or she will not be bullied by anyone).

The exercise continues. This time explain that when the music stops each should adopt the pose of a target who is being bullied by an imaginary person. Again, ask all the students to 'freeze.' Choose somebody who best captures the way a person being bullied would look.

This time the questions are:

- How do you think that person would be feeling?

- Why do you think that person might have been chosen to be targeted by a bully?

- How do you think that person would be affected?

- What do you think the targeted person should do?

For the third and final part of this exercise, the person chosen as the 'bully' and the person chosen as the 'target' positioned in the middle as the marchers go around them. The 'bully' and the 'target' face each other, but do not move. The marchers are then told:

When the music stops turn towards the two in the middle and 'freeze' as if you were a bystander, watching what was happening.

This time no individual is selected. Everybody remains 'frozen.' The audience is asked to say:

What do you think the bystanders are thinking? (A variety of answers are expected here; for example, that they feel sorry for the target; they find it entertaining to watch; they simply don't care, etc).

Then ask:

What do you think they should do? (Answers may include restraining the bully, telling a teacher, ignoring it, encouraging the target to stand up to the bully).

Debriefing: Finally thank the students who took part in the exercise in front of the group. Explain that in the next lesson they will be looking at some things that can be done when one is bullied at school.

Lesson 4: What Students can do if they are bullied? 🕐

Aim: To help students to develop better ways of responding to bullying

This lesson covers how to respond to bullying depends on the nature of the bullying. With very severe bullying such as when one is attacked physically and repeatedly, it is important to seek help from a teacher or other adult. With low level bullying such as unpleasant teasing and name-calling you can sometimes handle it yourself.

NOTE: with more mature students, show and discuss the information from **Resource 4** (Assessing the severity of bullying) which examines levels of bullying severity.

Exercise 1

Graduated responding using the hand diagram

Aim: To suggest ways in which students may respond to low level verbal bullying.

This first exercise will normally take around 15 minutes

Method: First, review what bullying is – and what it is not. Then discuss what may constitute 'very severe bullying' about which one needs to get help.

Ask students to suggest what is 'severe' and what is not and discuss what they say. Consider **Resource 4** (Assessing the severity of bullying) as background but no need to give out, unless the students are of sufficient maturity).

Next provide students with a copy of **Resource 24** (The hand diagram) given below.

The Hand Diagram

The hand diagram for students

Start with the little finger (1). Explain to students that they may begin by simply ignoring a comment made by someone who is saying something unpleasant, such as: 'Isn't he short?' 'She's got dirty shoes,' 'Nobody likes him.' Sometimes one can pretend one hasn't heard what is said or that it is of no importance.

Discuss with students the kind of things that can be ignored – and things that students think cannot be ignored.

Next move on the next 'finger (2): 'Walk away.' Sometimes it is best to walk away. Ask the students to say when they think simply walking away is the best response. They may say: 'When it's not worth staying there or it's not a good idea to confront the person at this time'.

Now explain that if the unpleasantness continues it may be best to talk to the 'bully' in a friendly, non-hostile way (refer to finger 3). It is possible that he or she just wants your attention and after talking about it, the bullying stops.

However, if the bullying does not stop, going on to the next finger (4) point out firmly that it has got to stop.

Finally, if it does not stop - indicating the thumb (5) - help should be requested. Tell the students to choose carefully whom you will ask for help. It should be somebody you can trust and can be expected to resolve the problem without the use of force or violence. Usually this will be a teacher.

Exercise 2

Aim: To teach students the use of a 'fogging' technique that may be used in cases of low level verbal bullying.

This second exercise will also take around 20 minutes

Preparation: You may like to try the exercise out yourself with another teacher by using the script provided below. It is very important to emphasize that 'fogging' can be a useful technique for students experiencing low severity bullying or harassment from another student who wants to annoy them. Where the bullying is severe or involves groups of students bullying someone, it is not appropriate and the target needs help.

This technique can be taught to the whole class but especially to children who are being verbally bullied and willing to try it. The aim is to get the targeted child to respond to unpleasant comments without getting upset and without trying to insult the bully back. If the bully is much stronger, calling the bully names is often dangerous and unwise. In using this technique, the targeted child simply acts confidently and agrees that the bully may have the opinion he or she expresses, but shows that is of no concern to the person being targeted.

This approach can be tried if:

- The attempted bullying is simply using words and is not threatening to be violent

- The bullying is done by an individual not a group acting together.

- You feel confident enough to try it

The idea is to agree that the bully may think like that but you don't care what he or she is saying.

Method: Explain to students that it is sometimes possible to stop people from trying to annoy and upset you by acknowledging that they might think what they say is true, but it is of no concern to you.

Give out the script as provided below in **Resource 25**. Ask students to work in pairs. One takes the part of the 'bully' the other the 'target. Importantly, the 'target' should answer confidently (not angrily nor sarcastically) looking directly at the 'bully'

Ask the students to stop after they have done this part of the exercise (there are instructions on the script when to stop). At the end of this first part of the exercise, ask the students how they think the bully might feel after getting so little response from the target. (Often the bully is disappointed on finding that the target is so unconcerned and goes away).

Ask them to carry on, this time changing roles. That is, the person playing the target now plays the bully.

At the end make it clear that the words used by the target in the role play are only examples of the things that might be said. In practice, the 'target' should only say things that he or she is comfortable in saying.

Note: Finally the teacher or counsellor may decide to use this method only with individual children who are being bullied verbally and want to learn how to use it.

Resource 25:

Script for the Fogging Exercise

Work in pairs. One person can play the part of the bully, the other person, the target.

Bully: "You have great big ears"

Target: "That's true, I do have big ears"

Bully: "They stick out so much they flap in the wind"

Target "It's true they stick out"

Bully: "You are the most stupid person in the whole school"

Target: "That might be true"

Bully: "You are probably the dumbest idiot in the whole school

Target: "I can see why you might think that's true"

Stop at this point and listen to the what the teacher says

Give out script B. The same pairs role play the script, but now they can switch roles.

Bully: "Why are you so stupid?"

Target: Why do you think I'm stupid?" (Don't get into an argument – simply say: 'That's your opinion.'

Bully: "Nobody likes you"

Target: "That's what you think.' (Leave it at that).

Bully: "You spend lunch time in the library"

Target: "That's true. Why does that bother you?" (Just let the bully go on without saying anything. Look unconcerned or even bored))

Finally:

Bully: "Only idiots spend lunch time in the library"

Target: "Well, that's your opinion"

Bully: You don't have any friends

Target: 'That's what you might think'.

Lesson 5: Circle Time ⏱

Aim: To develop empathic relations between students and air problems relating to their lives at school, including bullying.

Circle Time is a method of promoting positive relations between students and gaining student support in identifying and resolving problems.

Time taken will depend upon how well students are engaged, normally for around 30 minutes It is useful to repeat this from time to time as it can promote good relations among students.

Method: Convene meetings with students in a group arranged in a circle. Resource 27 below related to Suggestions for conducting Circle Time Meetings explains in detail how Circle Time is conducted. The method should be used periodically for maximum benefit and how it can be used will improve with repeated use.

Preparation: Read **Resource 26** below

Suggestions for conducting Circle Time Meetings

Circle Time is an activity that enables children to share their interests and concerns with other members of a class including the teacher. Carried out well it can increase a greater sense of connectedness and sympathy with others. It can help to identify problems or issues facing students and how they can be addressed. It can help in reducing bullying – but that is not its only purpose. In fact, an exclusive focus on bullying is generally not a good thing, except in circumstances in which bullying needs to be discussed, either because it is raised by students or the teacher wants to have the issue addressed, for example after the teacher has discovered that bullying is happening and wants the students to help in solving the problem.

It is very important that the teacher makes it possible for the Circle Time to be an enjoyable occasion.

Between 6 and 18 participants is a good number. If the class is large, then separate meetings for sub-groups may be needed. The members should be provided with chairs or cushions. The form an open circle with no tables or chairs that can act as a barrier. Everyone must be able to see each other's face.

The teacher is a part of the circle and sits on the same type of chair or cushion as everyone else. This signals that for this activity the teacher is 'one of them' acting as a facilitator rather than a director.

At the same time the teacher has a special responsibility to ensure that the agreed rules are kept, that the emotions of individuals are protected and that suitable

activities are prepared. The teacher must be ready to draw a session to a close if pupils are persistently breaking the rules. This can happen, particularly with teenage circles, and it is important that the failure of one session does not lead to the method being abandoned.

How the meeting may be conducted

Circle Time needs to be enjoyable and constructive. It is sensible to begin with an engaging activity. For example, the group can produce a Mexican wave, ie., each raising an arm in sequence round the group until all have taken part. Then reverse the direction.

An instructive activity it is give someone a message which must be passed on in a whisper to the next person and so on. Make sure the message is detailed and also a little complicated. The last person receiving tells it to the group. Invariably it has changed with the retelling, often in a surprising and amusing way. This neatly illustrates how stories can get distorted and false rumours started.

Once the students are relaxed point out that they will be given the opportunity to talk about things that interest them and which they want to share. But first emphasise that there must be certain rules that must be followed.

These are considered basic and need to be agreed to before the session can continue:

- Only one person at a time can speak. This can be ensured by allowing only the person with a 'talking object to speak. This can be any agreed distinctive object, such as a shell or a stone or a carved wooden object Only the person nominated by the teacher and holding this object passed to him or her can speak.

- Not everyone is required to speak. Individuals who have nothing they want to say can 'pass.'

- No one is allowed to insult or disparage anyone. If they do, permission to speak is withdrawn, unless they apologise.

This is how the meeting may proceed

- Get agreement from everyone that they will follow the rules

- Start off with some easy subjects that students can speak about, such as:

  a. What is your favourite game or activity and why do you like it?

  b. What does being a good friend mean to you?

  c. What was the best day in your life?

- Subsequently other topics may be introduced when you think they can be handled well

  i. What has been the worst day in your life?

  ii. What do like best and worst about school life?

  iii. What concerns or worries (if any) do you have about school life

  iv. What suggestions do you have about making life at school better for everyone?

How the teacher reacts is very important.

- Always thank the speaker for the contribution

- Be careful not to allow anyone to be 'put down' by anything that is said

- Encourage students to think of and suggest any ways in which things can be improved and problems solved.

- If the rules governing the meeting are broken, make it clear that they must be followed, otherwise the session will end for that day.

What to do if bullying has occurred

If meetings UNRELATED to bullying have already taken place successfully, an atmosphere will have been created in which cases of bullying can be discussed constructively. In such cases the teacher can simply state the facts as they have been revealed and ask for suggestions and possible solutions.

However, if the very first meeting is to deal with a case of bullying a good outcome may be quite difficult to achieve. It is often much better to make use of the Support Group Method or the Method of Shared Concern. Please consult the references to these.

Relevance of the Circle Time to school bullying

Although often actual cases of bullying are not dealt with through Circle Time, there are many positive aspects of Circle Time that can prevent or lower the prevalence of bullying.

- They can promote better relations with other students

- They can demonstrate that the teacher is genuinely concerned about their wellbeing. It is known that when good relations exist between teachers and students bullying among peers tends to be much lower. Students are much more likely to seek the help of teachers when it is needed.

- Solutions to bully/victim problems may be generated through the contributions of students, especially if they accept responsibility for promoting good interpersonal relations.

- A good reference on the NET is http://www.antibullying.net/circletime.htm

Lesson 6: Students Making Rules 🕐

Aim: To derive rules about how students should behave to each other from the students themselves.

Method: Explain to students that you would like them to discuss among themselves the rules or guidelines that would be useful in helping students in your class to behave well towards each other and thus prevent bullying. The discussion can be done best in small groups of not more than five students. Note: Avoid suggesting what the students should say. However, they can be helped to find the right words to indicate what they might want to say.

Ask them to write down 4 or 5 'rules' that they agree upon. After 10 minutes or so ask a spokesperson from each group to say what they have agreed to.

When each group has reported, compile a list of different proposals and decide with the whole class which ones are probably the most useful in addressing school bullying.

A short list is then put on a wall of the classroom, together with a statement that these rules have been agreed upon by class members.

Preparation: As preparation it is useful to consider the kinds of suggested rules that may come from discussions among groups of students.

Although it is the responsibility of schools to set the rules and apply, where necessary sanctions when they are not followed, rules of behavior which come from students and are agreed upon by students can often have a very powerful effect on how children relate to each other

Rules about student behaviour

These are some examples of the kinds of statements that students may make when they are asked to think about bullying.

- We will not bully others.
- We will try to help students who are being bullied.
- We will try to include students who are being left out.
- If we know of somebody who is being bullied we will tell a teacher who can help.

But again, remember it is important for the teacher not to tell the students what the rules should be. The rules should come from the students following a group discussion.

Finally, if an official school policy on bullying has been written, it should also be shared and discussed with the students.

This lesson or activity should, if possible, be undertaken by a class of students who regularly meet together and may take between 20 and 30 minutes.

Lesson 7: The Student Quiz ⏱️

Aim: To assess knowledge derived from the previous lessons

Method: Ask the students to answer the questionnaire provided below in **Resource 27**. It should be answered anonymously and the results discussed after they have all finished. **Resource 28** provides the answers. Only give this out after all the students have finished.

Resource 27:

Quiz for Students

Read through the questionnaire below. And given your answer. Will NOT be asked to provide your name, but you will be asked to give in your answers at the end. This is to help the teachers to find out whether the knowledge has been conveyed to the students in the lessons.

	Statement	True	Unsure	Not True
1.	Bullying is the same thing as fighting			
2.	Bullying can include deliberately excluding someone			
3.	Calling people names that they don't like can be bullying			
4.	Teasing is always bullying			
5.	Telling lies about people so that other people won't like them is a form of bullying			
6.	Sending hurtful messages by computer or mobile can be a kind of bullying			
7.	You can always stop the bullying by hitting back			
8.	Nobody ever becomes depressed as a result of bullying			
9.	There have been reported cases of suicide after being bullied			

10.	When bullying takes place there is usually nobody present			
11.	A bystander is a person who is present when bullying is taking place			
12.	As a rule, bystanders speak out when they see bullying happening			
13.	Speaking out against bullying makes no difference to what happens			
14.	Students who get bullied generally bring it on themselves			
15.	Some people think that bullying is fun to watch			
16.	If anybody tries to bully you it is best to tell a teacher straight away.			
17.	Sometimes it is best to show that you don't care what the bully is saying			
18.	It is sensible to seek help from others if you cannot handle the bullying yourself.			
19.	Some students are more inclined to bully than others.			
20.	Bullies never change.			

Please collect the questionnaires with the student responses. This is useful in helping to discover what has been learnt in the sessions and to go over points that have not been well understood.

Answers to Student Quiz

1. Bullying is the same thing as fighting

Not True. Fighting can take place between people of equal power or strength. Bullying requires an imbalance of power

2. Bullying can include deliberately excluding someone

True. Power can be abused by selectively excluding people for no good reason

3. Calling people names that they don't like can be bullying

True. This can be a form of verbal abuse

4. Teasing is always bullying

Not true. Teasing can sometimes be good natured and not intended to hurt or put somebody do

5. Telling lies about people so that other people won't like them can be a form of bullying

True. This is regarded as potentially a form of indirect bullying. It is a means of unfairly hurting people.

6. Sending hurtful messages by computer or mobile can be a kind of bullying

True. This is generally known as 'cyberbullying'

7. You can always stop the bullying by hitting back

Not true. Where the student or students are physically more powerful and more able to fight clearly 'hitting' back' is likely to prove unsuccessful in stopping the bullying.

8. Nobody ever becomes depressed as a result of bullying

Untrue. Research has shown that feeling depressed is sometimes a consequence of repeatedly being bullied

9. There have been reported cases of suicide after being bullied T

True. Individuals have been known to commit suicide as a result of being bullied.

10. When bullying takes place there is usually nobody present

False. Although occasionally bullying takes place without others being present, generally there are people who observe it taking place.

11. A bystander is a person who is present when bullying is taking place

True. The word 'bystander' is used to describe those who are watching the bullying taking place,

12. As a rule, bystanders speak out when they see bullying happening

Untrue. Only a small proportion of bystanders speak out and protest when they see bullying happening.

13. Speaking out against bullying makes no difference to what happens

Untrue. Speaking out about bullying does make a difference and stops the bullying in about 50% of cases.

14. Students who get bullied generally bring it on themselves

Untrue Although some children do provoke the bullying in most cases the targeted person has done nothing to bring on the bullying.

15. Some people think that bullying is fun to watch.

True. Some students, a small minority, actually do find it enjoyable to watch.

16. If anybody tries to bully you it is best to tell a teacher straight away.

Unsure. is a reasonable answer here. It depends on whether you think you can act non-violently to restrain the person or persons doing the bullying. If not, best to tell a teacher.

17. Sometimes it is best to show that you don't care what the bully is saying.

True. When what is being said is of no importance and is simply meant to annoy, you might think it best to show no concern about it. (But sometimes with more serious bullying it can't be ignored).

18. It is sensible to seek help from others if you cannot handle the bullying yourself.

True. Rather than suffer serious abuse, it really is best to seek help – from someone you can trust!

19. Some students are more inclined to bully than others.

True. Although most people may sometimes bully, if only mildly in some situations, there are some students who are much more aggressive and uncaring than others.

20. Bullies never change

False. There are cases of students who bully changing and becoming kinder and fairer as they grow up, especially if they receive help that changes them.

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PART FOUR:

Social Skills Activities

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Education adviser and trainer

Activity 1: Directed Train

Activity Overview:

The Directed Train Activity helps the student to experience his/ her role in teamwork, and to recognize his/ her individual role that requires precision and participation realizing the team goal.

40 Min

15 min activity + 25 min discussion

Goal:	Students
Students will be able to identify their role in teamwork	From 20 to 25 students

Tools:

- 15 large eye masks to cover the eyes

- An empty space free of any furniture. A classroom or a playground where carton boxes are placed as separate barriers.

- Establishing a starting point, which means the train's departure, and an endpoint marking the train's arrival.

Steps:

- The facilitator divides the class into two groups. The first group engages in the activity, while the second group observes, then they take turns.

- The first group forms two trains of blindfolded students. (5 to 7 students in each train)

- Each student puts his/ her hand on the shoulders of the student just in front of them.

- The last student of the train is the only one who sees what is going on, she /he is the leader. He guides the train towards the endpoint avoiding the barriers and uses signs without speaking.

- When the leader wants to direct the train to the right, he pats the right shoulder of the student standing in front of them to walk to the right. Each student repeats the same until they reach the first student in the line to move to the right according the leader's command.

- If he/ she wishes to direct the train towards the left, he/ should repeat the previous step using their left hand.

- To go straight ahead, the leader pats both shoulders, and each student repeats the same step until they reach the first student in the line

- If the leader wants to stop the train, he must squeeze both shoulders together with both hands.

Discussion:

- Describe your participation in this activity, how difficult or easy was it? Why?

- How did you feel being the train leader? What were the difficulties you experienced?

- What drew your attention watching the other groups?

- What did you learn from other groups' experiences trying to reach their destination?

- What led the train to successfully reach its destination? (example: success is due to teamwork, understanding, each student played their role, harmony among team members, determination to succeed, the purpose unified the group, etc...).

- State a situation where you engaged with others to realize a goal.

Activity 2: Express your opinion

Activity Overview:

Providing an opportunity to reflect on how we receive, validate or build opinions on information and news.

40 Min

15 min activity +
25 min discussion

Goal:	Students
Helping the student to notice and validate implicit and direct messages.	From 20 to 25 students

Tools:

- A space allowing students to move.
- A sign that says "Agree" and another one that says "Disagree".
- The facilitator prepares signs with clear sentences in bold as follows:

    a. Friends' posts on social media represent accurate information.
    b. I have the right to know everything about my colleagues.
    c. I do not need to validate or to verify information, as I correctly understand everything I hear.
    d. Social media can be my source of information and news and help me build my own opinion.

Steps:

- The facilitator fixes the sign "Agree" on the classroom wall... and the sign "Disagree" on the opposite wall.
- The facilitator fixes the sign with the first sentence on the classroom wall...
- The facilitator reads the first sentence out loud.
- Sign (Agree/ Disagree).
- The facilitator encourages the students to express their opinion and moderates the discussion impartially. Each group explains their point of view by giving life experiences.
- In case the student is convinced with the other point of view, they can leave his group and join the other one.
- Students repeats the same steps with each sentence.
- The facilitator concludes the activity stressing that it is important to pay attention to circulated information, views or news.

Activity 3: Opinion or Fact

Activity Overview:

This activity enables students to build on their critical and analytical faculties; to question what they hear as opinion or fact; and to distinguish between the ability to accept or to refuse the provided information.

40 Min

15 min activity + 25 min discussion

Goal:	Students
Helping the student to acquire analytical and critical skills.	From 20 to 25 students

Tools:

The facilitator prepares signs with clear sentences in bold as follows:

- Boys are smarter than girls.
- We face some problems in our life that cannot be discussed or negotiated.
- The Arab child is the smartest child in the world.
- The collective decision is always the best.
- To succeed, I have to ignore others.

Steps:

- The facilitator fixes the signs with the sentences he/ she wishes to discuss.
- The facilitator asks the students to express whether the sentence is right or wrong, and why.
- The facilitator must get all students to participate in this conversation.
- The facilitator concludes the conversation and asks whether there are other quotes that are considered a fact while they are just a personal opinion. We should always validate, criticize and analyze the views and opinions we hear.

Activity 4: Whiteboard
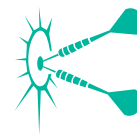
Activity Overview:

Allowing the students to collaborate through an activity that includes creativity, mobility and problem solving to reach the collective goal.

40 Min

15 min activity + 25 min discussion

Goal:	Students
Encouraging the student to engage in finding solutions for the challenges facing his team.	From 20 to 25 students

Tools:

- An empty space free of any furniture

- A small box including cards where the following is written: (tree - pyramid - car - bus - wall clock indicating a specific time - house - other)

Steps:

- The facilitator divides students into small groups. Students can be grouped into 5 to 7.

- The facilitator asks each group to form, with their body, a figure representing the word on the card in just 3 minutes.

- A student representing the first group moves forward and picks a card from the small box.

- The group forms the required figure, and the other groups must find out the written word.

- Each group respectively forms the written words.

Discussion:

- How group members agreed to form the required figures (strategy and roles)?

- What helped the group to form the required figure?

- Do we find in our life, tasks that require teamwork? Give life examples.

- From your own experience, give 5 advices that help people to work within a group.

Activity 5: Musical Chairs

Activity Overview:

The musical chairs game, the student experiences different results when they follow the rules of collaboration instead of the rules of competition, which allows them to experience the team success.

40 Min

20 min activity +
20 min discussion

Goal:	Students
Helping the student to realize the advantages of competition and collaboration. Allowing the student to adopt values supportive of collaboration.	15 students (Students can be grouped into 7 to 9 depending on the space)

Tools:

- A board or sheets - marking pens.

- Chairs

Steps:

First part:

- Students arrange a number of chairs, one fewer than the number of players. Chairs are arranged facing outward.

- The facilitator starts clapping his/ her hands while players walk in harmony around the chairs.

- When the facilitator stops clapping his/ her hands, each student attempts to sit down in one of the chairs. The player who is left without a chair is eliminated from the game.

- There will always be one fewer chair than there are players, until there is only one player left in the game, who is the winner.

Second Part:

Students repeat the same activity, with different rules. There will be fewer chairs, and if one player remains without a chair, everybody loses. So, all the group work together to ensure that nobody is left without a chair or they all lose.

- Steps 1 and 2 in the first part to be repeated.

- When the facilitator stops clapping his hands, all students try to find a chair to sit, even if it means sharing a chair (i.e. ensuring a place for those standing to sit).

- If all students were able to find a place to sit, the facilitator eliminates one chair from the circle. If they fail, another group plays.

- Steps are repeated until all students are able to sit on the least number of chairs.

Discussion:

- What happened in the first part of the game?

- What happened in the second part? The facilitator moderates the discussion explaining the concept of competition in the first part, and the concept of collaboration in the second part.

- In the first part, what led to the victory of only one student?

- In the second part, what led to the victory of all students?

- The facilitator writes the students' answers on two adjacent sheets, one entitled "competition", and the other entitled "collaboration". The facilitator moderates the discussion to draw the rules of both games.

Example:

Competition	Collaboration
Rules are based on exclusion	Rules are based on inclusion
One winner	Victory for all
Violence	Understanding
Tension, nervousness or anger	Dialogue to find a solution
Using illegal means	Positive thinking

- What are the competition situations of our life? How can we turn them into collaboration situations?

- What are the benefits of the collaboration values (for us and the broad community)?

Activity 6: The knot

Activity Overview:

This activity allows students to use their motor, intellectual, personal and social skills to find a common solution for a problem.

Enabling students to acquire tools and skills to collectively solve problems.

40 Min

15 min activity + 25 min discussion

Goal:	Students
Enabling students to acquire tools and skills to collectively solve problems.	20 students to be divided into groups that does not exceed 10 each.

Tools:

Sufficient space to move freely.

Steps:

- The facilitator divides students into two groups of 10 students maximum.

- Get each group to form a circle.

- The facilitator asks the students to close their eyes, to extend their tangled hands and hold the other students' hands.

- All hands must be tangled to form a knot.

- All students open their eyes, and the facilitator asks them to unravel the "human knot" by untangling themselves without breaking the chain of hands.

- The facilitator encourages both groups and asks them to keep trying.

Observation:

- Sometimes, it requires more than one circle to unravel the knot.

- The facilitator may decide to that they should try again in the following 2 cases:

  a. The players are not serious and broke the chain of hands unraveling the knot.

  b. One of the groups unraveled the knot, while the other could not.

Discussion:

- Who expected that the knot would have been unraveled? Who didn't?

- Who was the decision maker during the game? Who encouraged and supported the other players?

- What were the obstacles that kept the group from unraveling the knot? How did you overcome such obstacles?

- Do we face similar situations in our life? (Example: In the school playground that cannot include more than one game, two groups of students disagreed as each group wanted to play a different game. How to resolve the dispute?)

The facilitator concludes the meeting confirming that there couldn't be only one solution to a problem, that each group is capable of developing solutions that fit their members' skills.
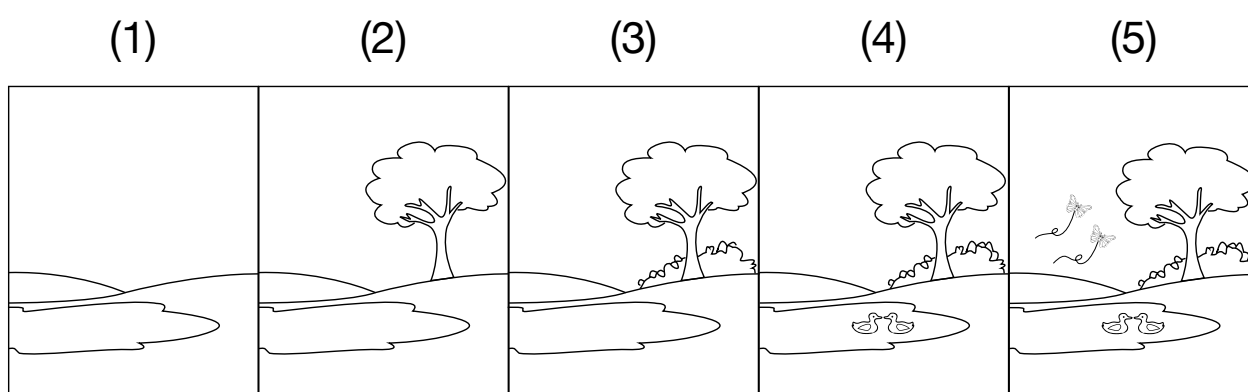
Activity 7: Draw a figure

Activity Overview:

The activity allows students to understand the concept of integration by involving everyone in drawing.

Example:

(1)	(2)	(3)	(4)	(5)

40 Min	**Goal:**	**Students**
15 min activity + 25 min discussion	Students acquire teamwork skills through the concept of integration.	From 20 to 25 students

Tools:

- 5 colored pens (red - blue - green - yellow - black).
- Large flip chart.
- Steps:
  a. The facilitator hangs the large flip chart on a wall and places the pens on the side.
  b. The activity should be done in silence without commenting or talking about the result of the drawing while guiding students.
  c. The facilitator selects a student to draw the first line.
  d. Each student, one by one, approaches to add to the drawing in 30 seconds.
  e. Each student has the right to select the color at his convenience adding his/her personal touch on the flip chart to complete a figure.

Discussion:

- A question addressing the students who added their first lines: When you started to draw, what did you have in mind?

- Did you find your engagement easy or difficult? Why?

- What eased or impeded the activity?

- Did you expect that we wouldn't reach something clear? Or did you expect that we could reach a clear figure?

- By your participation in this group activity, what did you find positive and important to your life? Example: Participation, collaboration, integration, respect, sharing...

The facilitator concludes the activity by shedding the light on the importance of work within a group and the ability to create and integrate using examples given by the participants.
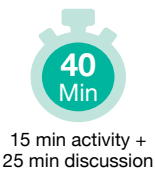
Activity 8: Source of Light

Activity Overview:

Looking for a group (Source of light) game enables the student to belong to a group and to engage in a positive activity that help him/ her to open up and experience happiness.

40 Min

15 min activity + 25 min discussion

Goal:	Students
Enabling the student to realize the importance of openness and belonging to a group where he/ she can engage in a positive activity.	20 students (to be divided into two groups to implement the activities one after another).

Tools:

• 10 large eye masks/blindfolds to cover the eyes

• An empty space free of any furniture (a classroom or a playground).

Steps:

• The facilitator divides the class into two groups. The first group engages in the activity, while the second group observes, then they take turns.

• The facilitator asks the first group to close their eyes before the activity is initiated. Then chooses the source of light.

- Rules of the game:

  a. All students should be blindfolded except one student who must remain standstill (source of light).

  b. Students move quietly in the available space trying to reach the source of light.

  c. The source of light, is the only person who cannot move, talk or make any sound.

  d. While searching for the source of light, a student asks his/ her colleague whether they are the source of light. If the answer is "No", they continue searching...

  e. If a student reaches the source of light, the source of light grabs their hand. In such case, the student removes the mask and becomes a "source of light" and should also remain still and quiet.

  f. The game is over when each and every one becomes a "source of light" unmasked and holding hands.

  g. Then both groups take turns, whereas the second group implements the activity while the first one observes.
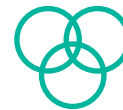
Discussion:

- A question to the first source of light: How did you feel as the only person able to see? and how did you feel after everybody was able to see?

- A question to the last source of light: Did you feel that your colleague will wait for you?

- What were the steps you followed to reach the source of light?

- How much you need to belong to a group where you share a positive activity? Give an example.

The facilitator ends the activity by shedding the light on the importance of being a part of a group. For example, when we celebrate a wedding, we invite our group to rejoice with our loved ones. The group is the source of joy.

Activity 9: Receiving Circles

Activity Overview:

The student discovers the open and closed types of groups, and how to positively deal with such groups by forming circles.

40 Min

10 min activity +
30 min discussion

Goal:	Students
Helping the student to acquire the skill of dealing openly with other groups versus being confined and excluded.	From 20 to 25 students

Tools:

A space allowing students to move.

Steps:

- The facilitator asks the students to stand in one large circle.
- The facilitator asks the students to form circles with the number he/ she decides.
- A student who is unable to find a place in a circle, cannot continue the game.

Example:

If the total number is 24 students, the facilitator asks the students to form circles of 6.

Four circles are formed (none of the students is excluded) The facilitator ensures that each group includes 6 students.

- Then, the facilitator asks the students to form circle of 5, so 4 circles are formed (4 excluded students). 20 students are left.
- The facilitator repeats the game, and asks the students to form circles of 10, two circles are formed (none of the students is excluded).
- Then, the facilitator asks the students to form circles of 8, so two circles are formed. (4 excluded students).

- Then, the facilitator asks the students to form circles of 6, so two circles are formed. (4 excluded students).

- Then, the facilitator asks the students to form one circle of 8. (4 excluded students).

- The facilitator concludes the game with this step and calls all the students to start the discussion.

Discussion:

- Forming the groups, what made you worried?

- Did you ever feel that you would be excluded and it didn't happen? How many times?

- A student received by a group, how does he/ she feel? A student who doesn't find a group, how does he/ she feel?

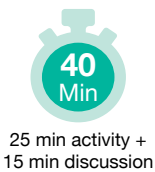- Do you relate that game to your daily life? (Give examples)

Activity 10: The other side

Activity Overview:

The students recognize that the real value lies in difference and diversity while they design a wall chart.

40 Min

25 min activity + 15 min discussion

Goal:	Students
Enabling the student to realize that difference and diversity enrich our life and that they are the source of progress and success.	From 20 to 25 students

Tools:

Magazines or newspapers (that can be cut), 70 x 100 carton boards, (one for each group), pens, glue, color pens, computer and a printer if feasible.

Steps:

- The facilitator divides students into groups of 4 or 5.

- The facilitator asks each group to design a wallchart on "difference and diversity are a characteristic of daily life".

- The facilitator asks each group to choose a title for their wallchart to be presented to the other groups.

- Students can cut some magazines and newspapers pictures or print words or pictures from the internet.

Examples:

- People with different ages.

- Difference means of transportation.

- Different professions.

- Diversity of populations and different nationalities.

- Different natural environments (desserts, forests etc..).

- Different animals, birds and plants.

- Seeds and fruits.

- etc...

Discussion:

Each group member presents his/ her group wallchart, then the group discussions goes as follows:

- What drew your attention during the presentation of the wallcharts?

- What do you think about difference and diversity as are a characteristic of our daily life?

- From our life experiences: When we meet people who are (culturally, socially..) different. Such difference will lead to: openness, acceptance, classification, disharmony, concern, refusal, integration...?

The facilitator concludes the discussion confirming that all life aspects include diversity, and every time we accept and embrace such diversity, we are more harmonized with nature and life, and we understand that diversity enriches our life.

Activity 11: Basis of dialogue

Activity Overview:

Helping the students pay attention to the importance of listening and responding as a key skill of dialogue by playing roles in two scenes: passive and active listening.

40 Min

10 min activity + 30 min discussion

Goal:	Students
Developing the students' listening and responding skills.	From 20 to 25 students

Tools:

• One small table and 4 chairs.

Steps:

The facilitator selects 8 students to be divided into two groups (4 students in each group), and asks each group to play a different role. The rest of the students must listen to both groups.

The first group: "Passive listening activity"

The facilitator opens the debate to the first group on the following topic: "A football team excels when relying on teamwork more than relying on individual skills". 3-minute discussion.

Group members sit around the table and start to play different negative characters during the debate as follows:

• An incurious person who wants to end the conversation quickly.

• A loud person.

• A person who interrupts others.

• Objection without understanding

• Objection without understanding
• An incurious person
• A loud person
• A person who interrupts others

Second Group: "Active Listening Activity"

The facilitator discusses that "peer violence is harmful at all times". 3-minute discussion.

Group members engage in a positive and constructive dialogue, provided that they listen carefully to each other and start to play positive characters as follows:

- A good listener showing interest.

- A person who raises questions to enrich the discussion.

- A person who asks to take a turn in the discussion.

- A person who summarizes others' views to enrich the discussion.

Discussion:

During the discussion, the facilitator is keen to give the students enough time to express their views on both scenes.

- What are the discussion characteristics of the first group? Examples (loud voice, indifference, objecting without understanding, interruption etc...).

- What are the discussion characteristics of the second group? Examples: (understanding, listening, asking permission to speak, clarifying questions, support, summarizing etc...).

- Which type of these two conversations is more prevalent in our daily life? Give examples.

- If you have the opportunity to be part of a similar discussion, which type to you choose? Why?

- What are the actions that lead to create a positive environment for a successful discussion? (listen, understand, engage, be positive, give an opportunity, interested, care, discuss, encourage...).

Activity 12: People in my life

Activity Overview:

Realizing the importance of the role played by people who listen to and care for us, and the importance of playing a similar role in others' life.

40 Min

10 min activity + 30 min discussion

Goal:	Students
Helping the student to realize the importance of commiserating with others.	From 20 to 25 students

Tools:

- 25 cards where a circle is inscribed in a square as shown in the figure

Disruptive qualities
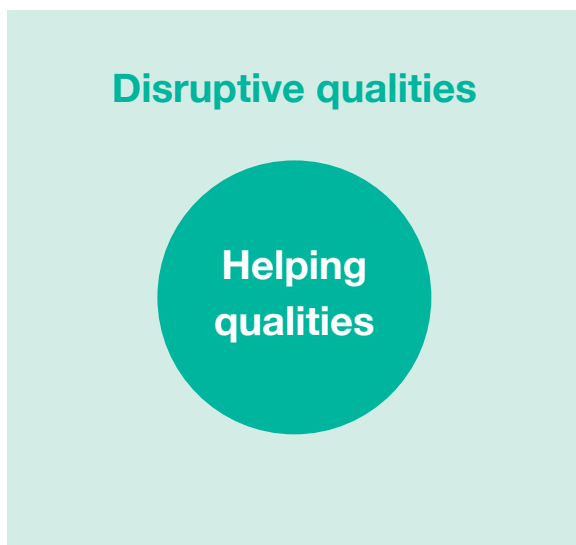
Helping qualities

- Wallchart with the following table:

A person has helping qualities that help me to share my feelings	A person has disruptive qualities that prevent me from sharing my feelings

Steps:

- The facilitator distributes cards to students.

- The facilitator asks each student to write in the circle "the person's helping qualities that help them share their feelings" and to write in the square "the person's disruptive qualities that prevent them from sharing their feelings".

- Students' answers are collected in the table.

- Every time a quality is added, the student must express the reason for which he chose such quality.

- It is important to have the largest number of answers even if qualities are repeated.

- Moderating a discussion on: the importance of the role played by sympathetic people.

- Do I play similar roles sympathizing with others? Give examples.

Activity 13: Circles in my life

Activity Overview:

Helping the student to discover that he/ she belongs to a number of groups. Different and diversified groups enable them to develop their skills and capabilities through the positive participation within group members.

40 Min

5 min introduction +
15 min activity +
20 min discussion

Goal:	Students
Enabling the student to recognize his/ her own characteristics, which helps him/ her to belong to diverse groups.	From 20 to 25 students

Tools:

- A large circle of chairs including a space that allows movement.

- Preparing a copy of the 3-part activity paper.

Steps:

First: (Icebreaking)

- The facilitator invites all students to stand in the center of the classroom.

- The facilitator asks the participants some quick questions such as: Example: Do we have something in common? What makes us different from others? What makes our school different from other schools?

- The facilitator listens to the participants' answers without getting into details.

Second: Activity

The second part of the meeting requires the facilitator's movement, speed and enthusiasm to help the student to quickly join the diverse groups.

- The facilitator asks some questions and students form groups according to the questions' answers.

- The facilitator leaves time to students to form groups and to discuss the answer.

- After the groups' formation, the facilitator asks the second questions and the groups' formation continues.

Questions:

- Students born in the month of: January, February, March etc...

- Caring for pets (dogs, fish, birds, cats etc...)

- Hobbies: (Sports, music, arts, social activity...)

- The sports team I encourage.

- Favorite food (chicken, fish, meat, vegetables, fruits) it is also possible to add famous dishes.

- Favorite colors (red, blue, grey, white, green etc...).

Third: Discussion:

- How easy or difficult was it to form groups?

- Did you notice one specific student who was always sharing the same group or who never did?

- Were you surprised that some students formed groups you never thought they would belong to?

- Were you happy to be in a specific group?

- Do I introduce myself differently according to the place/ people/ situation?

- What does it mean to belong to diverse groups?

The facilitator concludes by confirming that nobody belongs to one group but to many groups, which allows developing different skills and capabilities.

Activity 14: Application Form

Activity Overview:

The activity helps the student to recognize the concept of personal life, to choose respect to draw a line between what others are or are not entitled to know.

40 Min

10 min activity +
30 min discussion

Goal:	Students
The student recognizes the difference between respecting others' personal life and differentiating between what they are or are not entitled to know and spread.	From 20 to 25 students

Tools:

• Printing application forms (with the same number of students) (attached)

• One board or wallchart where the following is written:

Sentence	Number of votes (entitled to)	Number of votes (not entitled to)
1.		
2.		
3.		

Steps:

- The facilitator distributes the attached application form to the students.

- Each student fills the form by himself.

- The facilitator confirms that each student will keep his or her paper.

- The facilitator reads the content of the form, and confirms that they are just required to answer by adding the (√) sign in front of what they are or are not entitled to ask for introduction.

Discussion:

- The facilitator collects the views on the wallchart and adds the number of votes for each sentence to the table above.

- From the questionnaire results:

  a. What drew your attention?

  b. What is the sentence that could have more than one answer?

  c. What is the sentence that has a clear and confirmed answer?

- In our relationships with others, to which extent do we respect their personal life without getting involved. Give examples.

The facilitator concludes affirming the importance of respecting others' personal life and refraining from disseminating others personal information.

Application Form:

	Entitled to	Not entitled to
1. Name		
2. Date of Birth		
3. Year of Birth		
4. Height		
5. Weight		
6. Number of family members		
7. Number of hours spent on surfing the internet		
8. Number of hours spent on social media		
9. Grade of the final certificate		
10. The person they don't like the most		
11. Favorite hobby		
12. Websites surfed on the internet		
13. How much they love reading and their favorite books		
14. The place where they spent their last vacation		

Put √ in front of what you are or are not entitled to ask for introduction.

Steps:

- The facilitator distributes the attached application form to the students.

- Each student fills the form by himself.

- The facilitator confirms that each student will keep his or her paper.

- The facilitator reads the content of the form, and confirms that they are just required to answer by adding the (√) sign in front of what they are or are not entitled to ask for introduction.

Discussion:

- The facilitator collects the views on the wallchart and adds the number of votes for each sentence to the table above.

- From the questionnaire results:

  a. What drew your attention?

  b. What is the sentence that could have more than one answer?

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- In our relationships with others, to which extent do we respect their personal life without getting involved. Give examples.

The facilitator concludes affirming the importance of respecting others' personal life and refraining from disseminating others personal information.

Activity 15: An invitation to sympathize

Activity Overview:

By playing roles in different situation, the student experiences the feeling of empathy and putting himself in the shoes of another.

	Goal:	Students
40 Min 20 min activity + 20 min discussion	Developing and recognizing the concept of empathy.	From 20 to 25 students

Tools:

List of situations:

- I met one of my friends, I told him that some are saying that I am introvert and arrogant, which gives a wrong picture about me.

- You borrowed a valuable, high technology and high-quality watch from one of your friends, and you lost it. You were upset and sad, and you want to tell him about it.

- A friend is telling you about today's game, how he failed, and made his team lose. Members of his team and the competing team are mocking him.

- A friend is telling you that he lost a beloved one in an accident.

Steps:

The facilitator explains the definition of "empathy":

The ability to experience the feelings of another person in a specific situation to understand what they live and what they feel.

- The facilitator reads and presents a situation from the list of situations.

- The facilitator chooses two students to play roles in the suggested situation.

- The facilitator asks the rest of the students to watch, and when they feel

empathy with one of the actors, they raise their hand. When the student gets the permission, he takes the place of the person he felt empathy with, and he continues from where he left off.

- If the audience didn't feel empathy, the facilitator encourages another student to take the place of one of the actors to continue from where he left off.

- The facilitator presents another situation from the list of suggested situations in the same way.

The facilitator takes into account the participation of the largest number of students, provided that each situation shouldn't exceed 5 minutes.

Discussion:

- What was the easiest and most tricky situation in your opinion?

- What prompted you to take the initiative and take your colleague's place?

- How did you feel when one student was able to understand what you live and put himself in your place?

- How do you see such experience (realistic, fictitious, required)? Tell a life situation, in which you felt empathy with someone or you needed others' empathy?

Activity 16: Let's think!

Activity Overview:

Trying to find solutions for a specific problem, the student finds out that, each problem has different solutions, and that he is capable of choosing his own solution and alternative.

40 Min

10 min brainstorming + 10 min group work + 20 min discussion

Goal:	Students
The student acquires the positive thinking skill and finds solutions and alternatives for problems. The student is able to distinguish between alternatives (positive/ negative - suitable/ unsuitable).	From 20 to 25 students

Tools:

Problem card:

- One card for each group. (attached)

- One card to write each group views.

Steps:

- The facilitator states the problem.

- The school organizes a camp in the end-of-year vacation. You would like to join your friends but the camp fees are high.

- The facilitator asks the students to find the largest number of solutions.

- The facilitator listens to the potential solutions for the stated problem through a spontaneous brainstorming.

- Examples: Some ideas and solutions:

  d. Having a conversation with my father about the camp advantages and what I can discover and how I can use it for my benefit.

  e. Finding innovative ways to provide for the camp.

  f. Finding an official sponsor to provide a part of the costs.

  g. Paying fees in installments, etc...

- The facilitator confirms that each problem has numerous solutions and alternatives without getting into details.

- The facilitator divides students into groups of 5 or more. He distributes a problem card to each group.

- The facilitator gives 10 minutes to allow each group to write solutions in the views card.

Discussion:

- The facilitator listens to all problems and solutions of each group.

- The facilitator chooses one or two problems to be analyzed.

- He provides alternatives, one by one, and moderates a discussion on whether the solution was positive, i.e. (peaceful, adopts human values, enables growth...). Or whether the solution was negative, i.e. (promotes violence, leads to isolation, against human values...).

The facilitator confirms the importance of knowing the suitable and applicable alternative through the previous criteria, and that each problem has many solutions and we should take our time for positive thinking.

Problems cards

- **First card:** Heightened anger between two groups of friends in a school leading to negative feelings (tense relations).

- **Second card:** My peers exclude me from any social or sport activity, which led to strained relations with everybody.

- **Third Card:** I borrowed an electronic game from a friend, it was damaged and I felt nervous

Activity 17: Be bold!

Activity Overview:

Building the student capacity to send a specific message to defend himself or to refuse unjust situations before others analyzing a situation at school.

40 Min

10 min introduction and text reading + 30 min discussion

Goal:	Students
The student is able to strictly say "No" to express himself in an unjust situation.	From 20 to 25 students

Tools:

- "The ebony pencil" by the novelist Ibrahim Aslan's Shay'un Min Hadha al-Qabil (Something Like That) to be printed and distributed to the students.

- One board or wallchart and a pen.

- A paper and a pen for each group.

Steps:

- The facilitator distributes and reads the story to students.

- Students are distributed into 4 groups, each group chooses a character situation (the pencil owner, the teacher, the peers, the student accused of stealing).

- The groups' conversations start by stating your feeling and your view on the situation through (question, critic, message) to the other parties.

- Each group chooses a student to write what the group members say to be presented in the discussion.

Discussion:

- The facilitator asks each group to present their views and messages (question, critic, message).

- The facilitator moderates the conversation by raising the following questions:

  a. What do you think about the reaction of all the characters? what do you condemn and refuse and what do you approve?

  b. A question to:

     1. The teacher: What motivated you to adopt such situation?

     2. Peers: Can you adopt a different position in similar situations?

     3. The pencil owner: If nobody saw what happened, how could you accuse a specific person? Do you think that your position was realistic?

     4. The student accused of stealing: Why you didn't defend yourself? What prevent you to say "No"

- Speak about a personal situation where you see yourself as a character of this story.

The facilitator concludes by preparing a list of the students' answers and what we should say "No" to.

Examples:

Aggression, offense, injustice, tyranny, violence, bullying, gossip etc...

How can we say "No", examples?

Writing down the objection, writing "No", refusing, condemning, expressing boldly, resisting the concept "it's none of my business", refusing silence, confrontation and saying "No"...

The story: "The ebony pencil"

The second time I encountered the "Ebony Pencil" was in one of the schools I attended. It was with one of my schoolmates. He kept it in his closed drawer. When he opens the locker with the key, and gets the pen out, I was moving from my place and join him with some boys. I liked to look at it and asked him to allow me to touch and check it.

One day, the boy arrived and found the drawer broken and the pen disappeared.

I didn't realize what happened, but I noticed that the boys, sitting in front of me on the right side of the classroom, turn to me and whisper. When the teacher entered the class, the boy accused me of stealing the pencil. He quoted his colleagues who said that I was very interested in the pencil. Another colleague said that I was in fact the only one who "would die to have it".

The teacher asked me to stand up.

I don't remember talking.

I just remember tears rolling down my eyes, while I was standing. I didn't have a tissue. I wiped my eyes and nose in my shirt sleeve.

The teacher screamed "Shame on you". "You are disgusting"

He motioned with his hand to the door:

"Get out".

I remember walking to the front of the classroom, and I ran. I might still be running.

brahim Aslan's Shay'un Min Hadha al-Qabil (Something Like That)

Activity 18: Who am I?

Activity Overview:

This activity allows the student to express himself in a letter where he discovers what's so special about him.

40 Min

5 min introduction + 10 min to write the student's paper + 25 min discussion

Goal:	Students
The student is able to express and accept his strengths and weaknesses.	From 20 to 25 students

Tools:

Student's card for each student. (Attached).

Steps:

- The facilitator asks each student to write a letter where he expresses his identity through the attached card "Who am I?", and chooses the recipient of his letter.

- The facilitator confirms that this card is personal and will be kept by the student. The facilitator also confirms that the student is free to share the letter content during discussion.

- The facilitator distributes cards and pencils to students.

- The facilitator gives 10 minutes for students to write the letter.

Discussion:

- What is the sentence that made you hesitate and was difficult for you?

- What was the ready sentence from the very outset?

- What have you discovered about yourself from such letter?

- Who are the people I consider as recipient of this letter? Why?

- What would you change if you will write this letter after a while?

- What would you like to say to the recipient of your letter?

The facilitator concludes by confirming that what the student discovers today about himself could change, as he develops constantly. We must fully know and accept ourselves to develop

Letter

Dear: _____

In this letter, I would like to tell you about what I feel inside, as this is the chance to know me better.

Hence, I wanted to tell you:

That what I like most is:

_____

What scares me is:

_____

What I respect is:

_____

What I believe in is:

_____

What I look for is:

_____

What I hate is:

_____

I excel in:

_____

What I fail is:

_____

What I wait for is:

_____

What I think of is:

_____

I assure you that this is what I found out today about myself, it might change tomorrow, but I am expecting you to expect me as I am without judging me.

Best regards,

Myself: _____   Date: /   /

Activity 19: The narrator said

Activity Overview:

Narrating a story, the student will discover that the story changes when the narrator is changed, and that everyone sees the course of events from their own point of view.

40 Min

10 min for the activity + 30 min for discussion

Goal:	Students
The student delivers any news or message precisely without adding or leaving out any details. The narrator is responsible for what they say!	From 20 to 25 students

Tools:

- Story attached.

Steps:

- The facilitator chooses three students and asks them to leave the activity area and wait outside.

- The facilitator reads to the rest of the students confirming that it is important to listen carefully.

- The facilitator calls the first student to listen to the story from a group of students. The facilitator shouldn't interrupt to clarify or correct any information, he just gives the floor to one after another until the story is completed.

- The facilitator calls the second student, and the first student should tell him the complete story alone without the help of anyone in the group.

- Then he/ she calls the third student, and the second student should tell him the complete story alone without the help of anyone.

- Finally, the thirst student tells the group the whole story, and the discussion begins.

Discussion:

- What is the difference between the story told by the third student and the original story?

- What is the reason for such difference?

- When a student tells an incident or an event that happened in real life, does the content differ from a narrator to another (adding or leaving out details...)? How would it affect the recipient or the people involved?

- What are the things we should pay attention to when we listen to an incident?

The facilitator concludes stating that we are all different, some are paying more attention details than others do, and some are paying more attention to the basics or the concept, which creates difficulties in understanding and the recalling the facts of the whole story. It is easy to forget the main parts, which completely changes the story.

Story: "Theft Report"

There has been a robbery. I just called the police from outside the shop using a coin-operated telephone. I am wounded, and I must go to the hospital immediately. Please listen to me carefully. By the time I got into the shop, a man was rushing out. He pushed me and kept running. He carried a white bag in his right hand, and it seemed that he was holding a gun with his left hand. He was wearing a leather coat with torn sleeves, blue and green checked shirt and jeans, skinny legs and fat belly. He was wearing metal frames' glasses, black high neck running shoes. He was bold with brown moustache. He was more than 6 feet tall, most probably in his mid-thirties.

Activity 20: Quiet time

Activity Overview:

The student discovers ways to calm down and get rid of the negative energy through relaxation exercises.

40 Min

20 min for the activity + 20 min for discussion

Goal:	Students
• The student discovers techniques helping him to calm down. • The student is trained to use such techniques in his life when he needs to calm down.	From 20 to 25 students

Tools:

• A comfortable place (a quiet place as much as possible).

• Cards for ideas and calm down techniques with the number of students.

Ideas and calm down techniques:

Running - sports - jogging - listening to music - painting - writing - hot bath - breathing - drinking water - shredding papers - relaxing - talking - reading - planting - swimming - jumping in place - playing - asking someone else's help...

• A computer or a record-player to listen to nature sounds in the background: https://www.youtube.com/watch?v=EfyF_cma4P4

• Soft light.

Steps:

• The facilitator asks each student to choose a comfortable spot and comfortable seating (on a chair or on the floor...).

• The facilitator starts by playing "nature sounds in the background", then tells the students with a calm voice the following steps giving enough time to each step:

h. Straighten your back, and find a comfortable position for your arms and legs.

i. Start by regulating your breathing (inhale and exhale), as you inhale, try to evoke a good memory and bring all the positive thoughts, and as you exhale,

try to let go of negative energy (clear your mind of fear, worries, anger...).

j. Close your eyes as you take a deep breath, evoke all the positive power as you inhale, and clear your mind of all sadness, loneliness and hatred towards a specific person as you exhale.

k. Try to forget all sounds and people around you, just focus on the breath you inhale. Feel it going through your body, from head to toes.

l. Now, imagine yourself in your favorite place whether on the beach, on top of the mountain, in your room or walking in a garden.

m. Observe the surrounding details, do you feel hot or cold?

n. Is it a sunny or cloudy day?

o. Fill yourself with energy and unleash yourself to do whatever you want. Would you like to run? to jog? to relax?

p. Use that time to get rid of all your anxiety.

q. Listen to sounds, release your imagination and live with such beautiful feelings?

r. Live these comfortable moments, try to restore your peace and release your anxiety. Aggression or sadness.

Discussion:

• How can you describe your feeling before and after the exercise?

• What helps you during the exercise? (Silence, music, position)?

• What are the obstacles ?

• Where is your favourite place you evoked during the exercise? Describe it to us?

• What are the negative feelings that you tried to let out as you exhaled?

• Describe your mood after the exercise.

• Do you feel the need to repeat this exercise from time to time? Why?

The facilitator concludes stating that: Each person needs techniques that help him/her to restore peace, and that this exercise is a model that can be replicated.

The facilitator then distributes the attached card to all students. The card includes ideas and techniques to restore peace. The facilitator reads the card to the students.

Activity 21: Towards independence

Activity Overview:

Inviting the student to discover and develop his/ her own style, or to add such style as a necessary skill to his/ her life enabling him/ her to take independent and mature decisions.

40 Min

10 min to fill the card + 30 min for discussion

Goal:	Students
The student is able to discover and develop his/ her own responsible and mature decision-making style.	From 20 to 25 students

Tools:

• Student card (attached) and pens

Steps:

• The facilitator distributes the student card and pens to all students.

• The facilitator states that there is no standard answer that each student must choose the answer that is best suited to his or her personality, and this is a personal card that can be maintained.

• The facilitator moderates the conversation using students' answers and the suggested ideas to enrich the conversation, and allowing to the largest number of students to express their opinion and to participate in the conversation.

Discussion:

- On what grounds did you choose your answers?

- Do you think that some questions have more than one appropriate answer? What did you do?

- Which questions did you exclude? Why?

- Through this exercise, can you establish the key features of your decision-making style? (Give examples).

- How important was others' participation as you were taking a decision? Was is positive or negative? (Give examples).

- What was your reaction towards people taking decisions on your behalf?

- What are the steps you practice currently to help you take independently and maturely your own decisions?

The facilitator concludes by confirming that:

We are in the process of growth aiming at achieving maturity and independence as we take our decisions, which allows us to be open on others' experiences without dropping my responsibility and independence taking decisions.

Student card

Choose the appropriate answer.

Should a disagreement arise between two of your friends:
   a. I speak with each of them separately.
   b. I make an initiative to find a solution.
   c. I wouldn't get involved.
   d. I ask an adult to get involved.

When you buy clothes:
   e. I go shopping with my parents.
   f. I buy what my friends wear (brand).
   g. I make a budget, according to which I choose what want.
   h. I invite my friends to help me choose.

When you pack your travel bag:
   i. You wait until the last minute.
   j. I make a list of what is necessary first.
   k. start to pack.
   l. I ask for help.

The bus you were traveling in broke down:
   m. You wait for others to find a solution.
   n. You call your family members to tell them.
   o. ou get nervous and concerned.
   p. You think about the breakdown reasons as you think about finding a solution.

After graduation:
   q. You will find an independent job.
   r. You will find a job with one of your family members.
   s. You will find a job with a friend.
   t. You will work in the government or in the private sector.

When you have a problem:
   u. You need to block off personal time to think.
   v. You prefer to call a friend and talk.
   w. You ask a specialist's advice.
   x. You resort to your family.

Activity 22: Without talking

Activity Overview:

The students learn to express his/ her feelings and to respect others' feelings through making feelings' expressive performance.

40 Min

15 min for the activity + 25 min for discussion

Goal:	Students
The student acquires the skill of expressing feelings.	From 20 to 25 students

Tools:

- A small box of cards. On each card, a specific feeling is written.
- (Timidity - disappointment - sadness - joy - anger - jealousy - love - pressure - fear - fatigue - surprise - horror - embarrassment - happiness - indifference - satisfaction - aggression).
- A small box of papers. On each paper, a student's name is written.

Steps:

- The facilitator selects a paper (student's name) from the names box.
- The selected student must withdraw a card from the feelings box.
- The student tries to express the feeling written on the card, through a silent performance.
- The rest of the students tries to know the feeling expressed by the student.
- The facilitator gives an equal chance to everyone to participate to realize the word.
- The facilitator chooses another student, who withdraws a card from the box ad performs the written feeling, and so on...

Discussion:

- What are the difficulties you faced during the performance?

- What are the feelings that were difficult to express?

- What is the expressive performance that suggested another impression?

- Was there a concept that contradicted the feeling to be expressed? Explain.

- Are there other ways to express our feelings on a daily basis? What are they? Give examples.

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