

What does it feel like?

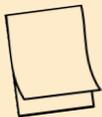
7-13

Objective:

This activity will encourage students to think more deeply about bullying behaviour – Who is participating in it? What role do they play? How do they feel?

Materials:


 Bullying scenario

 Marker pens

 Flip-chart


Bullying is defined as behaviour that is repeated (or has the potential to be repeated), harmful and is directed toward young people who are perceived to have less power. Power in a relationship is often subjective and can come from a variety of sources – social networks, money, intelligence, size and strength, etc. Shifting the power dynamic in a bullying situation is an effective way to reduce / eliminate bullying.

Students who witness bullying (bystanders) may be the most powerful people in a bullying situation – their actions can either encourage or discourage the person who is initiating the bullying. Throughout this activity, students will discover that they not only are capable of putting an end to bullying, but they may be the best fit for the job.

Scenario:

Kara and Tai have been friends for many years, but recently Kara has felt left out from the things that Tai organises with their friends.

The other day, Kara sent Tai a text asking if he was upset with her for some reason. She didn't get a reply. Later that night, Kara was working on a project with Ari, another friend from school. Ari logged on to his Facebook and Kara saw on his newsfeed that Tai had made a post that he found Kara annoying. There were comments from other friends. Ari quickly turned off his Facebook. When Kara checked her own Facebook, she realised that Tai had changed his settings so that she couldn't see his posts.

Method:

- Place students in groups.
- Ask students to discuss how each person in the scenario was possibly feeling – the initiator of the bullying (Tai), the recipient of the bullying (Kara), the friends/bystanders (Ari).
- Next, discuss the idea/concept of power in relationships.
- Each person in a bullying situation has a certain degree of power – what makes bullying 'bullying' is that the initiator has more power than the target (e.g. more friends, is physically bigger, is perceived to be smarter, etc).
- Discuss the power of the bystander; bystanders may be powerful in a bullying situation – their reactions and behaviour can encourage or discourage the initiator.
- In their groups, have students come up with two ways that the bystander(s) could have changed their behaviour that would have resulted in stopping the bullying. If time permits, allow the students to share their ideas with the rest of the class.

