



Living in Safety and Stability

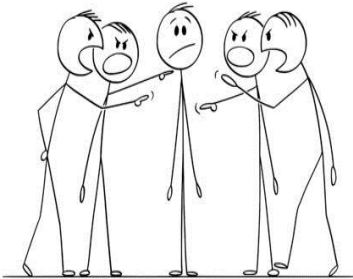



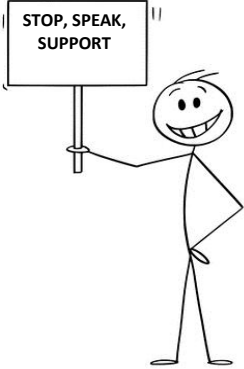
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Purpose: To provide participants with the skills, knowledge and confidence to be an upstander in response to bullying.

Participant learning objectives:

1. Understand forms of bullying and what it may look like
2. Be confident in using the Stop, Speak, Support Strategy when responding to bullying
3. Understand the impact of bullying on people

CONTENT	METHODS/ RESOURCES <i>Slides 76-85 can assist with this session.</i>	APPROX. TIME
<p>What is Bullying?</p>	<p>Resources: Slides Flipchart Markers Blu Tac/ Flipchart stand</p> <p>Inform participants of the purpose of today’s session – to provide them with the skills, knowledge and confidence to recognise when bullying is happening and how to help yourself and others when bullying occurs.</p> <p>Ask participants to brainstorm as a group what bullying is and examples of what it might look like. Participant feedback can be written on flipchart if desired.</p> <p>Provide the definition of bullying on Slide 79.</p>	<p>10 minutes</p> 
<p>How Bullying Makes Us Feel.</p>	<p>Show participants an example profile of a bully and an example profile of someone who is being bullied. Remind participants that not all bullies, or not everyone who is bullied, fits this profile – they are just two examples (examples provided on slides 80 & 81).</p>	<p>30 minutes</p>

	<p>Debrief: How might Sam’s personal situation impact on his behaviour? What feelings do you think Sam is experiencing right now? How do you think the bullying behaviour makes him feel? Does this make it acceptable? Think about how Sam’s behaviour is making Eddie feel.</p> <p>Go back to the quote on Slide 78 – ‘It’s not big to make others feel small’. Why might this be relevant to Sam?</p> <p>Optional: Resources: Toothpaste Toothpicks Paper plate</p> <p>Tell participants to squeeze all the toothpaste out of a tube of toothpaste onto a plate, and when they are done, ask them to put the toothpaste back into the tube using toothpicks. It won’t be long until they realize the task is impossible, at which point you can engage them in a discussion around bullying. Ask each child to think of an example of a time when they said something mean to someone else (they don’t need to share this with the group!). Ask participants to imagine the toothpaste represents all of the hurtful words they’ve said in the past and help them understand that, just like you cannot put toothpaste back into a tube, you cannot remove the pain caused by saying hurtful things to others. This activity can be paralleled to the danger of posting negative/ hurtful things on social media. Just like the toothpaste, once it is out there, you cannot take it back again.</p>	
<p>How to Prevent Bullying Stop, Speak, Support</p>	<p>Resources: Flipchart Markers</p> <p>Split participants into smaller groups of 4-5 participants. Ask participants to think about how they could help Sam and Johnny and others in their situation.</p> <p>Debrief: Was this exercise hard or easy? Are the strategies you would use to help different or the same for both Sam and Johnny? Why/ why not? Have you ever stood up to a bully before? How did it feel?</p> <p>Go through slide 82 at a pace that is suitable for the group. Ask participants to make a pledge that they will try to stop, speak and support anyone is getting bullied.</p>	<p>30 minutes</p> 
<p>Positive Affirmations</p>	<p>Resources:</p>	<p>30 minutes</p>



	<p>A4 white paper Markers/ Colouring pencils Pencils</p> <p>Ask participants to draw around their hand and write their name on the palm. Ask them to pass their handprint to the person on their left. As they receive each person's handprint ask them to write one positive comment/word about that person.</p> <p>Debrief: How do the positive messages on your page make you feel? How did it feel saying nice things about others?</p>	
Check-Out/ Evaluation	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	10 minutes

Be a hero
not a
bully!

