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Cyclone Rep's Bullying Prevention Session Classroom Resource

Thank you for your support of Cyclone Rep's Bullying Prevention Session (BPS). This classroom resource document aims to provide you with some tools to help you ask the right questions to help raise awareness about and prevent bullying. This takes the form of 8 activities to follow through on actions from the BPS post show workshop. These activities can be used individually or collectively as part of your school's strategy in prevention of bullying and the enhancement of a positive environment.

The resource is in two parts:

1. Activities that are facilitated by the teacher with notes for the teacher
2. Followed by the same activities in handout form for the students without teacher notes

We strongly recommend that you carry out activities 1-3 within a week of attending the workshop. The other activities can be spread out over the following days or weeks and the time allotted to each is approximate and can be adjusted according to your needs.

Some helpful notes - Bullying Prevention hallmarks are based on feedback and include:

- Engendering empathy for all those involved in bullying incidents
- Encouraging dialogue so that the subject is opened up without naming or blaming. Just aim to discuss incidents with the aim of fostering self and group awareness of the effects of bullying
- Use of group discussions to brainstorm ideas of how to manage inappropriate communication behaviours
- A focus on achievable action and habits that can be implemented to promote positive environments and build all students' confidence and self-esteem
- Enhancing students confidence and self esteem

The Department of Education and Skills published a document on ***Anti-bullying Procedures for Primary and Post-Primary Schools*** in 2013. These procedures outline key principles of best practice for both preventing and tackling bullying and require all schools to commit to these principles in their anti-bullying policy. The key principles are:

- A positive school culture and climate
- Effective leadership and a school-wide approach that includes supports for staff
- A shared understanding of what bullying is and its impact
- Implementation of education and prevention strategies (including awareness raising measures)
- Effective supervision and monitoring of pupils
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies)
- On-going evaluation of the effectiveness of the anti-bullying policy.

Cyclone Rep works on the assumption that students and teachers know best how they want their school to be and how to get there. We hope this resource helps you on that journey!

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Disclaimer: While every effort is made to provide you with strategies to support a safe environment, bullying and its effects can be serious. At times, professional help may be needed to prevent negative outcomes. We have provided links to other organisations and websites that may be useful to you on page the resources page (page 13). However, we are not responsible for the content of any of the websites listed in the resources.

Why address bullying ?

Dear Teachers and Students,

We hope you enjoyed The Bullying Prevention Session (BPS). The main goal of the BPS is to bring the student voice into the discussion on bullying in their school. Students can then input prevention strategies that can potentially prevent and stop bullying. This approach is reflected in research which has shown that when students are involved in prevention strategies it can help to reduce rates of bullying in the school (Bradshaw, 2015; Smith, 2011).

We hope this resource will enable teachers to continue the discussions after the play and help them to ensure a friendly, supportive and safe environment in school. This resource is a collaborative effort by Cyclone Rep: it has been developed by our board members Marie Delaney, an educational Consultant, and Brenda Roche, a counsellor and positive psychology specialist in conjunction with myself and input from the company. The aim of this resource is keep the conversation alive on how to reduce bullying in your school. It is only by keeping the dialogue fresh and ongoing that bullying can be reduced in the long term. We have kept the content simple and applicable to the classroom. There are a number of suggested activities that you can choose from: some can be done within one class period and others may take a whole class period. We recommend that you start as soon as possible after attendance at the Bullying Prevention Session.

We hope this resource helps to create school environments which have lower frequencies of bullying behaviour contributing to an overall message that bullying is wrong and will not be tolerated. A strong message against bullying behaviours in schools is bound to have repercussions as bullying is a major social problem. It affects people in the home, school, workplace, sports pitch, disco, etc. For far too long bullying has been accepted as a way of life, something people had to be put up with and that very little could be done about. The tide is beginning to turn against this kind of thinking but this is still in its infancy. However, in 2011 the United Nations commented in Article 19 on The Rights of the Child that all young people have the right to an education free from harassment and bullying. Such acknowledgment of the need to safeguard basic human rights in the school environment is helpful. However, to accomplish the creation of a bully free school environment where students can maximize their learning potential, we will all have to work together to change hearts and minds.

Let's stem the tide and join together to help our schools maximize their potential and flourish as places of learning.

***Peadar Donohoe,
Director of
The Bullying
Prevention
Sessions***

Activity 1. Assessing the impact of the play & workshop.

Time: 20 minutes

Aim: To encourage the students to assess the impact of the workshop on their confidence to deal with bullying.



On a scale of 1 – 5, rate the following questions. Circle where you are in the following questions:

1 meaning I'm not at all confident and **5** meaning I'm very confident

- ▶ How confident do you now feel about recognizing bullying (types listed)

1 2 3 4 5

- ▶ How confident do you now feel about being able to handle a bullying situation or someone bullying you

1 2 3 4 5

If you need help with increasing your confidence in recognizing and handling bullying, who can help you?

What help do you need?

Note to teachers: Encourage students to focus on what they have learned and what they feel able to do. Allow students to share ideas in whole group feedback.

Activity 2. Post show reflection: In class worksheet

Time: 10 minutes



Post show reflection exercise

Spend a few minutes to write down 1 thing you learned and 2 things you will do as a result of attending the Bullying Prevention Session play and workshop.

▶ The thing I learned

▶ The 2 things I will do

In pairs discuss what you have learnt and what you plan to do going forward.

Note to teachers: Encourage students to be creative in relation to their ideas. Endeavour to support any ideas which require agreement from an adult or the school. Endeavour to be supportive even if students seem critical of current procedures. The aim of this activity is for them to take ownership of the process and also for you to assess their awareness of any current school anti-bullying strategies. This is a good time to inform/remind them of any policies or strategies that are in place.

Activity 3: Character & Defender Worksheet

Time: 1 Class Period

Aim: To explore the Bullying Circle character's, identifying types of bullying and verbal responses to bullying

The following is a list of the main characters in the play. Using the bullying circle poster, what roles did each have? Can you describe the type of bullying behaviours that they engaged in or experienced?

Character	Behaviour	What roles /s did they play in the bullying circle
Dog		
Cherry		
Mena		
Petal		
Cherry's father		
Dog's boss		

In each bullying situation, what could you do if you were to defend the person who was targeted? On separate sheet of paper write a few sentences you would feel comfortable to say in defending.

A tip here is to use simple language. 3 main points to note are:

- Start with I.... (If you talk about your experience or feeling, it won't feel like a criticism and is more likely to be heard)
- Then state the facts (not judgements) about what you saw, or heard
- Then make helpful suggestions or do something helpful yourself.

Example: I'm upset/worried that there are really negatives comments posted about Petal online and I think we should tell her parents or a teacher

Note to teachers: The aim of this activity is for students to recall the play and re-engage with the material. This activity also allows students to discuss how they could defend the targeted person. Allow students work on this activity in pairs or small groups. Often what prevents people from defending or reporting incidents is their own understandable fear and it's good to discuss this and find ways to overcome it.

Activity 4. Post Play and Workshop Action Plan

Time: 1 class period

Aim: To create an action plan for bullying prevention suggestions

To Do List:

- Identify the actions that were discussed at the post play workshop or actions you have since identified.
- Select no more than 4 actions to start. When these actions are implemented and have been actioned for – revisit this exercise! Actions plans should be reviewed at least every school term to see if they are working or not. If not, change it up or try some other strategy.
- Pick 1 or 2 small immediate actions (quick wins) as well as 1 or 2 that may take longer to implement.
- Identify the Action Plan manager - The action plan manager is generally a teacher or other member of staff who can support the actions taken.
- This plan aims to help you set goals, prioritise actions and evaluate and review outcomes. Some actions that other schools found helpful include: having an anonymous report box, developing a respect in school poster, more supervision in hallways etc.

Action plan manager: _____

Date: _____

Action	Lead person/s	Review date
1. Quick Win:		
2. Quick Win:		
3. Long term action:		
4. Long term action:		

Activity 5a: Preparation for role play activity: Bullying scenarios for discussion

Time: 10 minutes per chose scenario

Aim: To allow students to discuss different scenarios, identify roles and to understand that people always communicate even if they think they are doing nothing or remaining neutral (ignoring, etc.).

Note to teachers: Pick 1 of the following scenarios only and of the most appropriate scenarios for the students. It would be best to avoid any scenarios that are close to any real-life situation that may have occurred in the class. Take about 15 mins for each scenario. Allow them time to discuss how they would defend

Scenario 1

Mary broke up with Jimmy. Jimmy is well-liked by many students. In the lunchroom other students have been begun to avoid Mary and she is often seen sitting alone. At your table, you hear others spreading rumours that it is Mary's fault and she deserves to be sitting on her own. Regina starts make mean comments about Mary's appearance, Peter is adding to those comments, Silvie laughs at the commentary and Mark is looking very uncomfortable.

What type/types of bullying might be happening?

Can you identify the roles of these participants in the bullying circle?

How could you handle this situation?

Scenario 2

Marcus notices that others are laughing about him and overhears them talking about him but he doesn't know why. He eventually discovers that they are making fun of his nationality and have posted comments on social media. Marcus confronts Bill, the ringleader, who has posted most of the comments. Bill responds that he doesn't understand Marcus because of his weird accent. Aaron, another student, is present but pretends he hasn't heard Bill's comment. However, Mick, another student, tells Bill to knock it off as it is not cool.

What type/types of bullying might be happening?

Can you identify the roles of these participants in the bullying circle?

How could you handle this situation?

Scenario 3

Peter notices that others are laughing about him and overhears them talking about him but he doesn't know why. He eventually discovers that Paul has made a comment about his sexuality online and has shared it with many others who attend the same school. He confronts Paul about this. Paul tells him to be a real man. Sharon who's a friend with both Peter and Paul is present but pretends she hasn't heard. Can you identify the behaviours of these participants in the bullying circle?

What type/types of bullying might be happening?

Can you identify the roles of these participants in the bullying circle?

How could you handle this situation?

Activity 5b. Bullying Scenario Role play

Time: 1 class period

Aims: To understand and experience the different roles in the bullying circle and to practice specific intervention strategies. Create a role play about a bullying incident that could happen in school based on the versions described below. First work on version 1 and then re-do as version 2. Make sure it's fictionalised so that characters are unidentifiable.

Note to teacher:

Encourage the students but try not to intervene too much. Make sure they know the time limits. Give student groups the opportunity to show their role play to the class but do not force them to perform, the value is in the discussion and preparation.

- Move desks and create an on-your-feet working space in the classroom (or use an alternate venue, e.g., school gym/assembly hall)
- Organize students into groups of 5 players
- Each group chooses a scenario that involves a type bullying (cyber, verbal, exclusion, etc.)
- Each group develops a short role play in two versions, using the Bullying circle handout to pick roles and bullying types from this
- Ensure that students feel free to participate in the actual role play or they may prefer to plan and give suggestions
- There is no need to write the dialogue - just improvise – do/say what comes naturally
- Allow 10 minutes for each version

Version 1

A student is bullied and does not know what to do and the bystanders are unhelpful.
(Actions that are unhelpful for bystanders are ignoring, doing nothing, laughing, telling others to watch, etc.)

Version 2

A student is bullied and doesn't know what to do to defend him/herself. There are bystanders present, who know what to do to help and do so.

Activity 6. Building Positive relationships

Time: 1 class period

Aim: The aim of this activity is to bring the focus away from bullying and negative behaviours and to pay attention to building on positive experiences in school.



Exercise (a). Stories of past success: In groups, think of a time when you have felt really included and happy at school, one or two people in each group share the story with their Group

- ▶ **Exercise (b). Friendship week:** Make a list of things you could do to run a Friendship Week, the smallest things you could do to promote a friendly atmosphere. This week could also be called Kindness Week

- ▶ **Exercise (c) Appreciative Inquiry:** In groups discuss when we are getting on best, how are we doing that? Each person gives 1 idea, the ideas can then be captured on a poster

Note to teachers: We recommend that, at this point (having done the previous exercises), you don't have detailed discussions about bullying that happened in the past but focus on a preferred future that can come for the exercise above and activity 8 to follow. This is important because as humans, we all have a negativity bias and it's helpful to deliberately pay attention to positive experiences to energise the group.

Activity 7. Strengths recognition (Teacher lead activity)

Time: 1 class period

Aim: To identify and explore each student's positive characteristics and strength in order to build positive relationships with self and others by focusing on the positives.

Strengths identification and development is a central theme in Positive Psychology, the science of what makes us flourish in life. A strength is something you do well and gives you energy (for example: humor, compassion, creativity, leadership). Each of us has a unique set of strengths. However, when asked, only a third of people can name their strengths. Research has shown that when strengths are identified and used it can enhance confidence, increase well-being and improve motivation and goal attainment. When it comes to dealing with bullies, being aware of and knowing our own strengths can help us navigate these negative situations.

To Do List:

- Access these two free on-line resources:
 1. Personal strength assessment at: <http://www.viacharacter.org/www/The-Survey>
 2. Poster of strengths: <http://www.viacharacter.org/www/Portals/o/Poster.pdf>

Resource 1:

- Most people do not know their strengths or only can name 1 or 2 – use the personal strength survey resource to assist students to individually assess their strengths.
- Feedback in pairs/small groups/full group, depending on your class dynamic.

Resource 2:

- If the online assessment is not an option, then using the poster of strengths, ask students to identify their top 3 strengths as on the example list below.
- Feedback in either groups of 4 or in full group where each student then names 1 of their top strengths. This encourages students to focus their attention on their positives.
- Students are sometimes reluctant or may find it difficult to pick out their own strengths. If this happens then ask someone in the group to name a strength they have noticed in that person from the list.

Note to teachers: Students might be reluctant to name their strengths as it may feel like boasting. It is important to stress to students that these activities build confidence and are much more motivating than focusing on their weaknesses. It may be helpful to acknowledge to students that we are more comfortable pointing out our weaknesses rather than looking at our strengths. However, research has shown that a strengths approach is more helpful and motivating to create more successful outcomes in life.

Strength 1:

Strength 2:

Strength 3:

Resources

Irish Action Plan on Bullying

<https://www.education.ie/en/Publications/Education-Reports/Action-Plan-On-Bullying-2013.pdf>



Anti-Bullying Campaign antibullyingcampaign.ie



[Stopbullying.gov](http://stopbullying.gov)



Child line - barnardos.ie



Suicide Aware - suicideaware.ie



National Parents Council - npc.ie



Samaritans - samaritans.org



Institute of Guidance Counsellors - igc.ie



Belong (LGBT site) - belongto.org



Anti-bullying Centre - dcu.ie



Reach Out - reachout.com



Headstrong - headstrong.ie



Jigsaw - jigsaw.ie



Inspire Ireland - inspireireland.ie



Blue Shield - ispcc.ie/shield



Body Whys - bodywhys.ie



Aware - aware.ie



Turn 2 Me - turn2me.org



Pieta House - pietahouse.ie

Student handout: Activity 1.

Post show reflection: Assessing the impact of the play & workshop.



On a scale of 1 – 5, rate the following questions. Circle where you are in the following questions:

1 meaning I'm not at all confident and **5** meaning I'm very confident

- ▶ How confident do you now feel about recognizing bullying (types listed)

1 2 3 4 5

- ▶ How confident do you now feel about being able to handle a bullying situation or someone bullying you

1 2 3 4 5

If you need help with increasing your confidence in recognizing and handling bullying, who can help you?

What help do you need?

Student handout: Activity 2. Post show reflection: In class worksheet

Time: 10 minutes



Post show reflection exercise

Spend a few minutes and write down 1 thing you learned and 2 things you will do as a result of attending the Bullying Prevention Session play and workshop.

▶ The thing I learned

▶ The 2 things I will do

1.

2.

In pairs discuss what you have learnt and what you plan to do going forward. Write are the main points that came out of your discussion?

Student handout: Activity 3. Character & Defender Worksheet

Time: 1 Class Period

Aim: To explore the Bullying Circle character's, identifying types of bullying and verbal responses to bullying

The following is a list of the main characters in the play. Using the bullying circle poster, what roles did each have? Can you describe the type of bullying behaviours that they engaged in or experienced?

Character	Behaviour	What roles /s did they play in the bullying circle
Dog		
Cherry		
Mena		
Petal		
Cherry's father		
Dog's boss		

Pick 1 or 2 of the bullying situations from the play, what could you do if you were to defend the person who was targeted? Write a few sentences you would feel comfortable to say in defending.

A tip here is to use simple language. 3 main points to note are:

- Start with I.... (If you talk about your experience or feeling, it won't feel like a criticism and is more likely to be heard)
- Then state the facts (not judgements) about what you saw, or heard
- Then make helpful suggestions or do something helpful yourself.

Example: I'm upset/worried that there are really negatives comments posted about Petal online and I think we should tell her parents or a teacher

Student handout: Activity 4. Post Play and Workshop Action Plan

Time: 1 class period

- List the actions that were discussed at the post play workshop or any actions you have since identified.
- Pick 1 or 2 small immediate actions (quick wins) as well as 1 or 2 that may take longer to implement.
- This plan aims to help you set goals, prioritise actions and evaluate and review outcomes. Some actions that other schools found helpful include: having an anonymous report box, developing a respect in school poster, more supervision in hallways etc.

Action plan manager: _____

Date: _____

Action	Lead person/s	Review date
1. Quick Win:		
2. Quick Win:		
3. Long term action:		
4. Long term action:		

Student handout: Activity 5a. Bullying scenarios for discussion

Choose 1 of bullying scenarios below to discuss.

Time: 10minutes for chosen scenario

Scenario 1

Mary broke up with Jimmy. Jimmy is well-liked by many students. In the lunchroom other students have been begun to avoid Mary and she is often seen sitting alone. At your table, you hear others spreading rumours that it is Mary's fault and she deserves to be sitting on her own. Regina starts make mean comments about Mary's appearance, Peter is adding to those comments, Silvie laughs at the commentary and Mark is looking very uncomfortable.

What type/types of bullying might be happening?

Can you identify the roles of these participants in the bullying circle?

How could you handle this situation?

Scenario 2

Marcus notices that others are laughing about him and overhears them talking about him but he doesn't know why. He eventually discovers that they are making fun of his nationality and have posted comments on social media. Marcus confronts Bill, the ringleader, who has posted most of the comments. Bill responds that he doesn't understand Marcus because of his weird accent. Aaron, another student, is present but pretends he hasn't heard Bill's comment. However, Mick, another student, tells Bill to knock it off as it is not cool.

What type/types of bullying might be happening?

Can you identify the roles of these participants in the bullying circle?

How could you handle this situation?

Scenario 3

Peter notices that others are laughing about him and overhears them talking about him but he doesn't know why. He eventually discovers that Paul has made a comment about his sexuality online and has shared it with many others who attend the same school. He confronts Paul about this. Paul tells him to be a real man. Sharon who's a friend with both Peter and Paul is present but pretends she hasn't heard. Can you identify the behaviours of these participants in the bullying circle?

What type/types of bullying might be happening?

Can you identify the roles of these participants in the bullying circle?

How could you handle this situation?

Student handout: Activity 5b. Role play

Aims: To understand and experience the different roles in the bullying circle and to practice specific intervention strategies. Create a role play about a bullying incident that could happen in school based on the versions described below. First work on version 1 and then re-do as version 2. Make sure it's fictionalised so that characters are unidentifiable.

- In your group, choose a scenario that involves a type bullying (cyber, verbal, exclusion, etc.)
- Develop a short role play in three versions, using the Bullying circle poster to pick roles and behaviours from this.
- Feel free to participant in the actual roleplay or you may prefer to plan and give suggestions
- There is no need to write the dialogue - just improvise – do/say what comes naturally
- Allow 10 minutes for each version

Version 1

A student is bullied by one or two others and does not know what to do. The bystanders are unhelpful. (Actions that are unhelpful for bystanders are ignoring, doing nothing, encouraging others to watch, laughing etc.)

Version 2

A student is bullied and doesn't know what to do to defend him/herself. There are bystanders present who know what to do to help and do so.

Student handout: Activity 6. Building Positive relationships

The aim of this activity is to bring the focus away from bullying and negative behaviours and to pay attention to building on positive experiences in school.



Exercise (a). Stories of past success: In groups, think of a time when you have felt really included and happy at school, one or two people in each group share the story with their Group

- ▶ **Exercise (b). Friendship week:** Make a list of things you could do to run a Friendship Week, the smallest things you could do to promote a friendly atmosphere. This week could also be called Kindness Week

- ▶ **Exercise (c) Appreciative Inquiry:** In groups discuss when we are getting on best, how are we doing that? Each person gives 1 idea, the ideas can then be captured on a poster