

## **Details of the Activities conducted In the Anti-bullying Workshops**

To illustrate the issues featured in the Anti-bullying Guidance pack, NICCY hosted two anti-bullying workshops. The first workshop was held on the 25<sup>th</sup> October in Belfast for post-primary pupils while the second workshop was held on the 15<sup>th</sup> November in Omagh for primary school students. Approximately ten teachers and 40 pupils took part in each event.

The workshop began with a presentation on the bullying research commissioned by NICCY entitled 'Being part and Parcel of the School' which looked at the extent to which pupils were involved in the drawing up and implementation of anti-bullying policies in their school. This was followed by a play by the Rainbow Factory on the theme of bullying. Pupils were then divided into groups consisting of approximately 8 pupils and the workshop activity began with sketching on a flip chart, pupils responses to the questions;

- what does bullying mean
- why and how might some children bully others, and;
- is telling a form of grassing?

Each group were then assigned a particular activity.

### **Activity 1**

The first group examined the theme '**WHERE is bullying likely to occur in school?** This activity required pupils to construct a map of a school. They could either draw their own maps or they could stick pictures of a playground, classrooms, dinner hall, bike shed, tuck shop, school gates, playing fields, locker room, cloakroom onto their map etc. Pupils were then asked to place red dots on areas where they felt unsafe and where bullying is likely to occur and green dots on areas where they felt safe. Underneath their maps, pupils were encouraged to write an explanation of **why** they placed their dots in these areas and **what** could be done to minimise the likelihood of bullying occurring in these places. The aim of this activity was to identify where bullying occurs and to encourage pupils to think of solutions for reducing bullying in these areas.

### **Activity 2**

The second group examined the theme **WHO gets bullied?** In this activity pupils were asked to decide whether they thought a statement such as 'girls



don't bully', 'it's hard to tell the difference between banter and bullying' and 'it's okay to bully sometimes' was either 'True', 'False' or 'Don't know'. The facilitator then asked the pupils why they had chosen to categorise the statement in that way. The facilitator then pinned all the statements to an A3 sized piece of card which was divided into 'True Statements', 'False Statements' and 'Don't know' depending on where the majority of pupils were standing once the statement had been read aloud. The idea of this exercise was to encourage pupils to think more critically about what bullying means and who is likely to be bullied.

The second part of this activity involved pupils writing anti-bullying messages using key words such as BULLYING, or SAY NO, or HELP. They could write either a poem or a series of statements to give advice about what to do when dealing with the issue of bullying. For example:

**A**void being alone with the bully  
**C**all for help  
**T**ake a stand against the bully

Or

**T**ell someone about what's happening  
**E**ncourage the victim to speak up  
**A**ct and don't stay quiet  
**R**eport what you've seen

### Activity 3

The third group looked at the theme '**How might the bully, the onlooker and the victim feel?**' Three silhouettes were drawn against a brick wall to represent the bully, the victim and the onlooker. Pupils were then encouraged to write in speech bubbles possible words and phrases that could be used to describe what each may be saying and feeling in this particular situation and afterwards. Blue paper was used to indicate words that may be exchanged in this scenario and yellow paper was used to represent what the person may be feeling. The aim of this activity was to get pupils to empathise with each character and to look at bullying from different perspectives.



#### **Activity 4**

The fourth group looked at **WHAT can schools do to tackle bullying?** On a ready made tree complete with real branches, pupils were encouraged to write and/or draw ideas onto paper leaves showing what they thought could/should be done to deal with bullying in their school. Pictures connected with the theme of bullying cut out from magazines were also available for this activity. The aim was to encourage pupils to think proactively about how they would like to see their school tackle bullying.

#### **Activity 5**

The fifth group was asked to look at the theme **WHY do we need to tackle bullying?** On a ready made up graffiti wall, pupils were encouraged to write statements of support on how the entire school community can work together to stamp out bullying. The idea here was to get pupils to write strongly worded messages such as 'stop victimization', 'bullying won't be tolerated' and that 'everyone has the right to be protected and respected'. Pupils were also encouraged to write messages of support to those who may be experiencing bullying. For example, 'stay strong', 'stay safe' or 'live your life the way you want'.

#### **Teacher Discussion group**

While the pupils were engaged in the workshop activities, the teachers were invited to participate in a round table discussion on their school's anti-bullying policy. This discussion provided an invaluable opportunity for teachers to learn about the strategies other schools were using to tackle bullying and to discuss models of good practice.

#### **Feedback session**

At the end of all the workshop, the pupils were invited to come back into the main hall and to present their ideas to the audience so that all of the participants had a chance to view the ideas that other groups had come up with in relation to their particular theme. All of the ideas from the flip chart exercise were also displayed in the hall so that pupils could see the outcome of the discussions prior to the workshop activity.

At the end of the activity all of the teachers and pupils were asked to complete an evaluation form as a means of assessing the success of the workshop. The analysis of the evaluation of the workshop conducted with post-primary teachers and the primary school pupils can be viewed here on the web site.

