



**Art Against Bullying**

# School Based Activities and Resources\*

*\* Please note, this Tool Kit is being tested in four schools in Cedar Rapids, Iowa, in February – March 2015. The online kit will be updated as changes are made.*

Created by



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# Table of Contents

Bullying Talking Guide ..... 2

Homeroom Activities ..... 6

School Activity Toolkit ..... 12

## Bullying Talking Guide

Conversations about bullying can be difficult, be they with a single student, a group of students, or a parent. Bullying is complicated, and the behaviors often occur because of many different reasons. Remember that bullying behavior is repeated, aggressive and makes a child feel disempowered. As a trusted adult at your schools, you are likely to witness or have bullying behavior reported to you. Two important elements to consider when talking about bullying with children are to:

- **Listen without judgment**
- **Strategize next steps**

**Listen without judgment.** Listening without judgment sets a tone that everyone's ideas and experiences are valuable. This is important because bullying is complicated behavior, and there are usually several sides and interpretations for the behavior. Through the conversation, the goal is to understand others and not just to express our own views. When you listen, it also helps to take a minute to put yourself in another person's place. How would you feel? How would you act?

1. **Use open-ended questions.** Sometimes it might take a child some time to verbalize what they are feeling, or to feel comfortable opening up. Asking questions that start with the following words can help a child open up and set a tone of respect and empathy.

- How
- Why
- Tell me more

Sample open-ended questions:

- Tell me what you think just happened.
- How are you feeling about \_\_\_\_\_right now?

Conversations don't need to start with the worrisome event. You may start with another behavior – "I noticed that you have been absent/haven't been participating as much/have seemed angry or distracted" lately. Tell me what might be happening in your life right now?" This lets the child tell you what they are feeling and what they need.

## 2. ***Focus on objective behavior.***

When listening, help the child identify the behaviors in question.

- Limit description to what happened – nothing more
- Note your tone of voice. Avoid the slightest hint of moral opinion.

The following sentences focus on objective behavior:

- Your friend said things that hurt you.
- You call [Jimmy] names because you think he's different .

## 3. ***Reflect the emotional response.***

Affirm what you are hearing and reflect on the information being shared to help the child know that his/her viewpoints are respected and that you are listening.

The following sentences are affirming and reflecting what is said

- You are feeling lonely when your friends are excluding you.
- You are frustrated but also afraid to speak up.
- You're torn between wanting to be friends but feeling hurt.
- You feel angry when [Brenda] wants to sit with you at lunch.

**Strategize about solutions to help a child move forward.** Collaborate together to come up with solutions that are acceptable to those involved. It is natural to try to fix things quickly – to come up with solutions and provide direction to a child. But, sometimes a child just may not feel prepared to stand up for him or herself. Use open-ended conversations to think of strategies together.

- What are some things that can help you right now?
- What are some things you can do if you see \_\_\_\_\_ next time?
- Who do feel comfortable with who might be able to help you with these steps?

Some children may feel so much fear and anxiety that they shut down and cannot strategize or open up. That is okay. Try the open-ended questions again. Consider picking up these conversations on another day or time.

This might be a time to ask for some professional help from a counselor. As you talk through strategies, some children may be afraid to seek help. You can offer this suggestion gently. If in any event you are concerned about their mental health, seek a mental health professional. If what you learn meets the need to report, make sure to tell the child that you are required to report the behavior, but that you will continue to talk with them and help.

## THINGS TO CONSIDER:

- If you hear in your conversations about direct plans to harm him or herself, immediately call 911 or summon the counselor.
- When trying to figure out what is going on with a specific bullying event, make sure to get each individual perspective with the child alone. Often you won't learn the whole story when speaking to children in groups. Understand the context. Don't assign roles such as victim and perpetrator.
- We often encourage bystander action without being specific about what that means. Do not encourage children to get directly involved in the situation. Here are possible strategies to discuss with bystanders. Talk through these ideas together.
  - What are ways that we can help someone being bullied?
  - Wait for children to come up with ideas, and help move conversations in a positive way.

Some possible strategies that might come up are:

1) Choosing not to be part of the problem. Quietly choosing not to spread a rumor, or telling your friends to join you in not spreading it, may be the most effective way to stop the rumor- just like removing flammable material stops a wildfire from spreading.

2, Seek help from a teacher or adults.

2) Help the target get away. Targets are often told: "Just walk away," yet young people say that walking from bullying alone feels unsafe and weak. If peers invite the target to leave the situation with them, targets can leave without a sense of defeat.

3) Sit with, walk with, or be friends with the target after the bullying is over. Targets of bullying may be chosen by the bully because of their social isolation, or they may become isolated as a result of the bullying. Either way, they often need friends and the protection of a social group.

4) Talk about bullying with friends, and discourage it. Friends are likely to listen to each other and if it is known that bullying is not cool, it will help prevent it from occurring.



## Homeroom Activities

<b>Homeroom Activity Toolbox</b>		
<u>Activity</u>	<u>Grade Range</u>	<u>Amount of Time</u>
Activity 1: Twitter	6-8	About 20 minutes plus follow-up
Activity 2: Wordle	6-8	20 minutes
Activity 3: Bulling Discussion Questions	6-8	20 minutes
Activity 4: Antibullying Pledge	6-8	20 minutes
Activity 5: Morning Announcement	6-8	20 minutes

## HOMEROOM ACTIVITIES

### Activity 1: Twitter Feed

**Summary:**

Twitter is one of many social media sites that teens have used for cyberbullying. However, Twitter is also used for positive and supportive messaging. This activity encourages the use of Twitter for positive communication.

1. Identify a hashtag that can be used for the Twitter feed. You can develop one for your school, or use an existing anti-bullying hashtag (#antibullying; #stopbullying365)
2. Encourage students to tweet an antibullying message during homeroom and have them include the school's Twitter name. If possible, project the school's twitter account so that you can see and discuss the messages as they come in.

*This activity is based on a twitter feed led by then-Assistant Principle Lucas Ptacek at Iowa City's Northwest Junior High.*



## HOMEROOM ACTIVITIES

### Activity 3: Bullying Discussion Questions

**Summary:**

A short discussion that empowers antibullying behavior among teens can support their decisions to act as a role model against bullying. The best discussion questions are thought-provoking and press teens to share their feelings.

1. Introduce your question. Some good examples:

- Can bullying be prevented? Why or why not?
- Is it ever OK to spread rumors about someone else? If so, when?
- Do some people deserve to be bullied?

2. Let students know that the discussion needs to be respectful, even if everyone doesn't agree.

3. Point out at the end of the discussion that people have different feelings, and it is helpful to respect differences. Even if people don't agree about bullying, it is never OK to initiate bullying behavior.

## HOMEROOM ACTIVITIES

### Activity 4: Anti-bullying Pledge

#### Summary:

Pledges are used to support desirable behaviors, such as a pledge to not bully. Have students develop and sign a bullying pledge.

1. Show students some example pledges to not bully, such as:

#### **As a Kid Against Bullying, I will:**

- Speak up when I see bullying.
- Reach out to others who are bullied.
- And be a friend whenever I see bullying.

<http://www.pacer.org/bullying/resources/toolkits/activities/take-the-pledge.asp>

#### The NOT IN OUR SCHOOL Pledge:

- I will not be a bully
- I will help the bullied
- I will speak up about bullying

<http://notinourschool.weebly.com/make-the-pledge.html>

2. Ask students to develop their own pledge, write it on a blank page, and decorate it.
3. Pledges can be displayed on a bulletin board.

## HOMEROOM ACTIVITIES

### Activity 5: Morning Announcement

#### Summary:

A hallmark of Homeroom is the morning/school announcements. In this exercise, groups of students can create an antibullying message for the school to include in the morning announcements for the next week (or to be read in the classroom after the school announcement).

Some examples:

- Come up with five ways to stand up to bullying, and read one each day. Some examples can be found at: <http://besmartbewell.com/bullying/slideshow.htm>
- Read a bullying pledge each day (see examples from Activity 4)
- Identify myths about bullying such as the following from <http://www.pacer.org/bullying/resources/toolkits/classroom/bullying-101.asp>:
  - *Words will never hurt you.* Reality check: Words may not leave bruises or broken bones, but they can leave scars on the inside.
  - *Bullying is a natural part of childhood.* Reality check: There is nothing natural about being bullied.
  - *Bullying will make students tougher.* Reality check: Bullying can negatively affect how someone feels about his or herself.
  - *It was only teasing.* Reality check: When it hurts someone, it is bullying. Bullying is never okay. Seriously.

## School Activity Toolbox

<b>REFLECTIVE WRITING ACTIVITIES</b>		
<u>Activity</u>	<u>Grade Range</u>	<u>Amount of Time</u>
Activity 1: Making a Rainbow	K-2	1 class session
Activity 2: Making a Map	3-6	2-3 class sessions
Activity 3: Appreciative Inquiry – Reflective Selfies	1-12	1-2 class sessions
Activity 4: <i>I Am From</i> Poem	6+ (adaptable to all ages)	1 class session
Activity 5: Newspaper Article/Point Of View	7-9	2-3 class sessions
Activity 6: Diary of ...	6+	10 days – 2 weeks of personal writing time
<b>DRAMA AND EXPRESSION ACTIVITIES</b>		
<u>Activity</u>	<u>Grade Range</u>	<u>Amount of Time</u>
Activity 7: Tableau	4-6	1 class session
Activity 8: Finish the Scene	6-8	1 class session
Activity 9: Change the Scene	8-12	1 class session
Activity 10: Interactive Restorative Justice	7-10	1 class session
Activity 11: Photovoice	7-12	1 week to take photos out of class; 2-3 class sessions to write, reflect, and share
Activity 12: Appreciative Inquiry: Describe, Dream, Deliver	7-12	1-2 class sessions

## REFLECTIVE WRITING

### Activity 1: Making a Rainbow

**Summary:** This activity is designed to help young people explore their emotional responses to positive and negative stimuli and to be able to talk about these responses in a concrete way. It will also help students gain a better understanding of the responses of their peers and how these may be similar or different to their own.

**Curriculum Components:** comprehension and collaboration; presentation of knowledge and ideas

**Connection to Bullying:** Communication skills, empathy, self-awareness (emotional)

**Age Range:** K-2

**Materials:** Crayons/markers/colored pencils, paper

**Time Needed:** one class session

#### **Instructions:**

Pick a color that best represents how you feel

- a) When you learn something new.
- b) When someone hugs you.
- c) When one of your classmates is sad.
- d) When someone says something mean to you.
- e) When you help someone.

Have the students draw their rainbows.

Here are some suggestions for questions you could discuss afterwards:

- What color did you choose for (pick one)? Why? Look at the different colors your classmates chose. Why do you think that is?
- What is it like when you feel more than one color at once?
- Is there another color you want to add to your rainbow? What feeling does it correspond to?

## REFLECTIVE WRITING

### Activity 2: Making a Map

**Summary:** Students create a map as a way of illustrating how they perceive their school environment. By including locations that have meaning (positive and negative), students can explore their sense of identity and write about experiences they may have had connected to bullying.

**Curriculum Components:** Writing informative/explanatory to explore an idea and narratives to develop real or imagined experiences; use of figurative language.

**Connection to Bullying:** Expressing identity, communicating about safe/unsafe spaces, personal history

**Age Range:** grades 3 - 6

**Materials:** Maps (projections and atlases), paper, pencils, colored pencils or markers, writing materials

**Time Needed:** 2-3 class sessions

#### Instructions:

1. As a class, look at different kinds of maps: maps that show buildings, satellite images, topographical, climate, maps that show roads and waterways, etc. Look at fantasy maps as well (i.e. Lord of the Rings) to show imaginary maps. Look at very old maps.
2. Brainstorm all the different things that can go on a map. Create a list that everyone can refer to.

#### Part One: A Map of the School

3. Guide the students through making their own map of the school. Have them add the following (these are suggestions – feel free to add your own):
  - i the place(s) they feel safest and the most confident
  - ii the place(s) they don't like to be - unsafe
  - iii a place they can be with only their friends
  - iv a place where a trusted adult (maybe their favorite teacher) is
  - v a place where no adults are
  - vi a secret place
  - vii a part of the school they have no access to

## Part Two: A Map of the Community

4. As in the previous part, guide the students through making this map of their community. Here are some suggestions of what can go on the map.
  - i. Start with the place you feel safest.
  - ii. Add your school. What pathways and obstacles lie between school and home? How close is the school to your home? *NOTE:* distances don't need to be accurate – this is a map that is more about perception than reality.
  - iii. Add a place that you go to have fun, i.e., a soccer field, a baseball diamond, a friend's house. Make the distance between this place and the school and your home representative of how it feels. Include pathways and barriers.
  - iv. Where is unknown territory? What does it look like? Is it inviting or dangerous?
  - v. Is there a dangerous area you need to avoid? How will you represent it on your map? How close is it to your home, your school, etc.
  - vi. Add the buried treasure/ the top of the mountain (etc) – the place you want to get to. Maybe it's high school. Maybe it's across the world.

Other examples of things to add:

Places of worship, other family homes (grandparents, extended family), secret hideouts, sources of food and water, power stations, important stores, a place that is important to your mother/father/guardian, a place from childhood, etc.

### Adaptations of this Exercise:

1. What other spaces could be mapped? Brainstorm with the students and have them create a map for these places.
2. Have students make a map of cyberspace (this map should reflect their experience of cyberspace)
3. Create a written guide to any of these maps. This could be in the form of an essay, short story or poem about one or more of these places that has meaning. Describe the places and how to get to them (or how to avoid them).

## REFLECTIVE WRITING

### Activity 3: Appreciative Inquiry – Reflective Selfies

**Summary:** Selfies are an everyday part of children’s lives, and they provide a method of expression. We often hear about selfies in negative ways – those that lead to hurt feelings or are spread beyond their intended audiences. Selfies, however, can also be a good way to reflect and share with others.

The goal of this exercise is to take a “selfie” photo, or make a drawing, that you can use to share something about yourself with the class. The “selfie” could depict you in a place that is very important to you, it could show you doing something you love to do, or it could illustrate something about your personality, such as your sense of humor. These photos must not include any inappropriate material or any images that might be hurtful for anyone else.

**Curriculum components:** Expressive writing, oral communication

**Connection to Bullying:** Practice encouraging rather than discouraging language, understand the uniqueness of each person

**Age range:** 1st through 12<sup>th</sup> grade

**Materials needed:** For younger ages, the “selfie” can be a drawing, in which case supplies for drawing are needed. Older ages need access to a phone or camera for taking a photo of themselves.

**Time needed:** 1 – 2 class sessions

**Activity instructions:**

1. Assign each student to either draw a selfie or take a selfie of themselves, following the instructions above.
2. Have each student write a short sentence about why this selfie depicts something about themselves.
3. Have students share their photos with each other, either in small groups or with the entire class. With each photo, have other students express positive aspects of what is depicted in the photo, practicing the use of encouraging rather than discouraging language.

Alternative: Put the selfies on the wall, and have students put post-its with positive words with each one.

## REFLECTIVE WRITING

### Activity 4: *I Am From Poem*

**Summary:** By writing a list poem, students use figurative language to express complex feelings and experiences related to bullying and personal identity. This poem is a great jumping off point for other creative work.

**Curriculum Components:** Figurative writing, narrative techniques (use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters), using rhythm and pace to create meaning

**Connection to Bullying:** self expression, identity, personal history, awareness of diversity

**Age Range:** Grade 6+ (this activity can be adapted to suit almost any group/age range)

**Materials:** Pen/pencil and paper

**Time Needed:** one class period; add an additional period if adapting the poem into another form

#### Instructions:

Start by having the students make a list. Answers can be literal or non-literal. Students should add as much sensory detail as possible. These prompts are in no particular order and can be adapted to the group. Here are examples (choose 5 – 8):

- a) Where you are from?
  - b) What is something you're really good at doing (a sport, a hobby, etc)? Add description.
  - c) What is something an adult (or friend) has said to you that you will always cherish?
  - d) Describe a secret place or a place you go when you need to be alone.
  - e) What is your favorite season/time of day? *i.e., early morning sunrises in June*
  - f) Describe a sound that reminds you of being very young/vulnerable
  - g) What is something cruel that has been said to you?
  - h) What's your favorite game/sport and who do you play it with?
  - i) Who is a mentor/role model – say something about why they're important to you.
2. In front of each item on the list write, "I am from". Some of these will sound weird, such as "*I am from building a model train set on Saturday mornings with*

*my dad.*” That’s okay – they will sound more like a poem when you put them all together.

3. Make whatever changes are desired – some of these may get combined, details may be added, as long as the “I am from” keeps getting repeated.
5. Share the poems with the class.

**Adaptation:**

Poems can be performed as slam poems or rap, turned into song lyrics, or combined with other student’s poems and performed as a choreopoem (with movement).

Particular lines can also be used as a jumping off point for a personal essay or short story.

## REFLECTIVE WRITING

### Activity 5: Newspaper Article/Point Of View

**Summary:** Students will complete an in depth analysis of a story about bullying from the news and examine multiple points of view helping them build empathy for people who are different/unfamiliar.

**Curriculum Components:** Gather relevant information from multiple print and digital sources.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Connection to Bullying:** exploring multiple points of view, building empathy, understanding difference

**Age Range:** Grades 7 - 9

**Materials:** news articles (newspapers, internet access, magazines, library archives), writing materials

**Time Needed:** two or three class periods for research and discussion

#### Instructions:

1. Gather articles from different sources and read them as a class.
2. Write a response to what happened. Why do you think it happened? How does this story make you feel? Can you relate to anyone in this story?
3. As a class, brainstorm different people involved in the story, from those immediately affected to bystanders, law enforcement, and others who aren't mentioned directly (parents of other kids at the school, etc).
4. Choose three (3) people and write the story from their point of view. These three points of view should be as different as possible (i.e., not all from the same family).

## REFLECTIVE WRITING

### Activity 6: Diary of ...

**Summary:** Students create a long narrative story with multiple characters and plot points in the form of a personal journal.

**Curriculum Connections:** Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Connection to Bullying:** exploring different points of view, exploring personal choices and cause and effects

**Age range:** grades 6+

**Materials:** writing materials

**Time Needed:** Ten days – two weeks. Each diary entry is a separate assignment.

#### **Instructions:**

Each student creates a fictional character whose story they will be telling. This character should be very different from the student. Brainstorming could be done as a class.

Some examples:

Diary of the Biggest Eighth Grade Loser Ever

Diary of the Class Clown

Diary of the Little Sister

Diary of \_\_\_\_, Superstar Soccer Champion

Diary of Cool

Diary of \_\_\_\_\_, Future President of the United States

Students will write 10 entries in the diary from the point of view of their character. These entries can span 10 consecutive days or a school year (not longer). Entries are connected – the characters live in a particular world with recurring characters. Events that happen on one day should have repercussions on the next. Each entry gets a prompt. Here are some examples:

Entry 1. “I’m starting this diary because ....”

Entry 2. “Today, everything that could have, went wrong...”

Entry 3. “I met someone new today who...”

Entry 4. “I’ve never told anyone this but...”

- Entry 5. "If I can make this happen, everything will change."  
Entry 6. "I thought it was this, but it was really that..."  
Entry 7. "This is the hardest thing I've ever had to do, and I have to do it."  
Entry 8. "If I fail..."  
Entry 9. "Today is the day..."  
Entry 10. "From here, everything changes."

## DRAMA AND EXPRESSION

### Activity 7: Tableau

**Summary:** Students act out a story about bullying using their bodies instead of words.

**Curriculum Connections:** convey meaning through the presentation of artistic work; generate and conceptualize artistic ideas and work;

**Connections to Bullying:** understanding how choices affect other people; exploring the role bystanders can play in preventing bullying

**Materials needed:** none

**Time needed:** one class period

**Age range:** grades 4 - 6

#### **Instructions:**

A tableau is a frozen picture. Tableaux are a great building block for creating a scene.

1. As a class, decide on a story about bullying. Identify the characters involved.
2. Divide the story into four or five parts (beginning, middle, climax, end). In each part, a choice is made that leads to the next action.
3. Divide the class into small groups (3 or 4 students/group works best). Each group is assigned a part of the story. Working on their own, each group will create a tableau (frozen picture) to illustrate their part of the story.  
*Option:* Each group can create 2 or 3 tableaux to illustrate their part of the story.
4. Have each group perform their tableau, in order so the entire story is told.
5. As a class, discuss the choices the characters in the story made. What could they have done differently?
6. Have the groups re-do their tableau showing these different choices. The goal is to make this a story about how bullying was stopped or avoided altogether.

#### **Adaptations:**

Tableau can be used in combination with other exercises such as Appreciative Inquiry and Photovoice.

For older students, have each group tell their own story. Dialogue and simple movement can be added to each tableau to animate it.

## DRAMA AND EXPRESSION

### Activity 8: Finish the Scene\*

*\*To do this exercise, use the scene from Out of Bounds (included). A different scene may be used, however is important to choose a scene where there is obvious conflict so the student actors are working to solve a problem.*

**Summary:** Students write and perform their own conclusion to a scene about conflict between young people.

**Curriculum Connections:** organize and develop artistic work; refine and complete artistic work; convey meaning through the presentation of artistic work; relate artistic ideas and works with societal, cultural and historical context to deepen understanding

**Connections to Bullying:** strategies for effective conflict resolution, understanding different points of view (why people behave as they do)

**Materials needed:** photocopies of the original scene (one page); writing materials

**Time needed:** one class period

**Age range:** grades 6 - 8

#### **Instructions:**

This can be done as a written exercise or as an improvisation.

1. Divide students into groups of four so everyone has a role. For groups of boys and girls, character names should be changed as appropriate to the gender of the actor. Groups with a female Amy should do the female version and groups with a male Aaron should do the male version.
2. Give each group the first page of the scene. Each group must finish the scene. (*Note:* Challenge them to make the transition from the written scene to the new material seamless.)

For groups who are writing:

3. After they have written the ending, rehearse and perform the scene for their classmates.

For groups who are improvising:

4. The group can plan how they think the scene should end and then improvise the rest of the scene. After, they can talk about what worked and what didn't and revise what they did.
5. After every group has performed, discuss why each group made the choices they did and what they observed in the other groups. What is the best way for the characters to handle the conflict in the scene?

## Finish the Scene Exercise: Female Version

SITUATION:

By the lockers at a junior high school, Monday morning.

Three friends, MADISON, DANIELLA and KAILEY are all getting ready to go to their first class.

The night before, MADISON hung out with the new girl, AMY.

MADISON takes out her phone and shows KAILEY and DANIELLA a picture on Instagram.

MADISON: Look at this picture Amy's mom took of us. She has all these hilarious 70's clothes.

DANIELLA: Duh, you posted it last night, we've already seen it.

KAILEY: You went to her house?

MADISON: Yeah, she wanted to show me the clothes.

DANIELLA: You should be careful about hanging out with her.

MADISON: What do you mean?

DANIELLA: Okay, so you know how she dresses like she's a guy.

MADISON: No she doesn't.

KAILEY: She totally does.

DANIELLA: So we dared her to send us a picture that proves she's a girl.

KAILEY: We were just kidding around though.

*DANIELLA shows MADI her phone. MADI stares at the picture.*

MADISON: She wants me to hang out again tonight. What do I do?

*AMY enters.*

AMY: Hey, how are you guys?

*All three girls stare at her but don't say anything. Then MADISON takes DANIELLA's phone and shows it to AMY.*

MADISON: Is this you?!

## Finish the Scene Exercise: Male Version

SITUATION:

By the lockers at a junior high school, Monday morning.

Three friends, MICHAEL, DYLAN and CALEB are all getting ready to go to their first class. The night before, MICHAEL hung out with the new guy, AARON.

MICHAEL takes out his phone and shows CALEB and DYLAN a picture on Instagram.

MICHAEL: Look at this picture of Aaron and me. He has this awesome game set up, you should see it.

DYLAN: Duh, you posted it last night, we've seen it.

CALEB: You went to his house?

MICHAEL: Yeah, he wanted to show me this new game.

DYLAN: You should be careful about hanging out with him.

MICHAEL: What do you mean?

DYLAN: Look at what he wears. I wonder if he's even a guy.

MICHAEL: What's that supposed to mean? Of course he is.

CALEB: Are you sure about that?

DYLAN: We dared him to send us a picture to prove he isn't a girl.

CALEB: We were just kidding around but he actually did it.

*DYLAN shows MICHAEL his phone. MICHAEL stares at the picture.*

MICHAEL: He wants me to hang out again tonight. What do I do?

*AARON enters.*

AARON: Hey, how are you guys?

*All three guys stare at him but don't say anything. Then MICHAEL takes DYLAN's phone and shows it to AARON.*

MICHAEL: Is this you?

## DRAMA AND EXPRESSION

### Activity 9: Change the Scene

(based on the Theatre of the Oppressed exercise)

**Summary:** Students act out a real-life bullying situation and, as a class, explore alternative ways to handle conflict.

**Curriculum Connections:** organize and develop artistic work; refine and complete artistic work; convey meaning through the presentation of artistic work; relate artistic ideas and works with societal, cultural and historical context to deepen understanding

**Connections to Bullying:** strategies for effective conflict resolution, understanding different points of view (why people behave as they do), examining the role of bystanders

**Materials needed:** none

**Time needed:** one class period

**Age range:** grades 8 - 12

#### Instructions:

1. In small groups, students share personal experiences of when they witnessed or experienced bullying (they don't have to have been the victim). Each group will then choose one story to act out.
2. The first group acts out their chosen story. These scenes need only be 30 seconds – 1 minute long.
3. The leader then asks the audience if they have an idea for another way the conflict could have been handled. If someone has an idea, they get up and take the place of the appropriate actor. The actors re-start the scene, with the new participant making the changes. The actors should react in an appropriate way for their character to whatever changes are introduced so the new ending can be tried.
4. The leader then asks the group for another idea of who the action could have progressed. The same is repeated. The original actors should step back into the scene, unless their role is once again being taken over by someone else.
5. Continue until all possibilities are exhausted.
6. Discuss how the different strategies affected everyone in the scene. How can what was observed in the scenarios be used in real life?
7. Repeat with another scene.

**Alterations:**

Ask students to choose which strategy they thought was most effective and write the scene down. The written scene should be long enough to include what might possibly happen next (this could be a second scene).

## DRAMA AND EXPRESSION

### Activity 10: Interactive Restorative Justice

**Summary:** *Restorative Justice* applies restoration instead of punishment when someone has wronged another. The approach focuses on the victim, family, and school, with the intention of finding a way for the offender to take responsibility and make the situation right. The perspectives of both the offender and the victim are important.

**Curriculum components:** strategic thinking, oral communication,

**Connection to bullying:** strategies for effective conflict resolution, understanding different points of view (why people behave as they do)

**Age range:** Grades 7-10

**Materials needed:** none

**Time needed:** 1 class session

**Activity instructions:**

1. Have a student read the following scenario:

Sam and Rob have been friends for a long time, and they have just started junior high together. Sam doesn't know many kids at the new schools, but Rob knows a lot through his soccer club. Last week, Sam and Rob took a picture of themselves, a "selfie" sitting on Rob's beds. They had just gotten back from playing basketball outside, and since it was a hot day they had taken their shirts off. When Rob saw the photo, he said, "We look like a couple of queers." Rob told Sam to delete the picture, but Sam didn't because he thought it was funny.

Yesterday at lunch, Rob sat down with his soccer friends instead of eating with Sam, which made Sam feel left out. While Sam was eating, he posted the picture on Instagram. By the time Rob saw it, the picture had been shared by most of the school, and people had started to talk about the picture. One of Sam's classmates made a comment about "Sam and Rob, sitting in a tree, k-i-s-s-i-n-g."

Sam was so angry that when he saw Rob at school the next day, he pushed him down. A teacher saw Sam push Rob down, and now Sam is in the office.

Have the class or students working in small groups answer the following questions:

1. We usually think of events having a "victim" and an "offender." Who is the victim and who is the offender in this scenario?

2. If we define a victim as someone who was hurt, either physically or psychologically, who is a victim? How was Sam hurt? How was Rob hurt?

If we define an offender as someone who hurts someone else, who is an offender? What did Sam do to cause hurt? What did Rob do?

3. The concept of restorative justice focuses on addressing the actions that led to someone being hurt, and trying to reduce the harm. Instead of suspending Sam, for example, he is offered the chance to help those who he hurt feel better.

If you were Sam, what could Rob do to make you feel better?

If you were Rob, what could Sam do to make you feel better?

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### Activity 11: Photovoice

**Summary:** *Photovoice* uses photographs taken by students to express their perceptions and influence their environment. The goal of the project is to create an attitude, understanding, and ability to thoughtfully contribute to a school climate that is intolerant of bullying.

**Curriculum components:** writing; presentation; discussion; listening; negotiation

**Connection to bullying:** express individuality; reflect and share issues related to the school environment and safety culture; understand different points of view

**Age range:** Grades 7 - 12

**Materials needed:** cameras for students to take photos, a printer to print photos; paper/pens to write about photos and display them

**Time needed:** One week to take photos; 2 – 3 class sessions to write and reflect, then share and discuss photos.

#### Activity instructions:

1. Instruct students to spend the week taking photos that focus on bullying. These can be, for example, a place that they feel safe/unsafe; an abstract photo of something that makes them think of bullying; or staged photo of someone's face expressing a feeling. Instruct them not to take pictures of other people in the school, and let them know that they will be sharing the picture. Have them think about:

- a. What is bullying?
- b. What does supportive communication feel like?
- c. What does hurtful communication feel like?
- d. What can change bullying?

2. After they have taken their photos, ask them to select one or two photos to print. With these photos, assign them time to reflect about why they want to share this particular photo. They can answer questions such as:

- a. "I want to share this photo because..."
- b. "The story behind this photo is..."

- c. “This photo relates to bullying because...”

Mount the photos on a piece of paper with the reflection. Have students share their photos with the class or in small groups.

3. Hold a classroom discussion about bullying (refer to the Bullying Discussion Guide):
  - a. What themes were common in the photos?
  - b. What types of feelings, both positive and negative, were expressed in the photos?
  - c. What kinds of strategies were identified that could change or reduce bullying?
5. Display the photos somewhere in the school.

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### Activity 12: Appreciative Inquiry: Describe, Dream, Deliver

**Summary:** *Appreciative Inquiry* uses images to invoke feelings and reflect on the meaning of these feelings. The goal of the project is to use images to self-reflect and discuss how bullying can influence the school community and what can collectively be done to change negative impacts.

**Curriculum components:** writing; presentation; discussion; listening; analytic thinking

**Connection to bullying:** understand our school environment; empower sense of ability to change the environment around us; strategize a common goal and how to work towards it;

**Age range:** Grades 7 - 12

**Materials needed:** source of pictures, such as magazines or the internet; paper/pens to write about photos

**Time needed:** 1 – 2 class sessions

#### Activity instructions:

1. Have individuals or teams of students look through sources for pictures. Instruct each student or group of students to choose a photo that depicts what bullying feels like, and to write a statement about how the image can be related to bullying (This step is called the “Describe” step. You could prompt the students to fill in the blank: “This picture describes bullying because...”). Students could be instructed to write a short poem instead of a statement.
2. Have students share their picture and poem/statement.
3. Next, have students select a second photo that depicts a world without bullying (This step is the “Dream” step). Have students then describe what a future without bullying would feel like, answering questions such as:
  - Without bullying, I would feel...
  - Without bullying, my school would be...

4. Finally, with the dream photo, students write a few sentences about how they could “design or deliver“ this dream. It could be something changed at the school, it could be a decision to reach out to vulnerable people, or a dedication not to spread bullying messages when they see them. Have students share how they might help deliver their dream and discuss these with the class.

5 [optional]. Together, the class could list the strategies they have identified to help deliver their dream.